



The Leys Primary School Subject Overview - History 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Early years build blocks Topic	Understanding the world Explore familiar and unfamiliar roles and experiences All about me.		Understanding the world Explore familiar and unfamiliar roles and experiences		Understanding the world Past and present ELG	
Key Skills	I can show an interest in celebrations I can have a sense of own immediate family and relations and pets I can talk about important times for me I can talk about my experiences I can recognise special helpers in my community.		I can talk about important times for my family I can recognise and talk about similarities and differences I can talk about different celebrations I can recognise and talk about things I celebrate		Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Key People						
Key subject links						
Key Vocabulary	Mum, dad, grandad, granny, nanny, brother, sister,					
Key Texts						

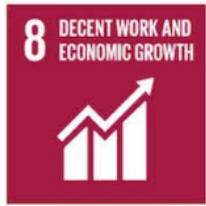
Key themes and values						
Year 1	<u>Transport</u>	<u>Food Glorious Food</u>	<u>Beside the seaside</u>			
Key Skills	Identify significant historical events, people and places in their own locality. Compare ideas from different time periods. Use common words and phrases relating to the passing of time. Use a variety of sources and understand different ways to find out about the past. Ask and answer questions related to an area of study.	Identify significant historical events, people and places in their own locality. Compare ideas from different time periods. Use common words and phrases relating to the passing of time. Use a variety of sources and understand different ways to find out about the past. Ask and answer questions related to an area of study.	Understand changes in living memory. Accurately order events. Compare ideas from different time periods. Identify similarities and differences between ways of life in different periods. Use common words and phrases relating to the passing of time. Ask and answer questions related to an area of study.			
Key People						
Key subject links			Science			
Key Vocabulary	Travel, transport, steam engine, petrol/combustion engine, electric cars		Victorian era, promenade, sea bathing, attractions, seaside holidays			
Key Texts						
Key themes and values	 	  	  			
Year 2	<u>Timelines</u>	<u>Bonfire Night</u>	<u>Fire of London</u>	<u>The Space Race</u>	<u>Local History</u>	<u>Pirates</u>

		<u>Remembrance Day</u> <u>Christmas in the past.</u>		<u>Timelines revisited</u>		
Key Skills	Study the lives of significant individuals in the past who have contributed to national and international achievements. Use a variety of sources and understand different ways to find out about the past.	Use a variety of sources and understand different ways to find out about the past	Understand events beyond living memory that are significant nationally Accurately order events.	Compare ideas from different time periods, e.g. the past and now	Study the lives of significant individuals in the past who have contributed to national and international achievements. Use a variety of sources and understand different ways to find out about the past.	Use a variety of sources and understand different ways to find out about the past
Key People	Guy Fawkes		Thomas Farrinor, Samuel Pepys, King Charles II			
Key subject links						
Key Vocabulary	timeline, similarities, differences, living memory, historical figures		17th century, diary, rebuilt, St Paul's Cathedral		Stevenage, pirate, treasure, island, map, new town, county, inspirational, development	
Key Texts						

Key themes and values	 		  		
Year 3	<u>Stone Age to Iron Age</u>		<u>Local History- Life along the Thames</u>		<u>Egyptians</u>
Key Skills	<ul style="list-style-type: none"> -Understand the changes that Britain went through from the Stone Age to the Iron Age. -Develop knowledge of local History linked to the area of study above. -To develop an understanding of chronology -To make connections between a historical period and present day. 		<ul style="list-style-type: none"> -Develop knowledge of local history. -Use various sources of evidence to answer questions based on local history. -Research a specific event from the past linked to local history then write about it. 		<ol style="list-style-type: none"> 1. Egyptian time-line (Dress up like a mummy super starter) Devise Q's 4. Pyramids 5. Mummification 7. How Egyptians lived (comparison to Egypt now) 8. Artefacts 11. Tutankhamun
Key People					Tutankhamun
Key subject links	Art- cave art	DT-soap spear heads	Geography-rivers		Art- masks Geography-rivers
Key Vocabulary	Bronze, alloy, bone marrow, earthwork, Celts, sacrifice, tribe, iron		London, Thames barrier, river, The tower of London		Egyptians, Pharaohs, mummification, canopic jar, River Nile, pyramids, tombs
Key Texts		Stoneage Boy			Egyptian Cinderella
Key themes and values	 		 		 

Year 4	Romans	Anglo-Saxons	Vikings
Key Skills	1. Locate the Roman period on a timeline 2. Understand some of the reasons the Roman Invasion was a success. 3. To know that sources about Boudicca contradict each other and to compare these. 4. Learn about life in Roman Britain, including entertainment, food and every-day existence. 5. Research Roman Gods and Goddesses 6. Learn about and create Roman pottery and jewellery.	1. Anglo-Saxon village life 7. Artefacts and daily life 8. King Alfred the Great 9. Crime and punishment (trends over time)	1. Who were the Vikings? 2. Longships 5. Homelife 6. Danegeld 9. End of the Vikings 10. Chronology of Romans, Anglos, Vikings
Key People	Boudicca, Julius Caesar	King Arthur	
Key subject links	Art-pottery, mosaics		
Key Vocabulary	Caledonia, Celts, emperor, Julius Caesar, legion. Roman Empire, Picts, Iceni	Angles, christianity, Picts, Saxons, Scots, missionary, pagan, Romans	Invade, longships, Danegeld, exile, wergild, kingdom, outlawed, pagans, pillaged, raid
Key Texts			
Key themes and values		 	
Year 5	<u>Crime and punishment throughout time.</u>	<u>Queen Victoria and King John</u>	<u>Ancient Greeks</u>

Key Skills	<p>(NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) Mediaeval- Anglo-Saxons- Normans-Later middle ages-Early modern era- moving further through time and comparing to nowadays.</p> <p>Children can create a timeline of changes in crime and punishment. Creating historically valid questions. Use different historical sources to find facts and information. Research famous people around crime and punishment. Give reasons why certain punishment was used and why it has been changed.</p>	<p>(NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the changing power of monarchs using case studies such as John, Anne and Victoria)</p> <p>How Queen Victoria/King John changed/adapted the nation- influenced the world. Develop an understanding of chronology? Timeline of implementations Victoria/King John put in place.</p> <p>Similarities/differences between the two monarchs.</p> <p>To make connections between a historical period and present day? Note and contrast trends over time?</p>	<p>(NC- Ancient Greece - a study of Greek life and achievements and their influence on the western world)</p> <p>Ancient Greeks- Timeline, History- why are the Greeks so famous?, how did they live- compared to life now. What are the Key Events of the Greeks- Classical period- Invasion. What influence did they have on life now?</p>
Key People	Dick Turpin	Queen Victoria, King John	
Key subject links			
Key Vocabulary	Justice system, execution, exile, rebel, trial, legacy, democracy	Reign, Monarch, rebels, Magna Carta, assassination, revolt	Culture, political, democracy, legacy, empire, citizen, ancient, civilization, city states, primary sources, secondary source

Key Texts							
Key themes and values			 				
Year 6	World War II		Who were the Maya? Who discovered them?		How has medicine changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries)		
Key Skills	<p>Learn even where and when the Second World War took place, what life was like for children in WW2 and how Britain defended itself from attack.</p> <ul style="list-style-type: none"> - What was WWII and where did it take place? - Propaganda - What was it, and how was it used in the war? - The Blitz (what is was and areas affected) - Life for children during the war - Life for evacuees during the war - Rationing - what was it and how did it affect lives and communities? - Anne Frank: How did Jewish children experience the war? - How did the war affect everyday 		<ul style="list-style-type: none"> - Maya religion and culture - Maya number system - Maya writing (hieroglyphics) - Maya food (and agriculture - link and compare to Aztec Civilisation) - Maya & Aztec Masks (create our own masks using modroc! - link with DT) 		<ul style="list-style-type: none"> - medical practices of prehistoric civilisations and Ancient Egyptians. - Roman attitude towards medicine and how influenced by the Greeks. - Mediaeval medicine and the events during the Black Plague. - medical practices of Tudor period. - medical advancements during the Victorian period. - Explore medicine in 20th and 21st century 		

	lives?							
Key People	Anne Frank, Hitler				Florence Nightingale			
Key subject links			Maya & Aztec Masks (create our own masks using modroc! - link with DT)					
Key Vocabulary	Allies, Nazi party, atomic bomb, axia, annex, Czechoslovakia, propaganda, active service, rationing, evacuation		Civilisation, drought, ritual, codices, scribes, jaguar, maize, cacao beans		Prehistoric civilisations, mediaeval medicine, Black Plague, Tudor, Victorian period, 20th and 21st century			
Key Texts								
Key themes and values	