



History Yearly Overview and Key Questions

	Autumn	Spring	Summer
	<p>A long piece of writing to be completed at the end of the Autumn term linking to History topic. Teacher to decide genre linked to taught English units.</p>		
EYFS	<p>Understanding the World (History) ELGs Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>Foundational Knowledge – What we want our children to know: Know the difference between long ago and now. Order modern and old objects or events using everyday language related to time. Know 'my life' is different from the lives of people in the past. Know the days of the week, months of the year and about New Year. Begin to experience measuring time with timers and calendars. Know that a clock / watch tells us what time it is / when to do things.</p>		
Year 1/2 Cycle A	<p>Changes within living memory <i>NC - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> CIVILISATION</p> <ul style="list-style-type: none"> • How have I grown and changed in my life? • What are the shops in my community? • What were the shops like in the past? • How have shops changed? • How are shops different today from a long time ago? <p>Enquiry Question Significance - What is the big difference between shops today and shops a long time ago (1950s)</p>	<p>The lives of significant people (Mary Anning and David Attenborough) <i>NC -The lives of significant individuals in the past who have contributed to national and international achievements.</i> LEADERSHIP/PIONNERS</p> <ul style="list-style-type: none"> • Who was Mary Anning? What did she do? • What did Mary Anning discover? • Who is David Attenborough? What does he do? • What has David Attenborough achieved? • Comparing Mary Anning and David Attenborough. What was similar and what was different? <p>Enquiry Question</p>	<p>More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake) <i>NC - The lives of significant individuals in the past who have contributed to national and international achievements.</i> LEADERSHIP/PIONNERS</p> <ul style="list-style-type: none"> • Who was Neil Armstrong? What did he achieve? • Who is Mae Jemison? What did she achieve? • Who is Bernard Harris Jr? What did he achieve? • Who is Tim Peake? What did he achieve? • What did these significant people achieve? <p>Enquiry Question</p>

		Cause and Consequence - What has been the consequences of Mary Anning and David Attenborough discoveries?	Chronology - What was life like at that time for these people? How was it the same or different to our lives?
Year 1/2 Cycle B	<p><u>Events beyond living memory (Great Fire of London)</u></p> <p><i>NC - Events beyond living memory that are significant nationally or globally</i></p> <p>CIVILISATION</p> <ul style="list-style-type: none"> Where is London? When was the Great Fire of London? How did the fire start? Why did it spread so quickly? Where did the fire spread to? Monday 3rd and Tuesday 4th September 1666 Where did the fire spread to? Wednesday 5th and Thursday 6th September 1666 How do we know about The Great Fire of London? What effect did the fire have on London? <p><u>Enquiry Question</u></p> <p>Similarity and differences - What was different about the way people lived in London in 1666 compared with today that contributed to The Great Fire of London?</p>	<p><u>Significant historical events, people, places in our locality</u></p> <p><i>NC - The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Events beyond living memory that are significant nationally or globally</i></p> <p>CIVILISATION</p> <ul style="list-style-type: none"> What is our school like today? What was our school like in the past? How has it changed? What impact did the workhouse have on Wesham? What is Kirkham and Wesham like today? What was Kirkham and Wesham like in the past? How has it changed? <p><u>Enquiry Question</u></p> <p>Significance - What events were significant in the history of Wesham and Kirkham? How do you know?</p>	<p><u>Significant historical events, people, places in our locality</u></p> <p><i>NC - The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Events beyond living memory that are significant nationally or globally</i></p> <p>INDUSTRY/TRADE</p> <ul style="list-style-type: none"> What trade did Kirkham and Wesham become famous for? What evidence is there still for this? How has Kirkham's high street changed? Eyewitness accounts of how Wesham and Kirkham has changed. What evidence helps us know Wesham and Kirkham has changed? <p><u>Enquiry Question</u></p> <p>Change and continuity - What has changed in Kirkham and Wesham over time? How do you know?</p>
Year 3/4 Cycle A	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p><i>NC - The struggle for the Kingdom of England - Britain's settlement by Anglo-Saxons and Scots</i></p> <p>MIGRATION/INVASION</p> <ul style="list-style-type: none"> Why did the Anglo-Saxons come to Britain? Where did the Anglo-Saxons come from? What was life like for Anglo-Saxons in Britain? What kingdoms were formed by the Anglo-Saxons? 	<p><u>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p><i>NC - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>MIGRATION/INVASION</p> <ul style="list-style-type: none"> What was life like for Vikings? When did the Vikings attack Britain? Where did the Vikings invade and settle? <p>Why were the Vikings so feared and successful?</p> <ul style="list-style-type: none"> When were the Vikings most powerful? 	<p><u>Ancient civilisation - Egypt</u></p> <p><i>NC - The achievements of the earliest civilisations and a depth study of ancient Egypt</i></p> <p>LEADERSHIP/PIONNERS</p> <ul style="list-style-type: none"> Who were a few of the earliest civilisations and what did they achieve? Who were the ancient Egyptians and where did they live? The Old Kingdom: who was significant and what did they achieve? The Middle Kingdom: who was significant and what did they achieve?

	<ul style="list-style-type: none"> How do we know about the Anglo-Saxons? How did religion influence the Anglo-Saxons? How do we know this? <p style="text-align: center;"><u>Enquiry Question</u> Cause and consequence - <i>What caused the Anglo-Saxon settlement of Britain?</i></p>	<ul style="list-style-type: none"> What peace was agreed between the Anglo-Saxons and Vikings? What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England? <p style="text-align: center;"><u>Enquiry Question</u> Chronology - <i>What 4 significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England?</i></p>	<ul style="list-style-type: none"> The New Kingdom: who was significant and what did they achieve? Achievements: how and what did the ancient Egyptians write? Achievements: How did the ancient Egyptians use the River Nile? Gods: what did the ancient Egyptians believe in? Evidence: what do we know about Tutankhamun? <p style="text-align: center;"><u>Enquiry Question</u> Significance - <i>Which pharaohs were the most successful? How do we know?</i></p>
<p style="text-align: center;">Year 3/4 Cycle B</p>	<p style="text-align: center;"><u>Stone Age – Iron Age</u> <i>NC - Changes in Britain from the Stone Age to the Iron Age</i></p> <p style="text-align: center;">INDUSTRY/TRADE</p> <ul style="list-style-type: none"> What were the three ages of the Stone Age? What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know? What was different between the different Stone Age periods? When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age? When was the Iron Age? What was the Iron Age like? How do we know? What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age? 		<p style="text-align: center;"><u>Rome and the impact on Britain</u> <i>NC - The Roman Empire and its impact on Britain</i></p> <p style="text-align: center;">MIGRATION/INVASION</p> <ul style="list-style-type: none"> Who were the Romans? What was it like to live in Rome? Remember the Celtic people: what was it like to live during the Iron Age? When did the Romans invade Britain? Who resisted the Roman invasion? Technology: how did Britain change under Roman rule? Belief: how did Britain change under Roman rule? What was the impact of the Roman Empire on Britain? <p style="text-align: center;"><u>Enquiry Question</u> Change and continuity - <i>How did Iron Age Britain change because of the Roman invasion?</i></p>

	<p align="center"><u>Enquiry Question</u> Significance - Some people say that Stone Age humans were not clever or intelligent. Do you agree or disagree? Why?</p>		
<p align="center">Year 5</p>	<p align="center"><u>Ancient Greece</u> <i>NC - A study of Greek life and achievements and their influence on the western world</i> LEADERSHIP/PIONNERS</p> <ul style="list-style-type: none"> Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? City-states: what was the difference between Athens and Sparta? What was democracy like in Athens Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create? What happened at the Battles of Marathon and Salamis? Why were they important? Why were the Olympic Games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned? <p align="center"><u>Enquiry Question</u> Change and continuity - How did the early form of democracy in Ancient Greece lead to laws and rules today?</p>		<p align="center"><u>Comparison study - Maya and Anglo-Saxons</u> <i>NC - A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300</i> INDUSTRY/TRADE</p> <ul style="list-style-type: none"> Where did the Maya live? What were the significant events in the Maya's history? What were Maya city-states like? City-state study - Tikal, Palenque or Chichen Itza Choose one of these if you want to consolidate or focus on writing / number / time What did the Maya invent? What happened to the Maya city-states? Remember Britain and the Anglo Saxons Compare and contrast the lives of the Maya and Anglo-Saxons in c. AD 900 <p align="center"><u>Enquiry Question</u> Evidence - Which sources do you think were the most useful to know about the Maya people and their way of life?</p>
<p align="center">Year 6</p>	<p align="center"><u>Local History Study - how did conflict change our locality in World War 2?</u></p>	<p align="center"><u>Windrush generation</u> <i>NC - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p>	<p align="center"><u>5 significant monarchs</u> <i>NC - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p>

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CIVILISATION

- Why were Britain and America at war against Germany, Japan and Italy?
- Where were the airbases in our locality?
- Why were these airbases important to the war effort?
- What effect did the airbases have on our local area?
- What ways do we remember the brave men and women who defended our country?

Enquiry Question

Evidence - *What sources tell us about life in the North West during the Second World War?*

MIGRATION/INVASION

- Where are the Caribbean islands? What's their history?
- How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?
- Why did people migrate from the Caribbean to Britain in 1948?
- What was life in London like for the Windrush pioneers?
- Who was Sam King and what did he do?
- Who was Norma Best and what did she do?

How did the Windrush generation change Britain for the better?

Enquiry Question

Similarity and differences - *How did the culture of Britain change because of the arrival of the Windrush pioneers?*

LEADERSHIP/PIONNERS

- How is William I remembered? What legacy did he leave?
- How is Henry VIII remembered? What legacy did he leave?
- How is Elizabeth I remembered? What legacy did she leave?
- How is Charles II remembered? What legacy did he leave?
- How is Queen Victoria remembered? What legacy did she leave?
- In your opinion, who was the greatest past monarch? Why is that?

Enquiry Question

Significance - *Which monarch, do you think changed Britain for the better? Why is that?*

School Visits 2024/25

Year Group	Visit	National Curriculum Links
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Rainbow fish (EYFS/Y1)	Visit in school from a Grandparent. How have celebrations changed?	<u>Celebrations</u> CIVILISATION <i>ELG - Talk about the lives of the people around them and their roles in society.</i> <i>NC - Events beyond living memory that are significant nationally or globally</i>
Seahorses (Y1/Y2)	Walk in the local area	<u>Changes within living memory</u> <i>NC - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> CIVILISATION
Turtles (Y3)	Stone Age experience Tatton Park	<u>Stone Age – Iron Age</u> <i>NC - Changes in Britain from the Stone Age to the Iron Age</i> INDUSTRY/TRADE
Marlins (Y4)	Anglo Saxon Experience Tatton Park	<u>Britain's settlement by Anglo-Saxons and Scots</u> <i>NC - The struggle for the Kingdom of England - Britain's settlement by Anglo-Saxons and Scots</i> MIGRATION/INVASION
Dolphins (Y5)	Ancient Greek Workshop Liverpool World Museum	<u>Ancient Greece</u> <i>NC - A study of Greek life and achievements and their influence on the western world</i> LEADERSHIP/PIONNERS
Sharks (Y6)	Life on the home front (WW2) Museum of Lancashire	<u>Local History Study - how did conflict change our locality in World War 2?</u> <i>NC - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i> CIVILISATION