



Newberries Primary School – History Overview Cycle B



Foundation Stage

Year R

Autumn

How have I changed since I was a baby?

Communication and Language

- How have I changed since I was a baby?
- Reading Opportunity past events - *When I was Little Like You.*

People and Communities

- What did our parents look like when they were babies?

Skills

- Question why things happen and begin to give explanations.
- Shows interest in the lives of people who are familiar with them.
- Children talk about past and present events in their own lives and the lives of family members.

Spring

Why do we wear different clothes at different times of the year?

Communication and Language

- What clothes do we wear in Spring, Summer, Autumn, Winter?
- What clothes do we wear during the day? Eg – Pyjamas, school uniform, P.E. kit.

People and Communities

- Do we wear special clothes for family/religious events?

Skills

- Use everyday language related to time.
- Children answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Develop idea of changes over time. – eg. The seasons, growth, decay.

Summer

What are our favourite celebrations each year?

Communication and Language

- When are our Birthdays?

People and Communities

- Which celebrations do we enjoy in our setting?
- Which festivals do we enjoy celebrating with our families?

Skills

- Remembers and talks about significant events in their own lives.
- Enjoys joining in with family customs and routines.
- Recognise or describe special times or events for family or friends.
- Extend vocab with use of historical words, exploring meaning and sounds of new words - eg. Past, present.

KS1			
Year 1	Autumn	Spring	Summer
	<p><u>Changes</u> – History of Farming Locality</p> <ul style="list-style-type: none"> How has Stourport farming changed? <p><u>Significant events</u> – Bonfire Night and Remembrance Day Events from beyond living memory</p> <ul style="list-style-type: none"> Who was here before me? Guy Fawkes Night Remembrance Day Monarchy <p><u>Significant people</u> – Guy Fawkes page 2) Lives of significant individuals</p> <ul style="list-style-type: none"> Christopher Columbus potato discovery <p>Skills</p> <ul style="list-style-type: none"> Recognise the difference between past and present. Sequence artefacts from distinctly different periods of time. Use stories to encourage children to distinguish between fact or fiction. 	<p><u>Significant people</u> – Vets/ nurses – people in our community (page 2) <i>Could include</i></p> <ul style="list-style-type: none"> Wright Brothers (aviation) Montgolfier (hot air balloon) George Stephenson (trains) Buzz Aldrin (space) Robert Scott (Antarctica) <p>How have these impacted on modern life?</p> <p>Skills</p> <ul style="list-style-type: none"> Find answers to simple questions about the past. Compare adults talking about the past – how reliable are their memories? 	<p><u>Changes</u> –Seaside Changes in Living Memory</p> <ul style="list-style-type: none"> Children’s holidays -Seaside Royal Births <p>Events Beyond Living Memory Royal Family – Key Events</p> <p>Skills</p> <ul style="list-style-type: none"> Sequence key events in their lives. Match objects to people of different ages Recount key events from stories about the past.
Year 2	Autumn	Spring	Summer
	<p>Events from beyond living memory</p> <ul style="list-style-type: none"> Who was here before me? Guy Fawkes Night Remembrance Day <p>Lives of significant individuals</p> <ul style="list-style-type: none"> Christopher Columbus <p>Locality</p> <ul style="list-style-type: none"> How has local farming changed? <p>Skills</p> <ul style="list-style-type: none"> Identify differences between ways of life at different times. Sequence artefacts closer together in time. Compare 2 versions of a past event. 	<p>Lives of significant individuals Wright Brothers (aviation)</p> <ul style="list-style-type: none"> Montgolfier (hot air balloon) Buzz Aldrin (space) Robert Scott (Antarctica) <p>How have these impacted modern life? Skills</p> <ul style="list-style-type: none"> Use a source – observe/ handle sources to make basic observations. Compare pictures/ photographs of people or events in the past. Discuss basic reliability of stories. Recognise why people did things and what happened as a result. 	<p><u>Changes</u> –Seaside Changes in Living Memory</p> <ul style="list-style-type: none"> Children’s holidays -Seaside Royal Births <p>Events Beyond Living Memory</p> <ul style="list-style-type: none"> Royal Family – Key Events <p>Skills</p> <ul style="list-style-type: none"> Sequence photographs or mementos from different periods of their lives. Describe memories of key events in their lives.

KS2			
Year 3	Autumn	Spring	Summer
	<p>Ancient Greece</p> <ul style="list-style-type: none"> Life and influence - What did the Ancient Greeks do for me? Olympics Food and Farming The Story of the Elgin Marbles – how has this affected relations with the UK <p>Modern Greece</p> <ul style="list-style-type: none"> Impact of Eurozone Crisis <p><u>Skills</u></p> <ul style="list-style-type: none"> Place time studied on a timeline. Find out about everyday lives of people in time studied. Compare with our life today. Use library/internet for research. 	<p>The Tudors</p> <ul style="list-style-type: none"> Tudor Monarchs War of the roses Henry VIII and his wives Christopher Columbus / Spanish Armada <p><u>Skills</u></p> <ul style="list-style-type: none"> Sequence events in time. Identify reasons for and results of people's actions. Distinguish between different sources - Compare different versions of the same story. Use a range of sources to find out about the period. 	<p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life Laws and Justice <p>Viking and Anglo-Saxon struggle for power</p> <ul style="list-style-type: none"> Viking raids and invasion How vicious were the Vikings? Alfred the Great <p><u>Skills</u></p> <ul style="list-style-type: none"> Look at representations of the period – eg. Museums, archaeological finds. Observe small details in artefacts and pictures.
Year 4	Autumn	Spring	Summer
	<p>Ancient Greece</p> <ul style="list-style-type: none"> Life and influence - What did the Ancient Greeks do for me? Olympics Food and Farming The Story of the Elgin Marbles – how has this affected relations with the UK <p>Modern Greece</p> <ul style="list-style-type: none"> Impact of Eurozone Crisis <p><u>Skills</u></p> <ul style="list-style-type: none"> Place different events from time studied on a timeline. Look for links/effects and impacts in time studied. Use relevant material to understand one aspect of life in time past. 	<p>The Tudors</p> <ul style="list-style-type: none"> Tudor Monarchs War of the roses Henry VIII and his wives <p>Christopher Columbus / Spanish Armada</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Use terms related to the period of time – eg. Date events/century Identify key features and events in time studied. Begin to evaluate usefulness of different sources. Use evidence to build up a picture of an event in time. 	<p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life Laws and Justice <p>Viking and Saxon power struggle</p> <ul style="list-style-type: none"> Viking raids and invasion How vicious were the Vikings? Alfred the Great <p><u>Skills</u></p> <ul style="list-style-type: none"> Offer reasonable explanations for some events. Use a variety of different material for research purposes.

Year 5	Autumn	Spring	Summer
	<p>World War 2 (p5) Impact of WW2 on Britain.</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> • How did the events of World War 1/2 impact on the world? • World War 1/2 - How has life in Britain changed since World War 1/2? <p><u>Skills</u></p> <ul style="list-style-type: none"> • Know and sequence key events. • Examine cause and results of great events and impact on people. • Study differences between men and women –eg. treatment/ involvement. • Compare accounts of events from different sources – reliability. • Offer reasons for different versions of events. • 	<p>Monarchy</p> <ul style="list-style-type: none"> • Changing role and relevance of the Monarchy • King John – good or bad King? • Richard III / Henry VII – Keeping the crown • Charles I – Execution of Monarchy • Queen Victoria – British Empire <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use relevant terms and period labels for different times in history. • Make comparisons between different times in the past. • Study aspects of different people. • Compare aspects of life in different periods. • Begin to identify primary and secondary sources. 	<p>Mayan civilization c. AD 900</p> <ul style="list-style-type: none"> • Key Mayan historical characters from the 'Classic Maya' period • How did they live? • Temples and religion • How does this differ to UK civilization • What remains? • What have they done for us? <p><u>Skills</u></p> <ul style="list-style-type: none"> • Compare life in early and late times studied. • Use the library and internet for research with increasing confidence, selecting relevant sections of info. • Use evidence to build up a picture of a past event.
Year 6	Autumn	Spring	Summer
	<p>World War 2 (p5) Impact of WW2 on Britain.</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> • How did the events of World War 1/2 impact on the world? • World War 1/2 - How has life in Britain changed since World War 1/2? <p><u>Skills</u></p> <ul style="list-style-type: none"> • Sequence up to 10 events on a timeline. • Find out about beliefs/behaviours of people, recognising that not everyone shares the same views/ 	<p>Monarchy</p> <ul style="list-style-type: none"> • Changing role and relevance of the Monarchy • King John – good or bad King? • Richard III / Henry VII – Keeping the crown • Charles I – Execution of Monarchy • Queen Victoria – British Empire <p><u>Skills</u></p> <ul style="list-style-type: none"> • Place current time on a timeline in relation to other aspects of the study. • Compare beliefs and behaviour in different periods. 	<p>Mayan civilization c. AD 900</p> <ul style="list-style-type: none"> • Key Mayan historical characters from the 'Classic Maya' period • How did they live? • Temples and religion • How does this differ to UK civilization • What remains? • What have they done for us? <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use relevant dates and terms. • Confidently use a range of tools for research, filtering out irrelevant material – eg text books, internet.

	<p>feelings.</p> <ul style="list-style-type: none">• Write an explanation of a past event, describing its causes and effects using evidence to support.• Link sources together to help make conclusions.• Consider ways of checking the accuracy of interpretations – reliability/opinions.• Be aware that different evidence will lead to different conclusions.	<ul style="list-style-type: none">• Show key dates/characters/events of time studied.• Recognise primary and secondary sources and take that into account when interpreting.• Use a range of sources to find out about an aspect of time past.	<ul style="list-style-type: none">• Bring knowledge gathered from several sources together.
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