

HISTORY AT LAUREL LANE

Whole School Overview

	Autumn Term Local History	Spring Term British History	Summer Term Global History
EYFS Reception	<p>Understanding the world</p> <ul style="list-style-type: none"> • Through the use of daily visual timetables, pupils will develop an understanding of past, present and future. Pupils will learn signs and actions to help them to learn and remember the concepts. • Pupils will enhance this by learning the days of the week through morning routine; days of the week song and by sharing news of past and future events. • Pupils will talk about members of their families and their relationship to them, naming and describing them. • Pupils will find out about why and how they celebrate Remembrance Day and Christmas Day. 	<p>Understanding the world</p> <ul style="list-style-type: none"> • Pupils will use the language of time when talking about past / present / future events in their own lives and in the lives of others, including people they have learnt about through books. • Pupils will revisit their learning on months of the year to create a timeline of events from September to now and look at events that will take place in the future e.g. children's birthdays, class trips etc. • Pupils will explore different occupations, with a focus on the fire service and nursing. Pupils will find out how an occupation has changed over time (e.g. emergency vehicles, radio communication, and medical equipment in Florence Nightingale's time) through a historical figure. • Pupils will talk about key roles people have in society both in the present and the past. 	<p>Understanding the world</p> <ul style="list-style-type: none"> • Pupils will continue to add to their class' timeline of events, looking back at what is in the past and looking forward to future events.

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Year 1	<u>Houses and homes</u>	<u>Thomas Cook package holidays</u>	<u>Queen Elizabeth</u>
	<ul style="list-style-type: none"> • Pupils will be able to sort homes into past and present. • Pupils will be able identify features of older buildings and explain why they were needed. • Pupils will be able to compare how the rooms in houses were used differently in the past. • Pupils will be able to identify how changes in technology/inventions have impacted how houses are used. 	<ul style="list-style-type: none"> • Pupils will be able to identify changes in holidays- focusing on modes of transport used to travel to the holiday destinations. • Pupils will be able to explain who Thomas Cook was and why he had a significant impact upon the popularity of holidays. • Pupils will be able to compare and contrast the experiences of seaside holidays for the rich/poor. • Pupils will be able to make comparisons with their own experiences of holidays/trips. 	<ul style="list-style-type: none"> • Pupils will be able to discuss the role of a monarch. • Pupils will be able to name a number of monarchs throughout time. • Pupils will be able to explain what daily life was like during the reign of Queen Victoria. • Pupils will be able to interpret and understand the family tree of the royal family. • Pupils will understand the role and importance of Queen Elizabeth II beyond the United Kingdom. • Pupils will be able to make comparisons between the role and daily life of Queen Victoria and Queen Elizabeth II.

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Year 2	<u>Travel and Transport</u>	<u>Great Fire of London</u>	<u>Explorers</u>
	<ul style="list-style-type: none"> • Links will be made to prior learning- Canals and Holidays throughout time. • Pupils will be able to identify the transport links that are present in their local area. • Pupils will be able to order transport inventions and developments into chronological order. • Pupils will be able to discuss the importance of boats to support trade- explicit links to be made to prior learning canals. • Pupils will be able to discuss how boats have developed and improved throughout time. • Pupils will understand the role of George Stephenson in the development of trains. • Pupils will be able to compare and contrast trains from the past and modern day trains. • Pupils will be able to reflect upon the impact of the newly developed transport upon the local area. • Pupils will be able to order the invention of aeroplanes and flight. 	<ul style="list-style-type: none"> • Pupils will be able recall the events of the Great Fire of London. • Pupils will be able to use both primary and secondary sources of evidence to gather information about the event. • Pupils will be able to consider the impact that fire had on people’s lives in London. • Pupils will be able to compare and contrast London before and after the fire and consider the influence that it has had upon London now. • Pupils will be able to describe the role and importance of the River Thames during the fire. 	<ul style="list-style-type: none"> • Pupils will be able to describe the key events and achievements in the lives of the explorers studied. • Pupils will be able to discuss why the explorers were significant by outlining what they achieved. • Pupils will be able to explain important findings that have been made/ achieved that we would not know about without these individuals.

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Year 3	<u>Roman Settlements</u>	<u>Stone Age Britain</u>	<u>Ancient Egypt</u>
	<ul style="list-style-type: none"> • Pupils will order and sequence events and periods of time in chronological order using a timeline. • Pupils will be able to identify areas of Roman settlements. • Pupils will be able to discuss and explain how and why the Romans invaded. • Pupils will be able to use locally found artefacts to gather information about the Romans. 	<ul style="list-style-type: none"> • Pupils will be able to order Stone Age, Iron Age and Bronze Age amongst other topics covered- including the use of BC and CE as a historical convention. • Pupils will be able to use historical evidence and artefacts to gather information about pre-historical periods. • Pupils will be able to explain how hill forts developed in the Iron Age as people settled. • Pupils will be able to compare and contrast homes and settlements throughout the ages. • Pupils will identify and explore how/ why tools were a significant in the daily lives on individuals • Pupils will be able to explain and compare how farming developed in Britain throughout the ages. 	<ul style="list-style-type: none"> • Pupils will have an understanding of ancient civilisations in the world, plotting locations on maps and periods of time on timelines. • Pupils will be able to observe artefacts and answer and ask questions to further their knowledge, identifying what they can teach us. • Pupils will explore Egyptian architecture and identify what this teaches historians about the past. • Pupils will investigate the archaeological discovery of the Rosetta stone and explain why this was significant. • Pupils will discover what made Egyptian culture unique and reflect upon the influence that it has upon modern day life.

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Year 4	<u>Victorian School Children</u>	<u>Anglo Saxons</u>	<u>Ancient Greeks</u>
	<ul style="list-style-type: none"> • Pupils will be able to place Queen Victoria's reign onto a timeline, showing an awareness of other historical periods studied. • Pupils will be able to identify and discuss key events of the Victorian period. • Pupils will explore a Victorian child's school day and be able to compare and contrast their own modern day experiences. • Pupils will be able to discuss how the wealth of a family impacted upon childhood and education. • Pupils will investigate leisure activities for children in the Victorian era and explain why/how these may compare or differ to the modern day. • Pupils will be able to explain why Lord Shaftesbury and Dr Barnardo were advocates for children and how they contributed to the positive changes. 	<ul style="list-style-type: none"> • Pupils will explore how many communities were created through the invasion and settlement within Britain. • Pupils will be able to explain how this period formed the basis for the British monarchy, laws and rules and religion. • Pupils will study the invasion of the Anglo-Saxons, identifying where they came from and why and when they invaded Britain. • Pupils will explore investigate key artefacts to ask and answer historical questions to further their knowledge of this period. 	<ul style="list-style-type: none"> • Pupils will be able to discuss and plot ancient civilisations throughout time, showing an awareness of chronology. • Pupils will be able to explain how the Ancient Greeks influenced literature and reflect upon the legacy. • Pupils will be able to explain how the Ancient Greeks influenced leisure activities (theatres) and use historical evidence to ask and answer questions, extending their knowledge • Pupils will be able to explain how the Ancient Greeks influenced sports in the modern day. • Pupils will be able to explain how the Ancient Greeks influenced democracy.

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Year 5	<u>Edward the Confessor</u>	<u>Crime and Punishment</u>	<u>Islamic Civilisations</u>
	<ul style="list-style-type: none"> • Pupils will study and explore sources to enable them to ask and answer questions. • Pupils will be able to explain the significance of the Bayeux Tapestry and explain what historians have learnt from it. • Pupils will be able to discuss who the Normans were and where they originated from. • Pupils will be able to plot the royal succession and explain why Edward became king. • Pupils will be able to identify why, how and when the Battle of Stamford Bridge happened. • Pupils will be able to identify why, how and when the Battle of Hastings took place, showing an awareness of cause and consequence. • Pupils will learn why the feudal system and Norman knights were significant during this period. 	<ul style="list-style-type: none"> • Pupils will identify common and contrasting themes in acts of crime throughout time periods. • Pupils will explore how crime was perceived throughout time periods and the infrastructure in place to catch criminals. • Pupils will investigate how rules and laws were introduced and changed throughout time periods and the punishments that were implemented. • Pupils will reflect upon the advantages and disadvantages of attitudes and methods of punishment throughout time. • Pupils will explore the impact that legislations and acts have had upon crime and punishment throughout time. 	<ul style="list-style-type: none"> • Pupils will develop their geographical knowledge by locating Baghdad on a variety of maps. • Pupils will show an awareness of chronology by plotting this period of time on a timeline amongst other periods studied. • Pupils will investigate the context of Arabia before Islam. • Pupils will explore why and how the Islamic civilisation spread so far in a short period of time. • Pupils will be able to discuss why Baghdad was so unique during its golden age. • Pupils will be able to reflect upon the impact that the Islamic achievements have had upon the present day. • Pupils will investigate why the early Islamic civilisation ended in Baghdad.

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Year 6	<u>World War 2: The Blitz</u>	<u>Tudor Dynasty</u>	<u>The Mayans</u>
	<ul style="list-style-type: none"> • Pupils will be able to plot a timeline from 1900s onwards to include WWII, demonstrating their understanding of chronology. • Pupils will explore the key events of WWII. • Pupils will be able to explain why the London Blitz took place, identifying the historical significance. • Pupils will show an awareness of cause and consequence by annotating maps to highlight the casualties involved. • Pupils will use historical sources to analyse the impact that the London Blitz had upon people's lives. • Pupils will explore the changes that took place in London following the Blitz. 	<ul style="list-style-type: none"> • Pupils will be able to plot a timeline showing the position of the Tudor dynasty amongst other periods of time studied. • Pupils will be able to explain how the Tudor dynasty came into effect and the role of the War of Roses. • Pupils will explore the significance of religion throughout this period in time and recognise the impact that the reformation had upon the country and people. • Pupils will investigate and compare and contrast the lives of different groups of people during the Tudor dynasty. • Pupils will be able to discuss key events and developments between Henry VII reign and Elizabeth I death, noting the impact and legacy that has remained. 	<ul style="list-style-type: none"> • Pupils will be able to plot a timeline showing the position of the Mayan civilisation amongst other civilisations studied. • Pupils will explore a range of artefacts to recognise and understand how historians have learnt about the civilisation. • Pupils will be able to explain how the Mayan empire expanded successfully. • Pupils will explore the culture and daily lives of the Mayans- gathering information about their counting system, calendar and writing. • Pupils will investigate why the Mayan empire declined so quickly and appeared to disappear around 900AD.