

HISTORY AT LAUREL LANE

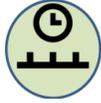
Whole School Overview

	Autumn Local History	Spring British History	Summer Global History
EYFS Understanding the world	In EYFS pupils are taught History through the strand 'Understanding the world' . Throughout the year, pupils are taught 'Their living memory' .		
Year 1	Houses and Homes	Thomas Cook Package Holidays	Queen Elizabeth II
Year 2	Travel and Transport	Great Fire of London	Explorers
Year 3	Roman Settlements	Stone Age Britain	Ancient Egyptian
Year 4	Victorian School Children	Anglo Saxons	Ancient Greeks
Year 5	Edward the Confessor	Crime and Punishment	Islamic Civilisations
Year 6	World War II: The Blitz	Tudor Dynasty	The Mayans

HISTORY AT LAUREL LANE

Curriculum and Concept Coverage

Chronology



Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.

Historical enquiry



Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves and use them as sources to gather further information.

Similarity and difference



Pupils will identify similarities and differences between groups, places or societies within the same time period.

Cause and consequence



Pupils will analyse why events happened and the impact and response that followed.

Continuity and change



Pupils will learn about and analyse the pace, type and extent of change across time periods including what impact it had.

Historical significance



Pupils will explore why some events or people are deemed to be significant by historians.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Historical Enquiry 	<p>Find out about things that have happened in their life by asking questions and looking at pictures</p>	<p>Ask questions when observing sources: When was this written/made? What is this object? What was it used for?</p> <p>Use images of homes throughout time to identify similarities and differences and suggest developments that have occurred</p> <p>Use experiences of their own homes and appliances to make comparisons</p> <p>Use images, paintings and written accounts to explore and make inferences about holidays from the past</p> <p>Use images, paintings, written accounts and televised events to explore the life of Queen Elizabeth II</p>	<p>Use present day and historical maps to make suggestions about the development of transport in the local area</p> <p>Use present day and historical maps to compare and contrast London before and following the Great Fire of London</p> <p>Use a range of primary and secondary sources: -Charles II declaration to London 1666 -Samuel Pepys' diary -Order from Charles II -Pudding Lane hearth tax</p> <p>Use historical world maps, paintings, illustrations and written records to ask and make inferences about discoveries made</p>	<p>Recognise the difference between primary and secondary sources and differentiate between fact and opinion</p> <p>Use Roman artefacts found during the building of terminal 5 and local Roman architecture to ask and find answers to historical questions about the local area</p> <p>Use evidence of settlements to gather information and theories about the lives of those living during the Stone, Bronze and Iron age</p> <p>Explore why the Rosetta stone is such a significant artefact to be found</p>	<p>Visit and explore a local Victorian school to identify evidence of the era</p> <p>Use images, paintings and written accounts to explore and make inferences and gather information about the lives of Victorian children</p> <p>Explore why the Sutton Hoo is such a significant artefact to be found and reflect upon the information that can be gathered from it</p>	<p>Evaluate the usefulness of primary and secondary sources in historical enquiry</p> <p>Explore the importance of the Bayeux of tapestry and reflect upon its reliability, considering how and why it may be bias</p> <p>Use images, paintings, artefacts and written accounts to explore and make inferences about crime throughout time</p>	<p>Reflect upon how different sources of evidence can lead to different conclusions</p> <p>Use images, paintings, artefacts and written accounts to explore and make inferences and gather information about the events during WWII and the Blitz</p> <p>Use a range of information, including own research to present a historical argument</p>



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology	<p>Talk about past and present events in their lives</p> <p>Use the terms past and present</p>	<p>Order and sequence homes throughout time periods</p> <p>Order and sequence home appliances throughout time periods</p> <p>Order and sequence toys and leisure activities throughout time periods</p> <p>Plot a chronological timeline of kings and queens throughout time periods (Queen Victoria to King Charles III)</p> <p>Use words including: before, after, past, then and now</p>	<p>Plot a chronological timeline of explorers and discoveries</p> <p>Order and sequence the events of the Great Fire of London</p> <p>Order and sequence the development of transport throughout time</p> <p>Plot a timeline of the topics and people studied to show an awareness of chronology: (Kings and Queens, Explorers, The Great Fire of London & Transportation developments)</p> <p>Use words including: modern, recent or specific times eg. 1960s)</p>	<p>Plot the civilisation of Ancient Egypt on a timeline</p> <p>Begin to understand the difference between BC,AD, BCE and CE</p> <p>Plot the Roman invasion of Britain on a timeline</p> <p>Plot the Stone, Bronze and Iron age including key events on a timeline</p> <p>Plot a timeline of the topics and people studied to show an awareness of chronology (see previously taught topics)</p>	<p>Plot the civilisation of Ancient Greece on a timeline amongst other ancient civilisations studied</p> <p>Plot the Anglo-Saxon invasion on a timeline amongst other invasions studied</p> <p>Plot the Victorian era amongst other periods of time studied</p> <p>Plot a timeline of the topics and people studied to show an awareness of chronology (see previously taught topics)</p>	<p>Plot the battle of Stamford Bridge and the battle of Hastings amongst other invasions and battles studied</p> <p>Apply knowledge of chronology to study crime and punishment throughout periods of time</p> <p>Plot the Islamic civilisation and the 'Golden Age' on a timeline</p> <p>Plot a timeline of the topics and people studied to show an awareness of chronology (see previously taught topics)</p>	<p>Plot the Mayan civilisation on a timeline amongst other ancient civilisations studied</p> <p>Plot the Tudor dynasty on a timeline</p> <p>Order and sequence key events and developments between Henry VII's reign in 1486 and Elizabeth I's death in 1603</p> <p>Order and sequence the key events of WWII</p> <p>Plot a timeline of the topics and people studied to show an awareness of chronology (see previously taught topics)</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Similarities and Differences (within the same time period)</p> 	<p>Identify similarities and differences between themselves and others</p> <p>Identify changes in the immediate environment over time</p>	<p>Compare and contrast the daily life of Queen Elizabeth II in comparison to the general public</p> <p>Compare and contrast the different experiences of men & women/ rich & poor during seaside holidays in the past</p>	<p>Compare and contrast how London changed before, during and after the Great Fire of London</p>	<p>Compare and contrast what Britain was like before, during and immediately after the invasion of the Roman empire</p>	<p>Compare and contrast the daily lives of different groups of Anglo-Saxons</p> <p>Compare and contrast the difference in education opportunities between rich and poor children</p> <p>Compare and contrast the childhood activities experienced by rich and poor children</p>	<p>Explore and investigate the difference that the feudal system and allocation of Norman knights had in 1066</p>	<p>Compare and contrast what Arabia was like prior to the 'Global Age' of Islam</p> <p>Compare and contrast how daily life differed for different groups of people during the Tudor dynasty</p> <p>Explore and investigate how safety measures were adapted and changed during WWII</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Cause and Consequence</p> 	<p>Explain why things have happened in their immediate environment</p>	<p>Explore and explain why seaside holidays became more popular</p> <p>Understand and explain why Queen Elizabeth II became queen and took the throne</p> <p>Explain and understand why Queen Elizabeth II became the head of the commonwealth and the impact that this had upon the countries</p>	<p>Explore and investigate why the Great Fire of London happened and how life altered following the event</p>	<p>Explore and investigate why the Romans invaded Britain and the influence that they had upon it</p> <p>Discuss why the Roman empire became so powerful</p> <p>Analyse why and how hill forts developed as people settled during the Iron Age</p>	<p>Explore and investigate why the Anglo-Saxons invaded and how it impacted upon religion and the monarchy in Britain</p> <p>Identify how the Anglo-Saxon invasion impacted the communities and settlements in Britain</p> <p>Discuss why the Vikings tried to take over Britain and the impact that it had</p>	<p>Explore and investigate why early Islamic civilisation ended in Baghdad</p> <p>Understand and explain why Edward I became king</p> <p>Discuss why the Battle of Stamford Bridge happened and the impact that followed</p> <p>Discuss why the Battle of Hastings took place and the impact that followed</p> <p>Understand why the feudal system and the Norman knights were important influence</p> <p>Explore and investigate why the police act was introduced</p>	<p>Understand and discuss why the Mayan empire declined so quickly around 900AD and the legacy that was left</p> <p>Discuss what the impact of the reformation had upon the lives of individuals</p> <p>Identify why the War of Roses began</p> <p>Explore and investigate why Britain when to war in 1939 and the impact that it had on the country and world</p> <p>Explain why the Blitz took place and how people's lives, the city and country were impacted</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Continuity and Change</p> 	<p>Observe and describe things that have changed and stayed the same during their lifetime</p>	<p>Describe and explain how and why building materials have changed over time</p> <p>Describe and explain how technology has developed over time</p> <p>Describe and explain how seaside holiday entertainment has changed or remained the same over time</p> <p>Explore how the daily lives of monarchs has changed or remained the same over time</p>	<p>Identify and explore how London has changed between 1666 and 2024</p> <p>Investigate how navigation systems have improved and impacted explorers' expeditions over time</p> <p>Identify and explore how transport has developed and changed over time and consider the impact that this has had upon people's lives</p>	<p>Investigate how settlements and homes have changed throughout the Stone, Bronze and Iron Ages</p> <p>Explore how the development of tools throughout the ages improved the daily lives of individuals</p> <p>Describe how farming was developed throughout the ages and why this was significant</p> <p>Explore and investigate the Ancient Egyptians' lasting legacy throughout time until the present day</p> <p>Explore and investigate the Roman's lasting legacy throughout time until the present day</p>	<p>Investigate the extent to which Britain's communities and settlements is still influenced by the Anglo-Saxon invasion in the present day</p> <p>Explore the impact that Lord Shaftesbury and Dr Barnardo have had upon children's lives over time</p> <p>Describe how the Ancient Greek culture has been adopted or changed over time and the legacy that remains in the present day</p>	<p>Consider which of the Islamic achievements have been most influential over time</p> <p>Explore how crime and punishment methods have remained the same or changed over time</p> <p>Reflect upon the benefits and disadvantages of changes made to the justice system over time</p>	<p>Explore how the Mayan's counting, writing and calendar system has been influence over time and impacted our current systems</p> <p>Explain why the Tudor dynasty was a significant point in the transformation of religion over time</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Historical Significance</p> 	<p>Recognise and describe special times or events for themselves, family and friends</p>	<p>Explore the significance of Thomas Cook upon holidays</p> <p>Explore the significance of Queen Victoria and Queen Elizabeth II</p>	<p>Explore the significance of Christopher Columbus, Neil Armstrong, Amelia Earhart and Felicity Aston</p> <p>Explore why historians believe the Great Fire of London is a significant event that should be remembered</p> <p>Explore the significance of George Stephenson and his impact on the local area for future generations</p>	<p>Explore why historians believe that the Roman invasion of Britain is a significant event that should be studied</p>	<p>Explore the significance of Lord Shaftesbury and Dr Barnardo</p> <p>Explore why historians believe that the Anglo-Saxon invasion is a significant event that should be studied</p>	<p>Explore why historians believe that the Battle of Stamford Bridge and the Battle of Hastings are significant events that should be studied</p>	<p>Explore why historians believe that the War of Roses is a significant event that should be studied</p> <p>Explore why historians believe that WWII and the London Blitz are significant events that should be studied Comp</p>