

# History Overview: Year 1 to Year 6

## Year 1

Homes	Heroes	Castles
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In this unit, children identify how homes have changed through time and order these on a basic timeline. This develops children's thinking about how homes have changed over the years, paying particular attention to periods of time they will study in further detail later in the curriculum. For example they look at the transition from wooden houses to stone houses before and after the **Great Fire of London** in year 2. The theme of homes carries all the way through the teaching of each historical era studied and so this unit aims to develop a basic understanding of the requirements of a home and how this has changed over time. This introduces the concept of **artefacts** and **sources of evidence** as they evaluate and ask questions about objects from the **Victorian era**.

This unit develops children's knowledge of the contributions of 3 significant individuals who helped to shape the civil rights of women, black people and made a significant contribution to British engineering. This unit introduces the term **legacy** and **significance** to children. **Walter Tull** - this introduces individuals who excelled in Sport and also sets the foundation learning for racial inequality. **Sarah Forbes-Bonetta**- this introduces children to racial inequality. Later in their history education, they will look at the serious racial inequalities of the slave trade as well as links to West African history, studies in further detail during the topic **The Kingdom of Benin** in Year 6. **Mary Seacole** - children learn the significant contributions of Mary Seacole and her identity during the colonial era of the British Empire.

In this unit, children will explore how castles have changed over time, as well as challenge their own perceptions of what a castle should look like. They will use visual imagery to chronologically map the changes through time, looking and naming the main features of a castle.

They will examine using a range of sources how the Tower of London has changed over time.

Children will then examine the reasons why castles changed over time, starting with motte and bailey structures to the stone replacements during the Norman era and investigate the role warfare played in this.

## Year 3

Stone age to Iron Age	Ancient Egyptians	The Roman Empire
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Prior to this unit, children will have an understanding of 'now and then' introduced in KS1. This unit focuses on changes in time, such as homes which links and builds on their learning on 'homes now and then' in Year 1. This unit further explores the concept 'civilisation' and 'legacy'. The surviving Neolithic village of Skara Brae is studied alongside those discovered in other parts of the UK. This continues to develop their skills in evaluating historical sources and also give children hands on experiences handling artefacts. This era also underpins a large amount of chronological context to what life in Britain was like during 'an era that ran alongside the ancient civilisations' **'the Roman Empire'** - Y3, **'Ancient Greece'** - Y5, **'Ancient Egypt'** - Y3 and **'The Benin Kingdom'** - 6

Prior to this unit, children will already have an understanding of the terminology '**Monarchy**' and are introduced to the concept of '**kingdom**' as they go on to examine the many queens of Egypt and the decent of Cleopatra, who died after losing the kingdom to Rome. Children hear the story of Cleopatra and Caesar and how eventually Egypt became a province of the Roman Empire. They begin to understand the complexities behind the term '**empire**' in this context. Children evaluate why the Ancient Egyptians lasted for 3,000 years which brings them to examining the River Nile, further building on their work examining the history of the **River Thames** in Year 2 and making correlations between the two.

Children build on prior knowledge from Year 2 about the Romans in Britain (**history of the River Thames**) to expand this to the history of the empire prior to the British invasion. It further develops the concepts of '**Legacy**' and '**empire**' as well as introduce the terms '**invasion**' and '**civilisation**'. This knowledge will continue to be applied to further ancient civilisations— '**Ancient Egyptians**' in Year 3, '**Ancient Greece**' in Year 5 and '**The Benin Kingdom**' in Year 6. They will use this knowledge to apply to the unit '**Stone Age to Iron Age**' in year 3 in order to answer the enquiry question "**If you were Julius Caesar, would you have invaded Britain in 55BC?**" and so is intentionally taught first, as well as the opportunity to examine the legacy the romans left in Britain prior to the **Anglo Saxon** invasion '**Invaders and settlers**' - Year 3. This unit will also prepare children for the unit '**The Ancient Egyptians**' where children will learn that the relationship between Cesar and Cleopatra ultimately led to both of their demise, as well as enable the **expansion of the Roman Empire into Egypt**.

## Year 5

Ancient Greece	Victorians	The changing power of the monarchy
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This unit draws comparisons from other ancient civilisations, including it's historical context and likely links with other civilisations, such as the **Ancient Egyptians** and **Romans** in Year 3. It examines the success of **Alexander the Great** as well as an analysis of its **empire**, which will be compared to the **British Empire** in year 6 as an example of an empire that expanded in a different way.

Children's **locational knowledge** is further developed from their knowledge of Europe gained in years 3 and 4, through mapping, through a study of the many states that ruled in Ancient Greece.

The lasting **legacy** of the Ancient Greeks and their influence on the Romans and Britain is examined to enable children to answer the question "**Can we thank the Ancient Greeks for anything in our lives today?**" as well as a study of government and democracy - which they will link back to the **Tudor** reforms studied in Year 4 as well as current political practises.

This unit explores the growing successes of the British empire, including it's lasting **legacies**. It will also draw on knowledge of **society** from the **Tudor** era in Year 4 to examine the rich / poor divide, as well as further investigate how homes developed and progressed during this time. **Legacies** of the Victorian include the improvements to **public health, sanitation, poverty and crime**. Children will examine these in detail and the lasting impact on our modern world. It will also look at Britain's expanding **empire**, exploring deportations to Australia throughout this period and the influence of writers such as **Charles Dickens** and the printing press on the social conscience of the wealthy, and consequently its impact on **social reform**.

### Ancient Civilisations

This unit focusses on changes within the Ancient Civilisations, such as the impact of the changes in chariots had on warfare. It will also examine Ancient Sumer and the 'Standard Ur' and infer what we know about 'peace time' and 'war time' in this civilization. It also evaluates how the Indue Valley Civilisation stayed stable and wealthy.

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## Year 2

Great Fire of London	Londinium to London: The River Thames	Famous Queens
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A study of a significant event **beyond living memory** which further explores the term '**Legacy**' as well as the opportunity to study **local history**. This topic sits alongside the '**history of the River Thames**' at looking at London in the past.

This also develops their understanding of **sources of evidence** and examines the first hand evidence of Samuel Pepys and his diary.

This unit builds children's knowledge of **local history** as well as develop the concept of '**Legacy**'. It gives children foundation knowledge of the Roman influences in Britain before they study '**The Roman Empire**' in Year 3 as well as it's use during other key eras, such as the '**Tudors**' in year 4 and '**The Victorians**' in Year 5. It will also introduce children to the term '**Empire**'.

This unit looks at the changing ways the River Thames has been used throughout history as well as how it is used today.

Foundation knowledge on the role of a royal and introduction to the term '**Monarchy**'. This will be further developed through examining the first King of England during the topic '**Invaders and Settlers**' in Year 3 4, as well as through the topics '**Tudors**' in year 4, '**Victorians**' and '**The Changing Power of the Monarchy**' n Year 5 and '**The British Empire**' in Year 6. Children study the reign of Elizabeth I and Queen Victoria, drawing comparisons between the two as well as a study of Grace O'Malley known as Irelands 'Pirate Queen' which further develops children's historical knowledge of Ireland, as well as a contrasting role of what it means to be a 'queen'.

## Year 4

Invaders and Settlers	Tudors	WW2: Child Evacuees
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Prior to this unit, the units '**the Roman Empire**' and '**Stone Age to Iron Age**' will provide valuable contextual information about civilisation in Britain prior to the Anglo Saxons and Vikings as well as develop their locational knowledge of Europe. Children build on their knowledge of homes developed in '**Stone Age to Iron Age**' by examining Viking long houses. The term '**Monarchy**' is examined more thoroughly through this unit by identifying England's first recognised king. It also poses the question "**how similar and different was Cnut's empire to other empires?**", requiring them to draw on prior knowledge of **empire** gained through their studies of '**the Roman Empire**' and '**Ancient Egyptians**' in year 3 as well as a comparison to **Tudor Britain** and **Henry VIII and Elizabeth I**. This looks at the lasting legacy of the Vikings in England and compares these to those left by the Romans, linking both back to work on '**the Roman Empire**' and to work in **KS1 on 'the River Thames'**. This unit also prepares children for a wider evaluation of the British Empire in '**Great Britain?**' in Year 6. A study of crime and punishment form the Anglo-Saxons to the Vikings will prepares children for a further investigation in the **Tudor** period in year 4, up until the **Victorians** in Y5 when social reforms took place.

Children build on their knowledge of the British **monarchy** developed in **KS1 'Famous Queens'** through comparative studies of **Henry VIII and Queen Elizabeth I**, initially encountered in '**Famous Queens**' in year 2. It was also a time for great exploration which children will link to locational knowledge introduced in '**Invaders and Settlers**' of Europe and beyond. **Civilisation** and **society** are examined in detail, focussing on the hierarchical, steep divides between men and women, and rich and poor. This establishes concepts that will later be visited in year 6 '**The Victorians**' and '**WW2 - The Role of Women**'. The concept of **government** and **parliament** are introduced to children as the time this was successfully established, following the death of **Charles I**. **Empire** is explored through Britons exploration of America- making it it's first **colony**, and the beginning of the slave trade in Africa. This laid the foundations of the **Empire** which reaches it's height during the **Year 6** topic '**Great Britain?**'. The establishment of the **Royal Navy** and a study of **Sir Francis Drake** and his role is explored, as well as Britain's part in the slave trade which they will continue to investigate as part of the unit '**The Benin Kingdom**' in Year 6. Following on through the theme of '**homes**', children examine the changes in structure from the Viking era in '**Invaders and settlers**' and the stark divide between how the rich and poor lived.

Children use their **locational knowledge** to learn the basic facts about the allies and axis during WW2 - particularly of **Europe**. The focus of children's learning is of the UK and the areas children were sent to live as evacuees. This encompasses a study of transport now and then - centred around the trains used to evacuate children to the countryside. Their knowledge of this era will be supplemented with the fictional text '**Letters from the Lighthouse**' in their guided reading session. This builds on children's growing knowledge on **homes**, examining a typical urban home in the 1940s and how they kept themselves during the Blitz, including how homes were forced to ration their supplies. A study of the Battle of Britain, who was involved and how radar was used throughout the battle provides children with foundation knowledge of WW2, which is further developed in Year 6. A comparative study of **Anne Frank** will demonstrate how children were affected in different ways to children in Britain.

## Year 6

The Benin kingdom	WW2: Women at war	What makes Great Britain 'Great' ?
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This unit draws comparisons from other ancient kingdoms as well as sit as an example of Britain's expanding **empire**, as well as a powerful empire in it's own right. This unit explores it's move to form a single **kingdom** as well as it's links to Europe - drawing on children's locational knowledge developed in **Years 3 and 4**. Children's prior knowledge of '**The Victorians**' will give important contextual detail to Britain at the time of their **invasion** of Benin, eventually coming under British rule. **Kingdom** and **monarchy** are examined through a study of Obas and their links to Europe via trade, which they will evaluate alongside the successes of previous ancient civilisations such as the '**Ancient Egyptians**' in Year 3. **Legacy** is explored through their sophisticated artwork, which caused Britain to re-evaluate its view of West African civilisation. In a broader context, children make links to other areas of history that occurred at the same time— Anglo-Saxon kingdoms in Britain and the Vikings in '**Invaders and settlers**', '**the Tudors**' in Year 3, and '**the Victorians**' in Year 5.

This unit examines women's rights during World War 2, as well as their invaluable role in the war. Children's knowledge of **Britain's empire** and **colonies** will help them to answer the question "**Did Britain really fight alone in 1940?**", as is widely misconceived. Children will already have a basic knowledge of the axis and allies from their Year 4 study of **WW2 - Child evacuees**, so this unit continues to build on this information using a range of historical sources and extend this including a study of **Churchill** and his contribution to the war effort. A range of roles women played in the war effort are explored, using a range of sources to evaluate their importance in the war effort - in particular, the role of Land girls; Women's Auxiliary Air Force; Women's Voluntary Service and SEOs and their contribution to Britain's victory. Significant individuals such as Noor Khan and Virginia Hall who supported Britain in their roles as SEOs are examined as examples of non-British women who risked their lives, drawing on the power of our **colonies and allies**.

This unit encompasses the knowledge children have developed around the construction of the British Empire throughout KS1 and 2. It explores Britain's expansion across the globe, including the unpopularity of the East Indian Company, as well as the role trade and corruption played in its expansion as well as the successes in engineering, medicine and technology. The impact on the empire after WW2 is explored as the move from empire to **Commonwealth territories** and it's lasting impact will be explored. This unit draws on knowledge from **World War 2** and the colonies that supported Britain's defeat of Germany. Children will weigh the evidence of Britain's past in order to answer the question in a balanced way, drawing from the great advances of the **Victorian** era, as well as significant individuals that have helped to make us 'great'. They will also examine the darker side to our successes - from the dubious means in which the Royal Navy was established (explored in their **Tudor** topic in year 4), to their contribution to the slave trade (encountered during the **Benin Kingdom** in Year 6 and the **Tudors**). As well as the changing role women have played in our society and their fights for equal rights, drawing on evidence from the **WW2 women at war** topic.