



## History - Long Term Curriculum Overview 2023 - 2024

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
F1	<b>All About Me</b> Sharing new time, likes, dislikes, our similarities and our differences. Looking at families during news time.	<b>Celebrations</b> Looking at different celebrations and how we share special times at home and in school.	<b>Change in seasons:</b> exploring environments and changes over a short period of time (autumn to winter)	<b>Comparing and exploring objects old and new</b> (buildings in the local area etc) Looking at photographs/videos from other places around the world.	<b>Exploring different occupations and jobs:</b> Expanding our knowledge of others in our society and talking about the future- what will you be when you grow up?	<b>Ourselves and growing older:</b> transitioning onto school, how have we changed, significant life events etc.
F2	<b>Ourselves/ My family Within Living Memory</b> Sharing photographs of family members.	<b>Christmas/ Diwali</b> <b>Significant people or events</b> Recognising and describing special events. Understanding that people celebrated these events before they were born.	<b>Seasons</b> <b>History of the locality</b> Know some similarities and differences between things in the past and now.	<b>Dinosaurs</b> <b>Beyond Living Memory</b> Become familiar with phrases associated with long ago. Such as 'in the past' and 'a long time ago'	<b>People who help us</b> Talk about the lives of people around them and their roles in society.	<b>Change over time</b> Understanding the past through settings, characters and events in books.
Year 1		The Toy Workshop (Within Living Memory) <b>How have Toys Changed?</b> <span style="color: red;">S</span> <span style="color: green;">E</span> <span style="color: blue;">C</span> <span style="color: red;">D</span>	Queen Elizabeth II and Queen Victoria (Lives of Significant people Within and Beyond Living Memory) <b>What is a Monarch?</b> <span style="color: purple;">L</span> <span style="color: orange;">E</span>		Through the Keyhole (Lives of Significant people - Local Study) <b>Why was Port Sunlight built?</b> <span style="color: red;">L</span> <span style="color: green;">S</span> <span style="color: green;">E</span> <span style="color: red;">C</span>	
Year 2		Great Fire of London (Beyond Living Memory) <b>What Made the Great Fire of London so Great?</b> <span style="color: red;">L</span> <span style="color: blue;">D</span> <span style="color: yellow;">S</span>		Significant People (Lives of Significant people) <b>What does it mean to be significant?</b> <span style="color: red;">L</span> <span style="color: blue;">C</span> <span style="color: orange;">E</span>		Local Study <b>How has our seaside changed over the last 100 years?</b> <span style="color: green;">S</span> <span style="color: green;">E</span> <span style="color: red;">C</span>
Year 3			Stone Age (Chronological Stone Age to 1066) <b>How did Britain change from the Stone Age to the Iron Age?</b> <span style="color: yellow;">S</span> <span style="color: blue;">D</span> <span style="color: green;">E</span> <span style="color: red;">C</span> <span style="color: blue;">C</span>		Ancient Egypt (Ancient) <b>Why were Ancient Civilisations so successful?</b> <span style="color: red;">L</span> <span style="color: yellow;">S</span> <span style="color: blue;">C</span> <span style="color: red;">R</span>	
Year 4		The Greeks (Ancient Greece) <b>What did the Greeks do for us?</b> <span style="color: red;">L</span> <span style="color: orange;">E</span> <span style="color: blue;">D</span> <span style="color: purple;">L</span> <span style="color: orange;">E</span>		Romans (Chronological - Stone Age to 1066) <b>What happened when the Romans came?</b> <span style="color: orange;">E</span> <span style="color: blue;">D</span> <span style="color: red;">C</span> <span style="color: orange;">O</span> <span style="color: purple;">R</span>		

Year 5		Anglo-Saxons (CHRONOLOGY Stone Age to 1066) <b>Anglo-Saxons- The Ruin of Britain</b> R Co Le C			The Vikings <b>Vikings: Raiders or settlers?</b> The Vikings and The Vikings - Local Study Co R Ec S	
Year 6	Britain at War (Beyond 1066) <b>Did Britain Stand Alone?</b> Co Le E		The Transatlantic Slave Trade (Beyond 1066 Local Study) <b>Are we all born equal and free?</b> Ec E L			Early Islamic Civilisation Civilizations from 1000 Years Ago) <b>Did early Islamic achievements affect our lives today?</b> R D C
KS3	<b>Weatherhead</b> <ul style="list-style-type: none"> <li>What was England like before 1066?</li> <li>What impact did William the Conqueror have on England?</li> <li>How did Religion impact people's lives?</li> </ul>		<b>Mosslands</b> <ul style="list-style-type: none"> <li>How did William Control England?</li> <li>Why was Christianity Significant in mediaeval England?</li> <li>How should we remember Harun al-Rashid?</li> </ul>		<b>Oldershaw</b> <ul style="list-style-type: none"> <li>Significance and causation- consequences</li> <li>Interpretation- skills of analysis and making judgement</li> <li>Continuity and Change- similarities and differences between historical periods</li> <li>Using Evidence-utility and use of sources through inference and analysis.</li> </ul>	

Definitions:	Legacy (L)	Empire (E)	Society (S)	Economy (Ec)	Development (D)	Civilization (C)	Leadership (Le)	Conflict (Co)	Religion (R)
KS1	How and why we remember something or someone.	A group of people under the control of another.	How people interact with one another.	The buying and selling of things between people.	How inventions and technology change people's lives.	A group of people with shared values, rules, laws and language.	How a country or group of people are led.	The fighting that happens between groups of people.	What different people believe or who they worship.
KS2	The importance of an event or person and why and how we choose to remember them for their role in shaping our lives today.	The controlling of others for their land, resources, power or wealth for the benefit of another person or place.	A large group of people who live together in an organised way, making decisions about how to do things and sharing the work that needs to be done.	The production and consumption of goods and services and the supply of money and its role in people's lives.	Development is a process that creates growth, progress, positive change or the addition of new technology that changes lives.	A civilised society or country has a developed system of government, culture, and way of life and that treats the people who live there fairly.	The action of leading a group of people or an organisation and how they choose to exert their control over others.	Fighting, clashes or disagreements between people around different purposes, ideas or interests.	The practice of worshipping a god, gods or deity and how we choose to express these beliefs.