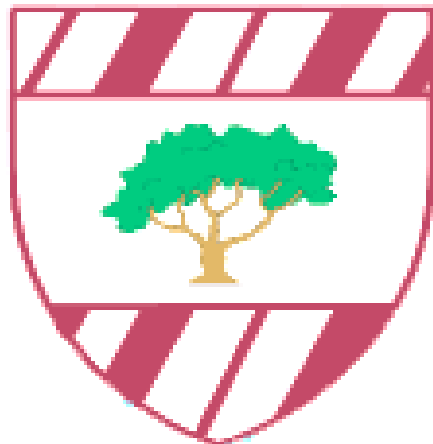


History Overview

2022-2023



Intent

For our children to have a sound understanding of their heritage and have open hearts and minds to the diversity in the immediate community and the world beyond.

Implementation

In addition to the National Curriculum each year group studies an element of local History. Our curriculum reflects the rich history that our local area holds. Children are encouraged to consider the role they play and how they can make positive contributions to the local community. Trips and visitors are organised so that the children can develop a deeper understanding as to how our local area has changed.

EYFS**Nursery and Reception**

Autumn	All About Me
	Terrific Tales
Spring	Amazing Animals
	Come Outside
Summer	Ticket to Ride
	Fun at the Seaside

EYFS**Past and Present ELG****Nursery-**

Children will know they were a baby.
 Children will know about Poppy Day and Bonfire Night.
 Children find out about Chinese New Year.
 The Year of the Rabbit.
 Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.
 Children will find out about St. George's day and how we celebrate.
 Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'

Reception-

Children will know how they have changed from being a baby to being 4/5.
 Children will know who Florence Nightingale is and why she is important.
 Children will explore images, stories and artefacts from the past.
 Children will know that Remembrance Day is to remember soldiers who died in the war.
 Children will know who David Attenborough is and why he is important.
 Children will know that the past is anything before the current day.
 Children will now that the present is now.
 Children will look at images of transport from the past and identify similarities and differences.
 Children will know who Mary Anning is and why she is important.
 Children will look at images of seaside holidays from the past and present and identify similarities and differences.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Theme	First Flight	Transport	The Stone Age to Iron Age	Roman Britain	Vikings v's Anglo Saxons	Leisure and Entertainment
Concept	Events	Changes within living memory	Continuity and Change	Invasion and Settlement	Invasion and Settlement	Compare and Contrast
Key Question	Why is the first aeroplane significant to us today?	How has transport changed within living memory?	What effect did farming have on Stone Age Britain?	What did the Romans ever do for us?	Where the Vikings really vicious?	Magical Mystery Tour
October Theme	Black History Month	Black History Month	Black History Month	Black History Month	Black History Month	Black History Month
Concept	Significant People in History	Significant People in History	Continuity and Change	Continuity and Change	Continuity and Change	Continuity and Change
Key Question	Who is Mae Jemison?	Who was Mary Seacole?	Why is Rosa Parks remembered?	How did Katherine Johnson send a man to the moon?	Who is Marcus Rashford?	Who sailed on the Windrush?
Spring Theme	Toys	The Great Fire of London	Ancient Egypt	Anglo Saxons	Myans	Ancient Greece
Concept	Changes within living memory	Events and changes beyond living memory	Compare and Contrast	Invasion and Settlement	Empire and Legacy	Empire and Legacy
Key Question	How have toys changed within living memory?	What happened on Pudding Lane?	What was so awesome about the Egyptians?	Who were the Anglo Saxons?	What was the Shang Dynasty?	What did the Greeks ever do for us?
Women's History Month March	Amelia Earhart	Florence Nightingale	Susan B. Anthony	Misty Copeland	Malala Yousafzai	Kamala Harris
Summer Theme Local History Theme- May 2 week block	Liverpool Skyline	Homes in Prescot	The Watchmakers	Railway Revolution	Elizabethan Prescot	Slave Trade in Liverpool
Concept	Local History	Local History – Changes within living memory	Local History	Continuity and Change – Local History	Local History	Local History
Key Question	What are the Liver Birds?	How have homes changed in Prescot?	What is Prescot famous for?	Why was there a Rocket in Rainhill?	What links Shakespeare to Prescot?	Why was Liverpool part of the Salve trade?

National Curriculum Areas of Study

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<ul style="list-style-type: none"> • Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and an in-depth study; Ancient Egypt. • Britain’s settlement by Anglo-Saxons • A local history study • The Roman Empire and its impact on Britain • Changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Ancient Greece – a study of Greek life and achievements and their influence on the western world • A local history study

Rationale

	<p>The themes have been selected as they allow the National Curriculum Subject Content (knowledge) to be taught. These themes will run for a shorter period to retain engagement and interest, whilst allowing children to see shifts in chronology and gain an awareness of the past, comparisons to be made and lots of practice using everyday historical language.</p> <p>The themes selected for local history relate to our locality of Merseyside and explore local landmarks and changes in housing.</p>	<p>Stone Age and Iron Age – First British History Unit chosen for Y3 to lay the foundation for the learning on British History that follows during the key stage. This precedes a complex civilisation and to question what evidence we have about it and why there is so little.</p> <p>Egypt is suitable to compare & contrast such a different culture to our own. The Egyptian civilisation is dramatically different, so is an interesting comparative culture for children to explore.</p> <p>The themes selected for local history relate to our locality of Merseyside, specifically Watch making in Prescot.</p>	<p>Romans: Builds directly upon learning in Y3 and links to next topic.</p> <p>Saxons: through the concept of Invasion & Settlement, children start to learn that civilisations are not static and that change within the past has impacted the future. Builds upon Y3 topic Stone Age and links directly with Vikings taught in Y5</p> <p>The themes selected for local history relate to our locality of Merseyside and explore local links to the invention of Stephenson’s Rocket – building upon prior knowledge for Y2 Transport topic.</p>	<p>Vikings v’s Anglo Saxons links back to Saxons in Y4 – using the same Invasion & Settlement concept will provide good comparative opportunities. This concept also provides a chance for children to compare the differences in civilisation with the wider world.</p> <p>The themes selected for local history relate to our locality of Merseyside and explore local links to the Elizabethan period, William Shakespeare and the construction of the Shakespeare North Theatre in Prescot.</p>	<p>Leisure and Entertainment: Ancient Greece – building on pupils’ knowledge of Empires & legacy from Year 4 (Roman Empire), pupils are able to explore more complex legacies.</p> <p>The themes selected for local history relate to our locality of Merseyside and explore local historical link between the Liverpool Docks and the Atlantic Slave Trade.</p>
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End Points for Assessment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge of Britain and the Wider World	<p>Identify key events and people.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Recognise, ask and answer questions such as What was it like for a... What happened? How long ago?</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements.</p> <p>Use some of significant peoples' lives to compare aspects of life in different periods and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Use evidence to describe features of the period studied e.g. clothing, beliefs, homes, attitudes.</p> <p>Compare with our life today Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use dates and historical terminology to describe events of the period studied.</p> <p>Use evidence to describe what life was like in time studied (including changes during that time)</p> <p>Describe how some things studied from the past influence today's world.</p>	<p>Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p>
Knowledge - Chronology	<p>Place some known events in chronological order</p> <p>Recount changes in living memory.</p> <p>Use common words and phrases relating</p>	<p>Place historical figures, events and artefact in order on a given time line, using dates where appropriate.</p> <p>Add labels to timelines.</p>	<p>Use dates to place events, artefacts and historical figures on a timeline.</p> <p>Understand more complex terms e.g. BC/AD</p>	<p>Add evidence and dates to a timeline to demonstrate changes over time.</p> <p>Use historic terms related to the period of study.</p>	<p>Identify significant changes within and across historical periods studied.</p> <p>Know and sequence key events of time studied</p>	<p>Describe and explain key changes in a historical period in terms of: Political, cultural, social, religious and technological changes.</p>

	<p>to the passing of time.</p> <p>Match objects to people of different ages</p>	<p>Sequence photographs from different periods of their life</p> <p>Describe memories of key events in lives Show an awareness of the past, using common words and phrases relating to the passing of time Identify similarities and differences between ways of life in different periods.</p>	<p>Use an increasing range of common words and phrases relating to the passing of time</p>	<p>Describe the main changes in a period of history.</p>	<p>Make comparisons between different times in the past</p>	<p>Understand how some historical events occur concurrently eg. Greeks and Prehistoric Britain.</p>
<p>Skills – Historical Enquiry</p>	<p>Begin to use sources to identify some details and answer simple questions.</p> <p>Describe some simple similarities and differences between objects.</p> <p>Sort historical objects from 'then' and 'now'.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Relate his/her own account of an event</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Refer to more than one source of evidence for a more accurate understanding of events.</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research by asking and answering questions</p>	<p>Independently suggest sources of evidence to build up a picture of a past event and answer their questions.</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions Use the library and internet for research</p>	<p>Begin to identify reliable sources of evidence to answer questions about the past.</p> <p>Begin to understand the concept of propaganda – know that people now and in the past may represent events in ways to persuade others.</p> <p>Appreciate that there is not always a single answer to historical questions.</p>	<p>Select suitable sources of evidence, giving reasons for choice.</p> <p>Make confident use of a variety of sources to form their own opinion on a historical event.</p> <p>Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Construct informed responses that</p>

	and understand that others may give a different version				Use evidence to build up a picture of a past event. Use the library and internet for research with increasing confidence	involve thoughtful selection and organisation of relevant historical information
Skills – Connections across time, people and place.		Give reasons why people from the past acted in ways that they did	Describe connections between people, events and objects over time.	Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes compared to other periods studied.	Identify links and changes within and across the time periods and localities studied.	Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.
Skills – similarity, difference and significance		Use information gained from research to describe differences between now and then	Study two different accounts of the same event, exploring similarities and differences	Give reasons why separate versions of the same event may differ in their accounts		Relate current studies to previous learning and make comparisons between different times in history
Skills – cause and consequence				Explore main events and changes in history, giving causes and consequences.	Describe causes and consequences of the main events, situations and changes in the period studied.	Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.
Skills – continuity and change			Understand and discuss continuity and change over a period of time.		Identify links and changes within and across the time periods and localities studied.	
High Quality text links			Writing Unit (Y3): Stone Age Boy by Satoshi Kitamura	Writing Unit (Y3): The Journal of Iliona - A Young	Writing Unit (Y6): Anglo Saxon Battle	Writing Unit (Y6): Detailed Timeline on Ancient Greece

			Writing Unit (Y4): Secrets of a Sun King by Emma Carroll	Slave by Richard Platt		
Enrichment suggestions	Visit Spaceport, Wirral Visit to Pier Head, Liverpool.	Prescot Town Trail World Museum, Liverpool – transport exhibition	World Museum – Egyptian Exhibition	Visit Dewa Centre, Chester and the Roman Amphitheatre Visit Rainhill Station	Prescot Town Trail Visit Chinatown, Liverpool Jorvic Centre, York. Martin Mere	Visit The Maritime Museum, Liverpool – Slave Trade. Visit The Beatles Museum Visit The Museum of Liverpool Life