History Year A Learning Overview

EYFS	**Our children will develop awe, wonder and sensitivity to the world around them, locally, globally, historically and in the present**
Nursery	**Key vocabulary:** now, later, a long time ago, past, yesterday, change, important, after, baby, child, adult
	Key Learning points: ● Children will be taught about different people from the past, including artists. ● Children will hear stories about events and objects from the past. ● Children will comment on how they have changed since they were a baby.
R	**Key Vocabulary:** Famous, change, important, old, not so old, new, oldest, newest, ***i***n the past, a long time ago, before, after, first, next, then, younger, older
	Key Learning Points: ● Children will be able to name and describe people who are famous from the past, including artists ● Children will comment on images and artefacts from the past, compared to now. Photos of the school and how it has changed over the years and photos of their parents and grandparents from the past ● They will compare and contrast characters in stories including figures from the past. ● Children will hear stories from the past and notice how things have changed. ● Children will be taught whether texts relate to fictional characters or historical figures
KS1	**How did the Great Fire of London change the city?**
	Prior Vocabulary: City, famous, change, important, old, not so old, new, oldest, newest, in the past, a long time ago, before, after, first, next, then, younger, older, community (from Reception UtW plan) **Key vocabulary:** firefighter, timeline, chronology, destroyed, diary, event, improvements, Monument, wood, wattle and daub, straw, pitch, monarch, King, fire-break, Stuart, flammable, capital, population, Samuel Pepys, Thomas Farriner, King Charles II, London Bridge, Pudding Lane, St Paul's cathedral
	Enquiry questions (sequenced) : ● When was the Great Fire of London? **Place on a timeline** ● What was Stuart London like? **Describe** ● What were the events of the Great Fire of London? **Organise and describe**

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How did they try to stop the Great Fire of London? Describe
How do we know about the Great Fire of London? Explain
How reliable is Samuel Pepys' diary? Describe and give an opinion
What is the legacy of the Great Fire of London today? Compare and contrast from then and now

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<tr><td></td><td><u>By the end of this unit, pupils will know:</u>
That the Great Fire of London happened in 1666.
Where and how the fire started.
The main events of the fire.
Why the fire spread so quickly.
How people tried to stop the fire.
How the fire ended.
Who Samuel Pepys was and what he did during the Great Fire of London
About some of the changes that happened in London after the fire ended.</td><td><u>By the end of this unit, pupils will be able to</u>

Place events on a timeline.
Recognise the difference between past and present in their own and others' lives
To know and recount episodes from stories about the past.
Find answers to simple questions about the past from sources of information e.g. artefacts.</td></tr>
<tr><td><u>LKS2</u></td><td colspan="2"><u>What were settlements like in Ancient Egypt?</u></td></tr>
<tr><td></td><td colspan="2"><u>Prior vocabulary:</u> timeline, chronology

<u>Key vocabulary:</u> civilisation, Africa, River Nile, Egypt, hierarchy, afterlife, sources, pyramid, tomb, hieroglyphics, pharaoh, Romans, flood, irrigation, artefacts, Howard Carter, Tutankhamun</td></tr>
<tr><td></td><td colspan="2"><u>Enquiry questions (sequenced) :</u>

Where would we place Ancient Egyptians on a timeline? Place on a timeline
Where was the Ancient Egyptian civilization? Label and place on a map
How do we know about the Ancient Egyptians? Explain
Who were the most important people in Ancient Egyptian society? Describe and label
Why did Ancient Egyptians choose the locations of their settlement? Give reasons why
What were Ancient Egyptian settlements like? Describe and label

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	By the end of this unit, pupils will know: Where and when the Ancient Egyptians lived. The importance of artefacts for understanding the Ancient Egyptians and specifically the importance of the discovery of Tutankhamun's tomb That pharaohs ruled Ancient Egyptian society and were seen as a god on Earth. The importance of The River Nile to The Ancient Egyptians e.g flooding and farming. What types of buildings there were in Ancient Egyptian settlements.	**By the end of this unit, pupils will be able to** Use different sources including artefacts, art and written sources to find out historical information Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied.
UKS2	**Who were the Maya and how do we know about them?**	
	Prior vocabulary: timeline, chronology,hierarchy, afterlife, sources **Key vocabulary** chariot, dynasty, emperor, epic, fertile, influence, oral tradition, organisation, tax, territory	
	Enquiry questions (sequenced) : ● Where would we place the Maya on a timeline? **Place on a timeline** ● Where was the Maya civilization? **Label and place on a map** ● How do we know about the Maya with so little remaining evidence? **Explain** ● What was life like in Maya settlements? **Investigate** ● Who was Pakal the Great? **Investigate** ● How was Maya society organised and ruled? **Describe and compare** ● How did Maya civilization change over time? **Suggest reasons why**	

	By the end of this unit, pupils will know: Where and when the Maya lived. Know about life in a Maya settlement: houses, jobs, food, clothing The importance of artefacts for understanding the Maya. Know about Maya art and culture. Understand how Maya society was organised, that they lived in city-states and that each city-state had a different ruler. Understand the importance of Pakal the Great. Similarities/differences with other historical periods studied	**By the end of this unit, pupils will be able to** To place on a timeline the Mayan time period including key time periods/ events Use different sources including artefacts, art and written sources to find out historical information Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied