History Year B 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, comparing 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 were Neil Armstrong and Mae Jemison pioneers of their time?**
	Prior Vocabulary: Famous, change, important, old, not so old, new, oldest, newest, in the past, a long time ago, before, after, first, next, then, younger, older, **Key vocabulary:** chronology, timeline, pioneer, significant, astronaut, space, Neil Armstrong, Mae Jemison, barrier, society, USSR, NASA Apollo 11, The Eagle, The Hubbard medal, The Congressional Space Medal of Honour, African American, discrimination, space race, orbits,

	Endeavor, International Space Hall of Fame, Sputnik, Laika, Yuri Gagarin, Spacewalk	
	Key learning points: ● What was the space race and its events? **Place on a timeline** ● Who was Neil Armstrong? **Identify & describe** ● Who is Mae Jemison? **Identify & describe** ● What barriers did Mae Jemsion face? **Identify and explain** ● What are the similarities and differences between Neil Armstrong and Mae Jemison? **Compare and contrast** ● Was Neil Armstrong a pioneer? **Explain** ● Was Mae Jemison a pioneer? **Explain**	
	By the end of this unit, pupils will know: What the space race was and its events Who Neil Armstrong was and what he did Who Mae Jemison was and what she did The barriers that Mae Jemison faced Similarities between Neil Armstrong and Mae Jemison Differences between Neil Armstrong and Mae Jemison What a pioneer is	**By the end of this unit, pupils will be able to** 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. Begin recognise why people did things, why events happened and what happened as a result
KS1	**How have toys and games changed in the last 50 years?**	
	Prior Vocabulary: past, toys, games, family, present, future, change, old, not so old, new, oldest, newest, in the past, a long time ago, before, after, first, next, then, younger, older	

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<tr><td></td><td colspan="2"><u>Key Vocabulary:</u> chronology, timeline, services, technology, environment, leisure, modern, internet, World Wide Web, online, plastic, artefact, decade, sustainable, prediction</td></tr>
<tr><td></td><td colspan="2"><u>Key learning points:</u>
How long ago was 50 years? Place events on a timeline
How do we know about the last 50 years? Describe
What were toys like for our parents? Compare and contrast
What were toys like for our grandparents? Compare and contrast
What has changed with the toys and games that we have today? Identify and describe
What will your children be playing with in 2073? Predict and explain</td></tr>
<tr><td></td><td><u>By the end of this unit, pupils will know:</u>
How long ago 50 years is.
That over the last 50 years games and technology have changed a lot
What changes have taken place within our living memories
That toys will be different in the future.
Who Tim Berners-Lee is and how he developed the World Wide Web.</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
Find answers to simple questions about the past from sources of information e.g. artefacts.
Compare pictures or photographs of people or events in the past</td></tr>
<tr><td>LKS2</td><td colspan="2"><u>How did the Roman invasion change Britain?</u></td></tr>
<tr><td></td><td colspan="2"><u>Prior Vocabulary:</u> artefact, legacy, changes, significant, Europe, chronology, timeline

<u>Key vocabulary:</u> settlement, invasion, government, pagan, empire, Emperor, resources, culture, rebellion, Latin, tribe, Boudicca, centurion, legion</td></tr>
<tr><td></td><td colspan="2"><u>Key learning points:</u>
Where did the Romans come from and when did they invade Britain? Place events on a timeline
How do we know about the Roman invasion? Explain using evidence</td></tr>
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Why did the Romans invade Britain? Suggest reasons
How did the Romans rule? Describe
How did the Romans influence the beliefs and culture of the people already living here? Explain using evidence
What changes did the Romans make to the language of the people already living here? Compare and contrast
Who rebelled against the Roman army? Investigate and explain

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<tr><td></td><td><u>By the end of this unit, pupils will know:</u>
Who the Romans were and where they came from.

When the Romans invaded Britain

Why the Romans invaded Britain

That the Romans built Hadrian’s wall to defend themselves from invaders from the north

Why and how the Romans built new roads and towns in Britain

How the Romans changed the beliefs and culture of Britain such as introducing new gods as well as assimilating into local culture.

Know who Boudicca was and know about the rebellion she led against the Romans</td><td><u>By the end of this unit, pupils will be able to</u>

Place key events from the Roman time period on a timeline.

Use terms related to the period and begin to date events

Understand more complex chronological terms eg BC/AD

To identify key features and events of time studied

To use different sources including artefacts, art and written sources to find out historical information

To offer a reasonable explanation for some events

To begin to evaluate the usefulness of different sources</td></tr>
<tr><td>LKS2</td><td colspan="2"><u>What were settlements like in Anglo-Saxon Britain?</u></td></tr>
<tr><td></td><td colspan="2"><u>Prior Vocabulary:</u> artefact, legacy, changes, significant, pagan, Europe, culture, burial, wattle-and-daub

<u>Key vocabulary:</u> Scandinavia, settlement, archaeology, tribe, occupied, Kingdoms</td></tr>
<tr><td></td><td colspan="2"><u>Key learning points:</u>

Where would we place the Anglo-Saxons on a timeline? Place events on a timeline
Where did the Anglo-Saxons come from? Locate on a map

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	● How do we know about the Anglo-Saxons? **Suggest reasons why** ● How did the arrival of the Anglo-Saxons change Britain's culture? **Compare and contrast** ● Why did Anglo Saxons choose the locations of their settlements and what they were like? **Explain** ● Who was St Augustine and what is his legacy? **Describe**	
	By the end of this unit, pupils will know: When (450AD) and why the Anglo-Saxons invaded Britain Where The Anglo-Saxons came from Where the Anglo Saxons settled in Britain and the names of the places they settled in About life in an Anglo-Saxon village: houses, jobs, food, clothing About Anglo Saxon art and culture How the Anglo-Saxons were converted to Christianity in Britain	**By the end of this unit, pupils will be able to** Place key events from the Anglo-Saxon time period on a timeline. Use different sources including artefacts, art and written sources to find out historical information Compare the reliability of different sources of historical information. Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Compare accounts of events from different sources – fact or fiction and offer some reasons for different versions of events
UKS2	**What is the legacy of the Ancient Greeks?**	
	Prior Vocabulary: Roman, invasion, legacy, Empire, archaeology, artefact, chronology, timeline **Key vocabulary:** Olympics, Sparta, Athens, Corinth, Parthenon, temple, arena, politics, political, govern, government, acropolis, amphitheatre, citizen, democracy, monarch, monarchy	
	Key learning points ● Where would we place the Ancient Greeks on a timeline? **Place on a timeline** ● Where did the Ancient Greeks live? **Locate on a map** ● How do we know about Ancient Greece? **Explain your findings**	

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How were the Ancient Greeks governed? (democracy) Describe
How have the Olympics changed over time? Compare and contrast
Why were myths and legends so important to the Ancient Greeks? Investigate

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<tr><td></td><td><u>By the end of this unit, pupils will know:</u>
Know where and when the Ancient Greeks lived

Know the dates of key events in the Ancient Greek timeline

Know that Ancient Greece was made up of city states. The most important city states were: Athens, Sparta and Corinth.

Know about the city state of Athens: The Athenians were known for their cultural developments and learning.

To know Athens is where democracy began in around 508 BC.

Know about the first Olympic Games and how they have changed over time.</td><td><u>By the end of this unit, pupils will be able to</u>

Place key events from the Ancient Greek time period on a timeline.

To use different sources including artefacts, art and written sources to find out historical information

To identify the key features and the similarities and differences between the key periods of time</td></tr>
<tr><td>UKS2</td><td colspan="2">What was life like for a child in WWII Britain?</td></tr>
<tr><td></td><td colspan="2"><u>Prior Vocabulary:</u> invasion, empire, primary and secondary resources, chronology, timeline

<u>Key vocabulary:</u> alliance, anti-Semitism, devastation, evacuation, manufacture, morale, negotiation, refugee, reluctance,propaganda</td></tr>
<tr><td></td><td colspan="2"><u>Key learning points</u>

When was WWII? Place on a timeline
Where did WWII take place? Locate on a map and label
How do we know about WWII? Explain
What was the Blitz and how do we know about it? Investigate
Where were children evacuated to? Locate on a map and describe
What is rationing and why was it necessary? Suggest reasons why

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	• How were other children around the world affected? **Compare and contrast**	
	By the end of this unit, pupils will know: Know why children were evacuated in World War Two Know what life was like for evacuees Know what life was like for people living in Britain in World War Two: rationing, blackouts, air raids, Know about the impact of the war on Jewish people overseas, with a focus on Anne Frank.	**By the end of this unit, pupils will be able to** Place key events from WWII time period on a timeline. To use different sources including artefacts, art and written sources to find out historical information To link sources and work out how conclusions were arrived at To consider ways of checking the accuracy of interpretations – fact or fiction and opinion To recognise primary and secondary sources To compare the reliability of different sources of historical information.