

HISTORY SUBJECT OVERVIEW

8CYCLE 1						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn 1	<p><u>The Circus</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. <p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line Compare past and present Learn about a local significant historical person <p><u>Activities</u></p> <ul style="list-style-type: none"> History of the circus History of Philip Astley <p>Change and continuity</p>	<p><u>The Circus</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. <p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line Compare past and present Learn about a local significant historical person <p><u>Activities</u></p> <ul style="list-style-type: none"> History of the circus History of Philip Astley <p>Change and continuity</p>	<p><u>Let's Fly Away</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><u>Skills</u></p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. <p><u>Activities</u></p> <ul style="list-style-type: none"> Create a timeline of the history of flight, dating from the first aeroplane invented by the Wright Brothers to modern day commercial aviation. <p>Change and continuity</p>	<p><u>Let's Fly Away</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><u>Skills</u></p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. <p><u>Activities</u></p> <ul style="list-style-type: none"> Create a timeline of the history of flight, dating from the first aeroplane invented by the Wright Brothers to modern day commercial aviation. <p>Change and continuity</p>	<p><u>Ancient Greece</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> a study of Greek life and achievements and their influence on the western world. <p><u>Content</u></p> <ul style="list-style-type: none"> To know where and when the Ancient Greek civilisation existed To know some significant events from the history of Ancient Greece. To know and understand some Ancient Greek Myths. <p><u>Activities</u></p> <ul style="list-style-type: none"> Order events on a timeline. Research an area of interest from the fact cards and create their own poster, leaflet or presentation about it. <p>Significance</p>	<p><u>Ancient Greece</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> a study of Greek life and achievements and their influence on the western world. <p><u>Content</u></p> <ul style="list-style-type: none"> To know where and when the Ancient Greek civilisation existed To know some significant events from the history of Ancient Greece. To know and understand some Ancient Greek Myths. <p><u>Activities</u></p> <ul style="list-style-type: none"> Order events on a timeline. Research an area of interest from the fact cards and create their own poster, leaflet or presentation about it. <p>Significance</p>

HISTORY SUBJECT OVERVIEW

Autumn 2	N/A	N/A	<p><u>Stone Age to Iron Age</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age <p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line. using secondary sources. <p><u>Activities</u></p> <ul style="list-style-type: none"> Timeline of events. Understanding the Bronze Age religion – technology and travel. <p>Chronology Change and continuity</p>	<p><u>Stone Age to Iron Age</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age <p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line. using secondary sources. <p><u>Activities</u></p> <ul style="list-style-type: none"> Timeline of events. Understanding the Bronze Age religion – technology and travel. <p>Chronology Change and continuity</p>	<p><u>Shakespeare</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line. History of theatre. <p><u>Activities</u></p> <ul style="list-style-type: none"> Learn about William Shakespeare and how the theatre developed. Organise events from Shakespeare time to today. <p>Significance</p>	<p><u>Shakespeare</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line. History of theatre. <p><u>Activities</u></p> <ul style="list-style-type: none"> Learn about William Shakespeare and how the theatre developed. Organise events from Shakespeare time to today. <p>Significance</p>
Spring 1	<p><u>Great Fire of London</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	<p><u>Great Fire of London</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	N/A	N/A	N/A	N/A



HISTORY SUBJECT OVERVIEW

	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Chronological time line • Use a range of sources • Life of significant historical person <p><u>Activities</u></p> <ul style="list-style-type: none"> • Order historical events • History of Samuel Pepys <p>Cause and consequence (chronology)</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Chronological time line • Use a range of sources • Life of significant historical person <p><u>Activities</u></p> <ul style="list-style-type: none"> • Order historical events • History of Samuel Pepys <p>Cause and consequence (chronology)</p>				
<p>Spring 2</p>	<p>N/A</p>	<p>N/A</p>	<p><u>Ancient Egypt</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations <p><u>Skills</u></p> <ul style="list-style-type: none"> • Develop knowledge of Ancient Egyptians using secondary sources. <p><u>Activities</u></p> <ul style="list-style-type: none"> • Hieroglyphs – create name. • Understand the process of Mummification. • Understanding of beliefs and after life. 	<p><u>Ancient Egypt</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations <p><u>Skills</u></p> <ul style="list-style-type: none"> • Develop knowledge of Ancient Egyptians using secondary sources. <p><u>Activities</u></p> <ul style="list-style-type: none"> • Hieroglyphs – create name. • Understand the process of Mummification. • Understanding of beliefs and after life. 	<p><u>To infinity and beyond (Space)</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Chronological time line. <p><u>Activities</u></p> <ul style="list-style-type: none"> • Timeline of key space events – space exploration • History of moon landings • Space race – Russia, USA <p>Similarity and Difference</p>	<p><u>To infinity and beyond (Space)</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Chronological time line. <p><u>Activities</u></p> <ul style="list-style-type: none"> • Timeline of key space events – space exploration • History of moon landings • Space race – Russia, USA <p>Similarity and Difference</p>



HISTORY SUBJECT OVERVIEW

			<ul style="list-style-type: none"> • Egyptian number system. • Discovery of Tutankhamun. • Egyptian Gods. <p>Significance</p>	<ul style="list-style-type: none"> • Egyptian number system. • Discovery of Tutankhamun. • Egyptian Gods. <p>Significance</p>		
Summer 1	<p><u>Real Life Superheroes Skills</u> Life of significant historical person who have contributed to national and international achievements.</p> <p><u>Activities</u> History of Florence Nightingale, compare to modern day nurses, Neil Armstrong, compare Tim Peake</p> <p>Similarity and Difference Significance</p>	<p><u>Real Life Superheroes Skills</u> Life of significant historical person who have contributed to national and international achievements.</p> <p><u>Activities</u> History of Florence Nightingale, compare to modern day nurses, Neil Armstrong, compare Tim Peake</p> <p>Similarity and Difference Significance</p>	<p><u>Chocolate</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history <p><u>Skills</u></p> <ul style="list-style-type: none"> • Describe the characteristic features of the past • Understand the concept of change over time, representing this, along with evidence, on a time line. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of other areas of interest around the world. <p><u>Activities</u></p>	<p><u>Chocolate</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history <p><u>Skills</u></p> <ul style="list-style-type: none"> • Describe the characteristic features of the past • Understand the concept of change over time, representing this, along with evidence, on a time line. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of other areas of interest around the world. <p><u>Activities</u></p>	<p><u>WW1 John Rhodes</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • A local history study <p><u>Skills</u></p> <ul style="list-style-type: none"> • History of the local area during WW1. • Describe the characteristic features of the past. <p><u>Activities</u></p> <ul style="list-style-type: none"> • Discover why Britain was at war. • Research how the opposing armies fought. • Learn about the roles of women during wartime. • Carry out a focussed study of the achievements of John Harold Rhodes. <p>Cause and Consequence</p>	<p><u>WW1 John Rhodes</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • A local history study <p><u>Skills</u></p> <ul style="list-style-type: none"> • History of the local area during WW1. • Describe the characteristic features of the past. <p><u>Activities</u></p> <ul style="list-style-type: none"> • Discover why Britain was at war. • Research how the opposing armies fought. • Learn about the roles of women during wartime. • Carry out a focussed study of the achievements of John Harold Rhodes. <p>Cause and Consequence</p>



HISTORY SUBJECT OVERVIEW

			<ul style="list-style-type: none"> Who were the Maya civilization? Mayan culture and beliefs. Compare the Maya to modern day Britain. Timeline of chocolate. <p>Significance</p>	<ul style="list-style-type: none"> Who were the Maya civilization? Mayan culture and beliefs. Compare the Maya to modern day Britain. Timeline of chocolate. <p>Significance</p>		
Summer 2	N/A	N/A	<p><u>Local History</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> A local history study <p><u>Skills</u></p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. <p><u>Activities</u></p> <ul style="list-style-type: none"> History of the canals of Stoke-on-Trent History of the mines of Stoke-on-Trent <p>Change and continuity</p>	<p><u>Local History</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> A local history study <p><u>Skills</u></p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. <p><u>Activities</u></p> <ul style="list-style-type: none"> History of the canals of Stoke-on-Trent History of the mines of Stoke-on-Trent <p>Change and continuity</p>		

CYCLE 2						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>



HISTORY SUBJECT OVERVIEW


Autumn 1	<p><u>Castles and Dragons</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. <p><u>Skills</u></p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p><u>Castles and Dragons</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. <p><u>Skills</u></p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p><u>Romans</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain <p><u>Skills</u></p> <ul style="list-style-type: none"> Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society. <p><u>Activities</u></p> <ul style="list-style-type: none"> Research Julius Caesar's attempted invasion in 55-54 BC Discuss the Roman Empire by AD 42 and the power of its army Learn about the successful invasion by Claudius and conquest, including Hadrian's Wall Research the 'Romanisation' of 	<p><u>Romans</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain <p><u>Skills</u></p> <ul style="list-style-type: none"> Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society. <p><u>Activities</u></p> <ul style="list-style-type: none"> Research Julius Caesar's attempted invasion in 55-54 BC Discuss the Roman Empire by AD 42 and the power of its army Learn about the successful invasion by Claudius and conquest, including Hadrian's Wall Research the 'Romanisation' of 	<p><u>WW2 - Reginald Mitchell.</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line. Using sources <p><u>Activities</u></p> <ul style="list-style-type: none"> Actions that led to the outbreak of WW2 Key leaders Evacuation – link to children being evacuated to Packmoor The Blitz The Spitfire – Reginald Mitchell Rationing / clothing / food during WW2 The role of women <p>Cause and consequence</p>	<p><u>WW2 - Reginald Mitchell.</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><u>Skills</u></p> <ul style="list-style-type: none"> Chronological time line. Using sources <p><u>Activities</u></p> <ul style="list-style-type: none"> Actions that led to the outbreak of WW2 Key leaders Evacuation – link to children being evacuated to Packmoor The Blitz The Spitfire – Reginald Mitchell Rationing / clothing / food during WW2 The role of women <p>Cause and consequence</p>

HISTORY SUBJECT OVERVIEW

	<p><u>Activities</u></p> <ul style="list-style-type: none"> History of Mow Cop castle Castle life/The royals <p>Change and continuity Significance</p>	<p><u>Activities</u></p> <ul style="list-style-type: none"> History of Mow Cop castle Castle life/The royals. <p>Change and continuity Significance</p>	<p>Britain</p> <ul style="list-style-type: none"> Compare the culture and beliefs of Roman Britain to those of today. <p>Cause and consequence</p>	<p>Britain</p> <ul style="list-style-type: none"> Compare the culture and beliefs of Roman Britain to those of today. <p>Cause and consequence</p>		
<p>Autumn 2</p>	<p>N/A</p>	<p>N/A</p>	<p><u>Volcanoes</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry. Use dates and terms to describe events. Suggest causes and consequences of some of the main events and changes in history. <p><u>Activities</u></p> <ul style="list-style-type: none"> To research Mount Vesuvius and the rediscovery of the nearby Roman town of Pompeii. A history of volcanic eruptions around the world. <p>Evidence and historical enquiry</p>	<p><u>Volcanoes</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry. Use dates and terms to describe events. Suggest causes and consequences of some of the main events and changes in history. <p><u>Activities</u></p> <ul style="list-style-type: none"> To research Mount Vesuvius and the rediscovery of the nearby Roman town of Pompeii. A history of volcanic eruptions around the world. <p>Evidence and historical enquiry</p>		



HISTORY SUBJECT OVERVIEW

<p>Spring 1</p>	<p><u>World Kitchen Skills</u> Significant historical events, people and places in their own locality.</p> <p><u>Activities</u> History of Oatcakes</p> <p>Significance</p>	<p><u>World Kitchen Skills</u> Significant historical events, people and places in their own locality.</p> <p><u>Activities</u> History of Oatcakes</p> <p>Significance</p>	<p><u>Vikings and Anglo-Saxons</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p><u>Skills</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line. • Use more than one source of evidence for historical enquiry. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past • Understand the concept of change over time <p><u>Activities</u></p> <ul style="list-style-type: none"> • Research Anglo-Saxon Laws and justice. • Where and when did the Anglo-Saxons come from? • Learn about Viking 	<p><u>Vikings and Anglo-Saxons</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p><u>Skills</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line. • Use more than one source of evidence for historical enquiry. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past • Understand the concept of change over time <p><u>Activities</u></p> <ul style="list-style-type: none"> • Research Anglo-Saxon Laws and justice. • Where and when did the Anglo-Saxons come from? • Learn about Viking 	<p><u>Rivers</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • Look at a non-European society that provides contrasts with British history- Early Islamic Civilisation Baghdad <p><u>Activity</u></p> <ul style="list-style-type: none"> • Study Trade and travel – Baghdad centre of trade. <p>Significance</p>	<p><u>Rivers</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> • Look at a non-European society that provides contrasts with British history- Early Islamic Civilisation Baghdad <p><u>Activity</u></p> <ul style="list-style-type: none"> • Study Trade and travel – Baghdad centre of trade. <p>Significance</p>
						

HISTORY SUBJECT OVERVIEW

			<p>invasions.</p> <ul style="list-style-type: none"> Who were Alfred the Great and Athelstan? What was Danegeld? Find out about Edward the Confessor. Create a timeline of Anglo-Saxon/Viking Britain. <p>Cause and consequence</p>	<p>invasions.</p> <ul style="list-style-type: none"> Who were Alfred the Great and Athelstan? What was Danegeld? Find out about Edward the Confessor. Create a timeline of Anglo-Saxon/Viking Britain. <p>Cause and consequence</p>		
Spring 2	N/A	N/A	<p><u>Bollywood</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. <p><u>Activities</u></p> <ul style="list-style-type: none"> Research the history of the Indian Hindi-language film industry <p>Similarity and difference</p>	<p><u>Bollywood</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. <p><u>Activities</u></p> <ul style="list-style-type: none"> Research the history of the Indian Hindi-language film industry <p>Similarity and difference</p>		
Summer 1	<p><u>Packmoor History and Geography</u></p> <p><u>Skills</u> Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should</p>	<p><u>Packmoor History and Geography</u></p> <p><u>Skills</u> Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should</p>	<p><u>Victorians</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p><u>Victorians</u></p> <p><u>NC objective</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	N/A	N/A

HISTORY SUBJECT OVERVIEW

	<p>be used to reveal aspects of change in national life.</p> <p><u>Activities</u> Compare Packmoor past and present. Changes since you were a baby.</p> <p>Change and Continuity Significance</p>	<p>be used to reveal aspects of change in national life.</p> <p><u>Activities</u> Compare Packmoor past and present. Changes since you were a baby.</p> <p>Change and Continuity Significance</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society. <p><u>Activities</u></p> <ul style="list-style-type: none"> Create a timeline of significant Victorian events and inventions Research Victorian children at work. Learn about how Victoria became Queen. <p>Significance</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society. <p><u>Activities</u></p> <ul style="list-style-type: none"> Create a timeline of significant Victorian events and inventions Research Victorian children at work. Learn about how Victoria became Queen. <p>Significance</p>		
<p>Summer 2</p>	<p>N/A</p>	<p>N/A</p>	<p><u>Puppets</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry. Describe the social, ethnic, cultural or religious diversity of past society. 	<p><u>Puppets</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry. Describe the social, ethnic, cultural or religious diversity of past society. 	<p>N/A</p>	<p>N/A</p>



HISTORY SUBJECT OVERVIEW

			<p><u>Activities</u></p> <ul style="list-style-type: none">History and cultural origins of puppetry <p>Evidence and historical enquiry</p>	<p><u>Activities</u></p> <ul style="list-style-type: none">History and cultural origins of puppetry <p>Evidence and historical enquiry</p>		
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"inspiring individuals"