

HISTORY UNIT OVERVIEWS 2020-2021

Year group and unit	Chronological Understanding	Historical Enquiry	History Content & Knowledge	Key vocabulary
EY Autumn Term <i>How have you changed over time?</i> (Traditional Tales)	Can they retell a simple past event in correct order? Can they explain how they have changed since they were born? Do they know that some objects belonged to the past? Can they use past and present tense mostly accurately when talking to explain events that have happened in the past?	Can they answer questions using an artefact/ photograph provided? Can they look at photos and begin to see differences between then and now? Can they ask questions about the past from people they know e.g. mum, dad, teacher?	Can they understand that humans change as they grow e.g. get taller? Do they understand what makes them special and how this might be different to those around them?	Before Later Soon Object Past Present Future Special Memory Remember Change
EY Spring Term <i>How are the lives of Kings and Queens different to our lives?</i> (linked with Geography unit)	Can they sort objects into objects from the past and objects from the present? Build on previous skills.	Can they identify objects from the past and begin to name them? Build on previous skills.	Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? Do they understand that change happens over time?	Present Old New King Queen Change Britain Sort
EY Summer Term <i>What did Pirates do to survive on board their ships when out at sea?</i>	Can they begin to understand that a timeline shows when things happen?	Can they ask questions about their world or topics that interest them? Can they ask questions about historical object? Can they discuss what the objects might have been used for in the past?	Do they understand that pirates were around a long time ago? Can they place pirates on a timeline and understand that this happened a long time ago (even before their grandparents!)?	Pirate Topic Treasure Ships Ocean Steal Gold
1 Autumn term <i>Why was the Great fire of London important to British history?</i>	Can they use words and phrases like: old, new and a long time ago? Can they recognise that a story that is read to them may have happened a long time ago? Can they retell a familiar story set in the past?	Can they identify old and new things in a picture? Can they research about a famous event that happened in Britain and why it happened?	NC: events beyond living memory that are significant nationally or globally Can they recount some interesting facts from an historical event, such as where the fire of London started? Do they recognise that we make changes after certain events, such as the Great fire of	Long time ago Material Wood House Building Flammable Bakery Blaze

HISTORY UNIT OVERVIEWS 2020-2021

			London, because of what happened many years ago?	Inferno
<p>1 Summer term <i>How have transport methods changed and what effect does this have on people's lives?</i></p>	<p>Can they put up to three objects in chronological order (recent history)?</p> <p>Can they tell me about things that happened when they were little?</p>	<p>Can they give a plausible explanation about what an object was used for in the past?</p> <p>Can they ask and answer questions about old and new objects?</p> <p>Can they begin to identify the main differences between old and new objects?</p>	<p>NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Begin to make reference to Morton Peto</p>	<p>Transport</p> <p>Steam train</p> <p>Horse and carriage</p> <p>Motorways</p> <p>Road links</p> <p>Travel</p> <p>Timeline</p> <p>Similarity</p> <p>Differences</p>
<p>2 Autumn term <i>How did Mary Seacole & Florence Nightingale contribute to the Crimean war?</i></p>	<p>Can they use phrases to indicate time (see vocabulary list)?</p> <p>Can they use the words past and present correctly?</p> <p>Can they use a range of appropriate words and phrases to describe the past?</p> <p>Can they sequence a set of events in chronological order and give reasons for their order?</p>	<p>Can they answer questions by using a specific source, such as an information book?</p> <p>Can they research the life of a famous Briton from the past using different resources to help them?</p> <p>Can they sort sources between primary and secondary sources?</p>	<p>NC: 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.</p> <p>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p> <p>Can they recount some key facts about a person from the past and begin to make comparisons?</p>	<p>Before</p> <p>After</p> <p>Chronological order</p> <p>Source</p> <p>Briton (the person)</p> <p>Comparison</p> <p>Crimean war</p> <p>Nurse</p> <p>Treatment</p> <p>Female</p> <p>Conditions</p> <p>Equality</p> <p>Battlefield</p>
<p>2 Summer term <i>Why was Morton Peto remembered as 'the maker of modern Lowestoft'?</i></p>	<p>Can they use words and phrases like: before I was born, when I was younger?</p> <p>Can they sequence a set of events in chronological order and use this to create a timeline?</p>	<p>Can they find out something about the past by talking to an older person?</p> <p>Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>	<p>NC: significant historical events, people and places in their own locality.</p> <p>Can they explain how their local area was different in the past?</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people and what they did for their local area?</p>	<p>Legacy</p> <p>Modern</p> <p>Local area</p> <p>Esplanade</p> <p>Rail network</p> <p>East Anglia</p> <p>Import</p> <p>Export</p> <p>Archive</p> <p>Labour</p> <p>Harbour</p> <p>Luxury</p>

HISTORY UNIT OVERVIEWS 2020-2021

				Holiday trade
<p>3 Autumn term <i>How did life change for people from the Stone Age to the Iron ages?</i></p>	<p>Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened?</p>	<p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources to piece together information about a period in history? Can they, through research, identify similarities and differences between given periods in history?</p>	<p>NC: changes in Britain from the Stone Age to the Iron Age Can they explain how daily life changed for people from the Stone age to Iron age? Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Do they realise that tribes in the past would have fought fiercely, using hand to hand combat?</p>	<p>BC AD Decade Ancient Century Stone age Bronze age Iron age Archeologist Geologist Artefact Flint Tribe Extinct</p>
<p>3 Summer term <i>How and when did the first ancient civilisations appear? What were the achievements of the Ancient Egyptians?</i></p>	<p>Can they use their mathematical knowledge to work out how long ago events would have happened? Can they use a timeline within a specific time in history to understand when events from the past took place and their relationship with other events?</p>	<p>Can they use various sources of evidence to answer questions? Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information?</p>	<p>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history?</p>	<p>Civilisation Achievements Relationship Primary sources Secondary sources Excavated Preserve Hieroglyph Sarcophagus Tomb</p>
<p>4 Autumn term <i>How did the achievements of the Ancient Greeks influence the world today?</i></p>	<p>Can they place periods of history on a timeline showing different periods of time? (like the Ancient Egyptians)</p>	<p>Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world Can they explain how events from the past has helped shape our lives? Do they recognise that the lives of wealthy people were very different from those of poor people?</p>	<p>Influence Period (of time) Illustrations Point of view Wealthy Slave Olympics Architecture Tunic</p>

HISTORY UNIT OVERVIEWS 2020-2021

			Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?	
<p>4 Summer term <i>Why were the Romans so successful and how did this impact on Britain?</i></p>	<p>Can they plot history on a timeline using centuries? Can they use their mathematical skills to round up time differences into centuries and decades?</p>	<p>Can they research two versions of an event and say how they differ? Can they compare sources of information and begin to discuss viewpoint? Can they give more than one reason to support an historical argument?</p>	<p>NC: the Roman Empire and its impact on Britain. This could include: the Roman Empire by AD 42 and the power of its army Can they recognise that Britain has been invaded by people over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p>	<p>Successful Impact Historical argument Roman Empire Invaded (invasion) Combat Weapons Army Soldier Conquests Ruler Emperor Toga</p>
<p>5 Autumn term <i>Who were the Anglo-Saxons and what was their way of life like?</i></p>	<p>Can they use dates and historical language in their work? Can they use their mathematical skills to work exact time scales as need be?</p>	<p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can they identify differences between sources to help them put together an idea about the past?</p>	<p>NC: Britain's settlement by Anglo-Saxons and Scots. This could include: Anglo-Saxon invasions, settlements and kingdoms: place names and village life Can they recognise that Britain has been invaded by several different groups over time? Can they explain the role that Britain has had in spreading Christian values across the world? Do they have a good understanding as to how the British way of life has changed over the years – including transport of people and goods?</p>	<p>Migration Settlement Kingdoms Village life Role Trade Christian</p>
<p>5 Summer term <i>Why did the Anglo Saxons and Vikings fight for the Kingdom of England?</i></p>	<p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of</p>	<p>Can they test out a hypothesis in order to answer a question? Can they explain the difference between a primary and secondary source and begin to discuss its reliability?</p>	<p>NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion</p>	<p>Attack Invaders and settlers Hypothesis Raid</p>

HISTORY UNIT OVERVIEWS 2020-2021

	<p>history, when famous people lived, etc.? Can they use their mathematical skills to work exact time scales and differences as need be?</p>		<p>Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Comparing Anglo-Saxon way of life to the time when Viking invasions were happening?</p>	<p>Viking Conquer (ing) Religious East of England Coast Europe</p>
<p>6 Autumn term <i>How was WW2 a significant turning point in British history and for Lowestoft?</i></p>	<p>Can they say where a period of history fits on a timeline and how it compares to other periods of history? Can they place specific events on a timeline by months and years?</p>	<p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources?</p>	<p>NC: A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Can they describe historical events from the different period/s they are studying/have studied? Do they appreciate that significant events in history has helped shape the country we have today? Can they summarise how Britain has had a major influence on world history? Can they describe features of historical events and people from past societies and periods they have studied?</p>	<p>Turning point Significant Specific Viewpoint Propaganda Versions Theme Summarise Society (ies) Military Trench Rations Bombing raids Slaughter Blitz</p>
<p>6 Summer term <i>What was the role of Baghdad in the Early Islamic civilisation?</i></p>	<p>Can they place specific events on a timeline by decades and centuries? Can they place features of historical events and people from past societies and periods in a chronological framework?</p>	<p>Do they appreciate how historians put together historical artefacts to help them piece together information about people who lived a long time ago in the past? Can they make links between different civilisations from different parts of the world e.g Baghdad and Romans/Anglo-Saxons?</p>	<p>NC: a non-European society that provides contrasts with British history – one study: early Islamic civilization, including a study of Baghdad c. AD 900 Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p>	<p>Islamic civilisation Dynasty Golden age of Islam Situated Trade routes Caliph Fertile Government Mosque</p>

HISTORY UNIT OVERVIEWS 2020-2021

			<p>Can they summarise what Britain may have learnt from other countries and civilizations from the past?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>	<p>Scholar Baghdad Mongol</p>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------