

# Whole School History Overview 2019-2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>PEOPLE AND COMMUNITIES</p> <p>Know that some things have happened and somethings are happening now – time moves on</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>- Can remember and share recent events they have been part of</li> <li>- Talks about or responds to events in their personal history and present lives</li> <li>- Knows festivals and celebrations that are marked within their own culture</li> <li>- Talks about similarities and differences between themselves</li> </ul>					

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<b>Year 1</b>	<p style="text-align: center;"><b>LOCAL HISTORY – JOWETT CARS</b></p> <ul style="list-style-type: none"> <li>- Explore the idea of what was important in Idle when my grandparents were children.</li> <li>- Describe who the Jowett's were.</li> <li>- Use a timeline to show changes in my local area.</li> <li>- Use the vocabulary old, older, new and newer when talking about their timeline.</li> </ul> <p style="text-align: center;"><b>INDUSTRIAL MUSEUM –CHANGES WITHIN LIVING MEMORY</b></p> <ul style="list-style-type: none"> <li>-Understand the vocabulary past and present.</li> <li>- Talk about how my house has changed in my lifetime.</li> <li>- Explain what British homes were like 'decades' ago.</li> <li>- Explore what British everyday life was like 'decades' ago.</li> <li>- Handle and look at 'artefacts' and know that we can learn a lot by looking at items from the past.</li> <li>- Show my understanding of changes on a timeline.</li> </ul> <p style="text-align: center;"><b>CHANGES IN LIVING HISTORY -TOYS</b></p> <ul style="list-style-type: none"> <li>-Explore toys that were around 'when my parents were children'.</li> <li>-Answer questions about how toys now are different to the past.</li> <li>- Compare toys from 'a century' ago, when my parents were little and now.</li> <li>- Understand that toys have changed since my parents were little because of:               <ul style="list-style-type: none"> <li>- materials</li> <li>- function</li> </ul> </li> <li>- Handle and look at 'artefacts' and know that we can learn a lot by looking at items from the past.</li> </ul>		<p style="text-align: center;"><b>SIGNIFICANT PLACES IN THE LOCALITY – SKIPTON CASTLE</b></p> <ul style="list-style-type: none"> <li>-Ask and answer questions about knights and their role in castle life.</li> <li>-Know and describe what a castle is and why they were important a long time ago.</li> <li>-Explain who lived in a castle.</li> <li>-Explore and explain how people used to live a long time ago.</li> <li>-Compare how life in a castle was different to my life now.</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Know key facts</li> <li>• Ordering events on a timeline</li> <li>• Using key vocabulary Past, present, old, older, new, newer</li> <li>• Looking at artefacts and things from the past.</li> <li>• Answer questions using provided answer stems</li> <li>• Looking at artefacts and things from the past.</li> <li>• Identify changes between old and new.</li> </ul>		<ul style="list-style-type: none"> <li>• Know key facts</li> <li>• Choose which questions I can answer.</li> <li>• Use sources (physical, pictorial and written) to find out about the past.</li> <li>• Identify changes between then and now.</li> </ul>

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<b>Year 2</b>	<b>SALTAIRE /TITUS SALT – LIVES OF SIGNIFICANT INDIVIDUALS AND EVENTS</b> <ul style="list-style-type: none"> <li>- Answer questions about Titus Salt (who he was and what he did)</li> <li>- Understand how Titus Salt's beliefs impacted his actions.</li> <li>- Place key events on a timeline.</li> <li>- Know the role Titus Salt played in the country becoming more industrial.</li> <li>- Use sources to explore how life in Saltaire in the 1800s was different to life now:</li> <li>- Regular church attendance</li> <li>- No drinking</li> <li>- Influence of Quaker beliefs.</li> </ul>	<b>THE GREAT FIRE OF LONDON – SIGNIFICANT EVENTS BEYOND LIVING MEMORY</b> <ul style="list-style-type: none"> <li>- Use a timeline to show key events of the Fire of London.</li> <li>- Ask and answer questions about the main events in the Fire of London.</li> <li>- Explain what happened in the Great Fire of London and why this was a key thing nationally (first and main city).</li> <li>- Know who Samuel Pepys was and that he is a valuable source to teach us about The Great Fire of London.</li> <li>- Explain the role of Samuel Pepys in The Great Fire of London.</li> <li>- Describe what life in London would have been like then.</li> </ul>	
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Know key facts</li> <li>• Answer questions using provided question stems.</li> <li>• Compare aspects of life then and now.</li> <li>• Know the difference between a primary and secondary source.</li> <li>• Use sources to find out information.</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering events on a timeline.</li> <li>• Ask and answer questions using provided question stems.</li> <li>• Explain key details about a time period.</li> <li>• Use primary sources.</li> <li>• Know why a primary source is useful.</li> <li>• Empathise with a time period.</li> </ul>	

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Year 3	<b>Local history – Bradford’s wool trade</b> <ul style="list-style-type: none"> <li>- Describe how the growth of the wool trade developed Bradford.</li> <li>- Use historical accounts/ pictures ask and answer questions about the development of the wool trade in Bradford.</li> <li>- Describe the everyday way of life in considering the roles of men, women and children.</li> <li>- Explore how the development of the wool trade affected the social, ethnic and cultural diversity of Bradford.</li> <li>- Compare life in Bradford then to life in Bradford now.</li> </ul>	<b>ANCIENT EGYPTIANS</b> <ul style="list-style-type: none"> <li>- Place historical figures and achievements on a timeline.</li> <li>- Ask and answer questions about historical artefacts, pictures or articles.</li> <li>- Use more than one source of evidence to gain an accurate understanding of the key features of Ancient Egyptian religion.</li> <li>- Identify the key features of Ancient Egyptian culture and life.</li> <li>- Explore the Ancient Egyptian ruling system (pharaohs).</li> <li>- To explore what made the Ancient Egyptians such a successful civilisation – pyramids, tombs, pharaohs</li> <li>- Compare Ancient Egyptian life with life now.</li> </ul>	<b>STONE AGE to IRON AGE</b> <ul style="list-style-type: none"> <li>- Understand the term prehistoric and know that this refers to the progression of : <ul style="list-style-type: none"> <li>Stone age</li> <li>Bronze age</li> <li>Iron age</li> </ul> </li> <li>- Understand and use artefacts are used to help us understand this time period.</li> <li>- Explore artefacts to infer facts about prehistoric Britain.</li> <li>- Explore and describe stone age experiences of men, women and children. <ul style="list-style-type: none"> <li>(Hunter gathering</li> <li>Early farming</li> <li>Tools</li> <li>Buildings</li> <li>Skara Brae)</li> </ul> </li> <li>- Explore and describe bronze age experiences of men, women and children. <ul style="list-style-type: none"> <li>(Tools</li> <li>Religion</li> <li>Jewellery</li> <li>Stonehenge)</li> </ul> </li> <li>- Explore and describe iron age experiences of men, women and children. <ul style="list-style-type: none"> <li>(Tribal kingdoms</li> <li>Tools</li> <li>Farming</li> <li>Art</li> <li>Culture</li> <li>Hill Forts)</li> </ul> </li> <li>- Find similarities and differences between stone age, bronze age and iron age life.</li> </ul>

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<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Know key facts</li> <li>• Use a range of sources to find out about the past</li> <li>• Ask and answer questions about given topics in my unit</li> <li>• Describe changes and links to then and now. Explain why they happened</li> </ul>	<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Ask and answer questions about given topics in my unit</li> <li>• Order dates on a timeline and begin to use scale</li> <li>• Use a range of sources to find out about the past</li> <li>• Describe changes and links to then and now. Explain why they happened</li> </ul>	<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Ask and answer questions about given topics in my unit</li> <li>• Describe changes between time periods and why they happened.</li> <li>• Use a range of sources to find out about the past</li> </ul>
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<b>Year 4</b>	<p style="text-align: center;"><b>THE BATTLE OF BRITAIN – WW2</b></p> <p>-Know and recall key events in World War 2 Britain which changed life on the Home Front:  <i>Evacuation of children</i>  <i>Dunkirk</i>  <i>Battle of Britain</i>  <i>Blitz</i></p> <p>-Explore and consider differing experiences of the Battle of Britain (rural vs urban – evacuees vs those left in towns)</p> <p>- Use pictures, and radio broadcasts to ask and answer questions about key events on the Home Front during WW2.</p> <p>-Use a range of different sources to infer and deduce information about events. Eg air raids.</p> <p>- Understand that some sources (primary vs secondary) have different uses.</p> <p>- Explain how life now would be different for us if we had lost the Battle of Britain.</p> <p style="text-align: center;"><b>Local History Study – Bradford during WW2</b></p> <p>- Describe how World War 2 was a key change that happened in Bradford.</p> <p>- To use historical accounts/ pictures ask and answer questions about WW2 in Bradford.</p> <p>- To describe the everyday way of life in wartime Bradford considering the roles of men, women and children.</p>		<p style="text-align: center;"><b>THE ROMAN EMPIRE</b></p> <p>- Represent key dates associated with the era of the Ancient Romans on a timeline (focusing on inventions and significant dates which impacted Britain)</p> <p>-Explore the social and cultural impact of the roman invasions on the Celtic way of life and how Boudicca fought back.</p> <p>- Use primary and secondary sources to describe Roman life.</p> <p>-To give a broad overview of life in Britain during the Roman rule.</p> <p>a) Daily life</p> <p>b) Architecture – houses (not round anymore), buildings and roads:</p> <p>c) Aqueducts</p> <p>d) Hadrian’s Wall</p> <p>-Use primary and secondary sources to describe the power and structure of the Roman army.</p> <p>-Use what I have learnt to explain how I think the Ancient Romans influenced life in Britain.</p>

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	<ul style="list-style-type: none"> <li>- To discuss how Bradford changed as a result of World war 2.</li> <li>- Cross curricular – Geography – Locate Bradford on the map link to the county of Yorkshire.</li> </ul>		
Key Skills	<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Use scale to represent time on a timeline</li> <li>• Use sources – pictures and radio broadcasts</li> <li>• Consider why/how different sources are useful</li> <li>• Ask and answer open questions to understand a period more</li> <li>• Describe the impact of then on now.</li> </ul>		<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Use scale to represent time on a timeline</li> <li>• Use sources – pictures and radio broadcasts</li> <li>• Consider why/how different sources are useful</li> <li>• Ask and answer open questions to understand a period more</li> <li>• Describe the impact of the Romans on Britain.</li> </ul>

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Year 5	<p><b>Local History Study – Mining industry in Yorkshire</b></p> <ul style="list-style-type: none"> <li>- Describe growth and decline of the mining industry as a key change that happened in Yorkshire.</li> <li>- Ask and answer questions using historical accounts/ pictures</li> <li>- Question and discuss the reliability sources.</li> <li>- Describe the everyday way of life in mining Yorkshire considering the roles of men, women and children.</li> <li>- To make links to major events elsewhere in the world (WW1 and 2).</li> <li>- Compare life in Mining Yorkshire to life now.</li> </ul> <p>Cross curricular – Geography – Locate counties and features of the UK</p>	<p><b>ANCIENT GREECE</b></p> <ul style="list-style-type: none"> <li>- Show and group key dates associated with the achievements of the Ancient Greeks. (inventions, discoveries, buildings)</li> <li>-Identify and discuss change during the era of the Ancient Greeks.</li> <li>- Use primary and secondary sources to describe Greek government and politics.</li> <li>- Give a broad overview of life in Britain during the Greek rule.</li> <li>(Daily life Clothing)</li> <li>-Use primary and secondary sources to describe important Greek places and inventions.</li> <li>-Use what I have learnt to explain how I think the Ancient Greeks influenced a modern way of life.</li> </ul>	<p><b>Anglo Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>- Describe the change from Romans to Anglo – Saxons.</li> <li>- Show and group key dates associated with Scot and Anglo Saxon invasions on a timeline.</li> <li>- Use sources to ask and answer questions about: <ul style="list-style-type: none"> <li>a) Scot &amp; Anglo Saxon invasions.</li> <li>b) Scot &amp; Anglo Saxon settlements.</li> <li>c) Scot &amp; Anglo Saxon kingdoms (place names)</li> <li>d) To describe the characteristic features of Scot &amp; Anglo Saxon life.</li> </ul> </li> <li>- cultural beliefs</li> <li>- religious beliefs</li> <li>- Compare Anglo Saxons and the Scots.</li> <li>- Identify the impact of Anglo Saxons and Scots on Britain</li> <li>- Suggest suitable/ reliable sources of evidence for historical enquiries.</li> </ul>
Key Skills	<ul style="list-style-type: none"> <li>• Group events to periods on a timeline</li> <li>• Ask and answer questions in response to an enquiry</li> <li>• Question the reliability of sources.</li> <li>• Analyse change and discuss how then caused change</li> </ul>	<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Group events to periods on a timeline</li> <li>• Ask and answer questions in response to an enquiry</li> <li>• Question the reliability of sources.</li> <li>• Analyse change &amp; discuss how then caused change</li> </ul>	<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Group events to periods on a timeline</li> <li>• Ask and answer questions in response to an enquiry</li> <li>• Question the reliability of sources.</li> <li>• Analyse change &amp; discuss how then caused change</li> </ul>

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<b>Year 6</b>	<p><b>LOCAL HISTORY _ THE BATTLE OF STAMFORD BRIDGE</b></p> <ul style="list-style-type: none"> <li>- Identify patterns or change in the events of The Battle of Stamford Bridge (timeline)</li> <li>- Ask and answer questions to form a description/ opinion of what happened.</li> <li>- Use sources to describe the characteristic features of The Battle of Stamford.</li> <li>- Identify and be aware of bias in sources</li> <li>- Explain how The Battle of Stamford (through links to The Battle of Hastings) contributed to a turning point in local/ national history.</li> <li>- Compare The Battle of Hastings to a modern battle.</li> </ul> <p>Cross curricular – Geography – Locate counties and features of the UK</p>	<p><b>THE VIKINGS</b></p> <ul style="list-style-type: none"> <li>- Identify patterns or change in the invasion and occupation of England by Vikings at the same time as Anglo-Saxons.</li> <li>- Use a range of sources to describe life in Britain during the Viking settlement.                         <ul style="list-style-type: none"> <li>a) Viking raids and invasions.</li> <li>b) Viking settlements - Danelaw</li> <li>c) To describe the characteristic features of Viking life.                                 <ul style="list-style-type: none"> <li>- cultural beliefs</li> <li>- religious beliefs</li> <li>- crafts – woodwork, boat building, metal work.</li> <li>- Danegeld tax paid to Vikings.</li> </ul> </li> </ul> </li> <li>- Use Viking artefacts and sources. .</li> <li>- Identify and be aware of bias/reliability in sources</li> <li>- Compare the similarities and differences between Anglo- Saxons and Vikings and express an opinion.</li> </ul>	<p><b>THE MAYANS –( a non- European contrast with British History)</b></p> <ul style="list-style-type: none"> <li>- Identify patterns or change in key dates associated with the Maya Empire (timeline).</li> <li>- Ask and answer questions to form a description of Maya society:                         <ul style="list-style-type: none"> <li><i>Every day life</i></li> <li><i>Schools</i></li> <li><i>Building</i></li> <li><i>Religion</i></li> </ul> </li> <li>- Use sources to describe key elements of their cultural organisation:                         <ul style="list-style-type: none"> <li><i>Calendars</i></li> <li><i>Number/ maths</i></li> <li><i>Writing/ Hieroglyphics</i></li> <li><i>Number/ Maths</i></li> <li><i>Science/ Astronomy</i></li> </ul> </li> <li>-Describe and explain the impact of key inventions on now.</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Identify patterns or change on a timeline</li> <li>• Identify and be aware of bias in sources</li> <li>• Ask and answer questions in order to form an opinion/description of a period</li> <li>• Analyse and evaluate change past to present and express an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Identify patterns or change on a timeline</li> <li>• Identify and be aware of bias in sources</li> <li>• Ask and answer questions in order to form an opinion/description of a period</li> <li>• Analyse and evaluate change past to present and express an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Explain key facts</li> <li>• Identify patterns or change on a timeline</li> <li>• Identify and be aware of bias in sources</li> <li>• Ask and answer questions in order to form an opinion/description of a period</li> <li>• Analyse and evaluate change past to present and express an opinion</li> </ul>