






History Overview

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Know Yourself, Love Yourself, Love Your Neighbour	Our World One World, Our World, A World For All	Making a difference Be the Change
<u>Reception</u>	<u>Following our child led approach whilst linking to the Golden Thread</u> <u>Must</u> be covered throughout the year: - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
<u>Year 1</u>	<u>Following our child led approach whilst linking to the Golden Thread</u> <u>Must</u> be covered throughout the year: Significant Individuals, Changes in living memory and Events beyond Living Memory.  		
	<u>Suggestions</u> Significant Individuals: - Florence Nightingale - Mary Seacole Events beyond Living Memory: - The Moon Landing (Katherine Johnson/Amy Johnson) - Gun Powder Plot	<u>Suggestions</u> Changes in living memory: - Toys/Books - Food - Transport (Wright brothers)	
<u>Year 2</u>	<u>Following our child led approach whilst linking to the Golden Thread</u> <u>Must</u> be covered throughout the year: Significant Individuals, Changes in living memory and Events beyond Living Memory  		
	<u>Suggestions</u> Significant Individuals: - Grace Darling - Mary Anning - Scott of the Antarctic Events beyond Living Memory: - Great Fire of London - Sinking of the Titanic	<u>Suggestions</u> Changes in living memory: - Communication - Technology - A day in the life (1950s school)	

Year 3/4
Year A

Invasions

Looking at a timeline of the concept invasion from Anglo Saxon, Viking raids and invasions, Celts – Boudicca and, finally, Romans with link to Empires, motivation, cause, and effect.

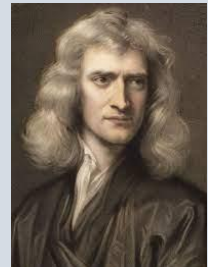


In depth study – Mayan Civilisation AD 900
with links to Geography



Sir Isaac Newton

Local significant individual.



Year 3/4
Year B

In depth study – Ancient Egypt

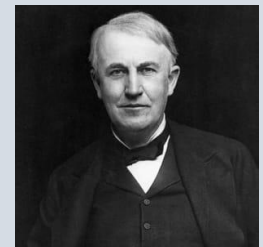


Settelments – Link to geography

Descreet links – between the learning and it's a skill for when they are older.



Thomas Edison



Year 5

World War I and II

Local significance – Battle of Britain and Dambusters.



Industrial Revolution

Local significance - how Lincoln has changed.

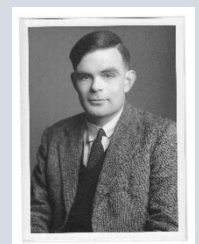







Year 6

In depth study – Ancient Greece



Inspirational people in History



Enquiry Question	Autumn Know Yourself, Love Yourself, Love Your Neighbour	Spring Our World One World, Our World, A World For All	Summer Making a difference Be the Change
Reception	<p><u>Following our child led approach whilst linking to the Golden Thread</u></p> <p><u>Must</u> be covered throughout the year:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
Year 1	<p><u>Following our child led approach whilst linking to the Golden Thread</u></p> <p><u>Must</u> be covered throughout the year: Significant Individuals, Changes in living memory and Events beyond Living Memory.</p>  		
Year 2	<p><u>Following our child led approach whilst linking to the Golden Thread</u></p> <p><u>Must</u> be covered throughout the year: Significant Individuals, Changes in living memory and Events beyond Living Memory</p>  		

<p><u>Year 3/4</u> Year A</p>	<p><u>Invasions 27BC – 1066BC</u></p> <p><i>How did early invasions impact Britain today?</i></p> <p><i>Romans</i> <i>Vikings</i> <i>Anglo-Saxons</i></p> <p><i>Intro to geography – second half of Aut 2 (Locational Knowledge)</i></p>	<p><u>In depth study – Mayan Civilisation AD 900 with links to Geography</u></p> <p><i>Why should we study the Maya?</i></p> <p><i>(Locational Knowledge/ Rainforest?)</i></p>	<p><u>Sir Isaac Newton</u> <i>Local significant individual.</i></p> <p><i>Many people say Isaac Newton was the greatest scientist ever. Do you agree? (Comparison with others and their impact e.g. Thomas Edison)</i></p>
<p><u>Year 3/4</u> Year B</p>	<p><u>In depth study – Ancient Egypt 3100BC – 30 BC</u></p> <p><i>What links the Ancient Egyptians to the other Early Civilisations?</i></p> <p><i>(With links to early civilizations – Sumer, the Shang Dynasty and the Indus Valley)</i></p>		<p><u>Settlements – Link to geography (15, 000 years BC – 43 AD)</u></p> <p><i>When do you think it was better to live, in the Stone Age, Bronze Age or Iron Age?</i></p>
<p><u>Year 5</u></p>	<p><u>In depth study - World War I and II 1914 – 1946 AD</u></p> <p><i>What lessons can we learn from people living through WWI and WWII? Consider strength of character, human characteristics, diversity, motivators etc.</i></p>		<p><u>Industrial Revolution 1760 – 1916 AD</u> <i>Local significance - how Lincoln has changed.</i></p> <p><i>Does technological advancement mean the same thing as progress?</i></p>
<p><u>Year 6</u></p>	<p><u>In depth study – Ancient Greece 776 – 146 BC</u> Links to suffrage</p> <p><i>How has democracy developed since Ancient Greece?</i></p> <p><i>Should it be called 'Herstory' rather than 'History'?</i></p>		<p><u>Inspirational people in History</u></p> <p><i>What impact can one person have on our world?</i></p>