






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 following enquiry guide</u> Significant Individuals: - Florence Nightingale - Mary Seacole Events beyond Living Memory: - The Moon Landing (Katherine Johnson/Amy Johnson) - Gun Powder Plot | 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 following enquiry guide</u> Significant Individuals: - Grace Darling - Mary Anning - Scott of the Antarctic Events beyond Living Memory: - Great Fire of London - Sinking of the Titanic | Changes in living memory: - Communication - Technology - A day in the life (1950s school) | |

Year 3/4
Year A

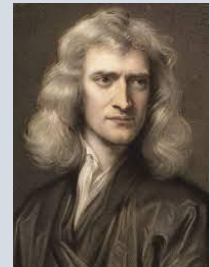
Invasions

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.



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.



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



Maya Civilisation



| <u>Enquiry Question</u> | <u>Autumn</u> Know Yourself, Love Yourself, Love Your Neighbour | <u>Spring</u> Our World One World, Our World, A World For All | <u>Summer</u> Making a difference Be the Change |
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|-----------------------------------|---|-------------------------|--|
| <p><u>Year 3/4</u> Year A</p> | <p><u>Invasions 27BC – 1066BC</u></p> <p><i>Aut 1</i> <i>Why did the Romans settle in Britain?</i></p> <p><i>Aut 2</i> <i>Were the Vikings raiders or peace-loving settlers?</i></p> <p><i>Intro to geography – second half of Aut 2 (Locational Knowledge)</i></p> | <p><u>Geography</u></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 inks 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></p> <p><i>Links to suffrage</i> <i>How has democracy developed since Ancient Greece?</i></p> <p><i>Evaluation: Should it be called 'Herstory' rather than 'History'?</i></p> | | <p><u>Maya</u> <i>Why did the Maya Civilisation decline so quickly?</i></p> |