

## History Autumn Overview

| History             | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
|---------------------|---|---|--|--|---|--|
| Enquiry Questions   | How am I making history?  | How was school different in the past?   | Would you prefer to live in the Stone Age, Iron Age or Bronze Age?   | How have children's lives changed?   | Were the Vikings raiders, traders or something else?  | What does the Census tell us about our local area?   |
| Outline             | Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.  | Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.   | Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.   | Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.                               | Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers. | Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family. |
| Learning objectives | <ul style="list-style-type: none"> <li>To develop an understanding of personal chronology</li> <li>To learn more about my history</li> <li>To explore how we remember events</li> <li>To find out how what childhood was like for our parents and grandparents</li> <li>To compare childhood now with childhood in the past</li> <li>To identify that some things change</li> </ul> | <ul style="list-style-type: none"> <li>To find out how schools have changed over time</li> <li>To investigate what school was like in the past</li> <li>To investigate what schools were like in the 1900's</li> <li>To compare modern a modern classroom with a classroom 100 years ago</li> <li>To compare three periods of time</li> </ul> | <ul style="list-style-type: none"> <li>Understand that prehistory was a long time ago.</li> <li>Accurately place AD and BC on a timeline.</li> <li>Identify conclusions that are certainties and possibilities based on archaeological evidence.</li> <li>Explain the limitations of archaeological evidence.</li> <li>Use artefacts to make deductions about the Amesbury Archer's life.</li> </ul> | <ul style="list-style-type: none"> <li>Make observations and deductions from sources.</li> <li>Suggest how children's lives have changed.</li> <li>Explain why children needed to work. Identify the kinds of jobs Tudor and</li> <li>Victorian children had, making observations and inferences about them.</li> <li>Identify how Lord Shaftesbury changed the lives of children and</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Identify the type of information the census gives about people.</li> <li>Use the census to make inferences about people from the past, providing supporting evidence for their statements.</li> <li>Make observations from the census and identify changes between periods of time.</li> </ul>                        |

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|  | <p>and some things stay the same</p> | <ul style="list-style-type: none"> <li>To express a personal response to history</li> </ul> | <ul style="list-style-type: none"> <li>Identify gaps in their knowledge of the Bronze Age.</li> <li>Explain how bronze was better than stone and how it transformed farming.</li> <li>Explain how trade increased during the Iron Age and why coins were needed.</li> <li>Identify changes and continuities between the Neolithic and Iron Age periods.</li> <li>Explain which period they would prefer to have lived in, providing evidence for their choice.</li> </ul> | <p>evaluate the impact of his work.</p> <ul style="list-style-type: none"> <li>Use sources to identify leisure activities and compare them over time.</li> <li>Identify diseases from the past and discuss how effective the treatments were.</li> <li>Make observations and deductions from sources.</li> <li>Suggest how children's lives have changed.</li> <li>Explain why children needed to work.</li> <li>Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</li> <li>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>Use sources to identify leisure activities and compare them over time.</li> <li>Identify diseases from the past and discuss how effective the treatments were.</li> </ul> |  | <ul style="list-style-type: none"> <li>Identify the dangers of working in a textile mill.</li> <li>Create questions to identify the thoughts and feelings of a Victorian working child.</li> <li>Identify the key events of Mary's life and interpret her thoughts and feelings.</li> <li>Extract information from the census to recreate the lives of people who lived in a household from the local area.</li> <li>Extract information from the census and decide whether a family was rich or poor.</li> <li>Describing change throughout time.</li> </ul> |
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| <p>Key Skills</p> | <ul style="list-style-type: none"> <li>• Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines.</li> <li>• Talk about three memories and place one of them on a timeline.</li> <li>• Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>• Think of three ways they celebrate their birthday.</li> <li>• Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past.</li> <li>• Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul> | <ul style="list-style-type: none"> <li>• Correctly order and date four photographs on a timeline and add some dates.</li> <li>• Ask one question about schools in the past.</li> <li>• Make one comparison between schools in the past and present.</li> <li>• Use sources to research and develop an understanding of what schools were like 100 years ago.</li> <li>• Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</li> <li>• Recognise two similarities and two differences between schools now and schools in the past.</li> <li>• State whether they would have preferred to go to school in the past or not and explain why.</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise that prehistory was a long time ago and was the beginning of the history of mankind</li> <li>• To use archaeological evidence to learn about prehistoric houses.</li> <li>• To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.</li> <li>• To explain how bronze transformed prehistoric life</li> <li>• To understand the importance of trade during the Iron Age.</li> <li>• To compare settlements in the Neolithic and Iron Age</li> </ul> | <ul style="list-style-type: none"> <li>• To identify how children's lives have changed using a range of sources.</li> <li>• To understand why children worked in Tudor times and what working conditions were like.</li> <li>• To understand the types of jobs Victorian children had and their working conditions.</li> <li>• To understand how Lord Shaftesbury changed children's lives.</li> <li>• To understand how and why children's leisure time has changed.</li> <li>• To understand which diseases children caught and how they were treated.</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• To use the census to make inferences about people from the past</li> <li>• To use the census to investigate how the lives of people in the past changed.</li> <li>• To use primary sources to find out about the working conditions of children in factories.</li> <li>• To recreate the thoughts and feelings of Mary Bucktrout.</li> <li>• To reconstruct the lives of people in a household using the census.</li> <li>• To compare census returns and identify continuities and changes in a household.</li> </ul> |
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| Key Vocab     | <p>Celebrate<br/>Celebration<br/>Change<br/>Childhood<br/>Different<br/>Event<br/>Family<br/>Future<br/>Grandparent<br/>Lifetime<br/>Living memory<br/>Memory now<br/>Present</p> | <p>Past<br/>Timeline<br/>Date<br/>Different<br/>Decade<br/>Present<br/>Important<br/>Similar<br/>Modern<br/>Living memory<br/>Evidence<br/>Source<br/>Decade<br/>Beyond living memory</p> | <p>Stone age<br/>BC<br/>AD prehistory<br/>Ancient Egypt<br/>Ancient Greece<br/>Romans<br/>Anglo-Saxons<br/>Vikings<br/>Tudors<br/>Victorians<br/>Period<br/>Palaeolithic<br/>Mesolithic</p>   | <p>Childhood<br/>Continuity<br/>Change<br/>Chronological order<br/>Inference<br/>Observation<br/>Apprentice<br/>Chaffing wheat<br/>Hot seat<br/>Master<br/>Oath<br/>Primary source<br/>Secondary source<br/>Trapper</p>   |  | <p>Bobbins<br/>Can-hooker<br/>Carding<br/>Census<br/>Comparing<br/>Condition<br/>Enumeration books<br/>Enumerator<br/>Flax<br/>Flax linen<br/>Flax mill spinner<br/>Governess<br/>Head of household<br/>Inference</p>  |
| Key Questions |   |   | <p>When does BC begin?<br/>Why does a timeline split history into periods?<br/>What time periods is prehistory split into?<br/>What was found at the houses at Skara Brae?<br/>What do archaeological sources not give us information about?<br/>Why is bronze better than flint?<br/>How did people in the Stone Age find food?<br/>What things did Britons export during the Iron Age?<br/>What was life like in a house in Skara Brae?</p> | <p>What does childhood mean?<br/>What was an apprentice?<br/>Why did children need to work?<br/>Tudor apprentices had to swear an oath to do what?<br/>What kind of jobs did Victorian children have?<br/>Why was Lord Shaftsbury significant?<br/>What activities did a child find at a Victorian fair?<br/>Why did so many children die in the past?<br/>What medical improvements were there?<br/>How has life changed for children today?</p> |  | <p>What sources can you use to find out about your local area's history?<br/>What does the census do?<br/>What information can you find in the census?<br/>How was the information for the census collected in 1851?<br/>Why is the census sometimes difficult to use?</p> |