

History Spring Overview

History	Year 1 How have toys changed?	Year 2 How did we learn to fly?	Year 3 Why did the Romans settle in Britain?	Year 4 How hard was it to invade and settle in Britain?	Year 5 What was life like in Tudor England?	Year 6 What was the impact of WW2 on British people?
Enquiry Questions	<ul style="list-style-type: none"> • What is your favourite toy? • Did your parents and grandparents play with the same toys as you? • What were toys like in the past? • What is similar and different about toys now and in the past? • How have teddy bears changed over time? • How have toys changed? 	<ul style="list-style-type: none"> • Who were the Wright brothers? • When was the first flight? • Why was Bessie Coleman significant? • Why is Amelia Earhart significant? • Why was the Moon landing special? • How did we learn to fly? 	<ul style="list-style-type: none"> • Why did the Romans invade and settle in Britain? • How did Britons respond to the Roman invasion? • Why was the Roman army so successful? • What do artefacts tell us about life in Roman times? • How did the Romans change modern Britain? 	<ul style="list-style-type: none"> • Who were the Anglo-Saxons and the Scots? • How did the Anglo-Saxons settle in Britain? • What does Sutton Hoo tell us about Anglo-Saxon life? • How did Christianity arrive in Britain? • Was King Alfred really great? • To understand how Anglo-Saxon rule ended 	<ul style="list-style-type: none"> • Fair ruler or tyrant? What was Henry VIII really like? • Why did Henry VIII have so many wives? • Why was Anne Boleyn executed? • What was a Royal Progress? • What was a Royal Progress like? • What can inventories tell us about life in Tudor times? 	<ul style="list-style-type: none"> • Why did Britain go to war in 1939? • Who won the Battle of Britain? • What do sources tell us about the Blitz? • What was evacuation like for children? • What impact did WW2 have on women's lives? • Why did people migrate to Britain during and after World War 2?
Outline	<ul style="list-style-type: none"> • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between 	<ul style="list-style-type: none"> • Identify important events surrounding the history of flight. • Explain how a significant event has changed the lives of others. • Ask questions about people and events in the past. • Use primary sources to find out about people 	<ul style="list-style-type: none"> • Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of 	<ul style="list-style-type: none"> • Explain how the Britons felt when the Romans left Britain. • Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and continuities in settlements 	<ul style="list-style-type: none"> • Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. • Make deductions from sources about Anne Boleyn, interpret historical sources 	<ul style="list-style-type: none"> • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. • Describe how children may have felt when evacuated. • Evaluate the accuracy and

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	<p>teddy bears today and those from 100 years ago.</p> <ul style="list-style-type: none"> Describe how toys have changed over time 	<p>and events in the past.</p> <ul style="list-style-type: none"> Correctly order five events on a timeline 	<p>Boudicca using sources.</p> <ul style="list-style-type: none"> Explain why the Romans needed a powerful army. Identify a soldier's equipment. Explain how the Roman army was organised and perform simple manoeuvres and drills. Make observations about an artefact. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance 	<p>from prehistoric Britain.</p> <ul style="list-style-type: none"> Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066. 	<p>and supporting interpretations with evidence.</p> <ul style="list-style-type: none"> Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. Make deductions using inventories and making judgements as to whether a person was rich or poor. Explain how inventories are useful to historians and 	<p>reliability of sources.</p> <ul style="list-style-type: none"> Describe the impact WW2 had on women's lives.
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					create a realistic inventory.	
Learning objectives	<ul style="list-style-type: none"> To discuss a favourite toy. To find out what toys our parents and grandparents played with. To investigate what toys were like up to 100 years ago. To compare toys from the past with modern toys. To investigate how teddy bears have changed over time. To know how toys have changed over time. 	<ul style="list-style-type: none"> To find out about the Wright brothers To develop an understanding of historical significance. To investigate why Bessie Coleman is significant. To develop an understanding of primary sources. To investigate why we remember the Moon landing To place events on a timeline 	<ul style="list-style-type: none"> To understand why the Romans invaded Britain. To create a visual interpretation of Boudicca. To understand how Roman soldiers were equipped for war. To understand Roman army battle formations. To make inferences about life in Roman times. To identify the Roman legacy in Britain. 	<ul style="list-style-type: none"> To understand why the Anglo-Saxons invaded Britain. To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. To understand how Anglo-Saxons converted to Christianity. To create an interpretation of Alfred the Great. To understand how Anglo-Saxon rule ended 	<ul style="list-style-type: none"> To use different types of evidence to interpret the character of Henry VIII. To understand why Henry VIII had many wives. To make deductions about Anne Boleyn using a range of sources. To extract evidence from primary sources about the Royal Progresses of Elizabeth I. To reconstruct a Royal Progress using a range of primary sources. To make deductions about the people in Tudor England using inventories. To create a realistic inventory for a person living in Tudor times. 	<ul style="list-style-type: none"> To understand the causes of World War 2. To understand how the Battle of Britain was won. To make inferences about the Blitz using images. To understand the emotions and experiences of children during the evacuation. To evaluate the accuracy and reliability of sources. To identify the impact of WW2 on women's lives. To explain why migrants come to Britain.
Key Skills	<ul style="list-style-type: none"> Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). 	<ul style="list-style-type: none"> Sequencing six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. 	<ul style="list-style-type: none"> Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration 	<ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. 	<ul style="list-style-type: none"> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Putting dates in the correct century. Using the terms AD and BC in their work. 	<ul style="list-style-type: none"> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.

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	<ul style="list-style-type: none"> • Sequencing three or four artefacts from different periods of time. • Beginning to look for similarities and differences over time in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • Asking why things happen and beginning to explain why with support. • Being aware that some things have changed and some have stayed the 	<ul style="list-style-type: none"> • Knowing where people/events studied fit into a chronological framework. • Identifying simple reasons for changes. • Asking questions about why people did things, why events happened and what happened as a result. • Recognising why people did things, why events happened and what happened as a result. • Knowing some things which have changed/stayed the same as the past. • Finding out about people, events and beliefs in society. • Discussing who was important in a historical event • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of 	<ul style="list-style-type: none"> of historical events or periods • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • Identifying the consequences of 	<ul style="list-style-type: none"> • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline. • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between 	<ul style="list-style-type: none"> • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. 	<ul style="list-style-type: none"> • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within and across
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	<p>same in their own lives.</p> <ul style="list-style-type: none"> Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts from different periods of time. Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. 	<p>historical concepts (see above).</p> <ul style="list-style-type: none"> Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Evaluating how reliable a source is. Understanding how we use books and sources to find out about the past Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making links and connections across a unit of study. 	<p>events and the actions of people.</p> <ul style="list-style-type: none"> Identifying reasons for historical events, situations and changes. Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Recalling some important people and events. Identifying who is important in historical sources and accounts. Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using 	<p>different periods of history.</p> <ul style="list-style-type: none"> Identifying the links between different societies. Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. Recalling some important people and events. Identifying who is important in historical sources and accounts. Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying and giving reasons for different ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. 	<ul style="list-style-type: none"> Analysing and presenting the reasons for changes and continuity Starting to analyse and explain the reasons for, and results of historical events, situations and change. Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time. Identifying significant people and events across different time periods. Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. 	<p>different periods/studied.</p> <ul style="list-style-type: none"> Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. Describing similarities and differences between social, cultural, religious and ethnic diversity
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	<ul style="list-style-type: none"> • Asking why things happen and beginning to explain why with support. • Being aware that some things have changed and some have stayed the same in their own lives. • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Sequencing three or four artefacts from different periods of time. • Beginning to look for similarities and differences over time in their own lives. • Describing simple 	<ul style="list-style-type: none"> • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing. • Identifying a primary source 	<p>artefacts and pictures.</p> <ul style="list-style-type: none"> • Identifying the differences between different sources and giving reasons for the ways in which the past is represented. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Evaluating the usefulness of different sources. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Asking questions about the bias of historical evidence. • Using a range of sources to construct knowledge of the past. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. 	<ul style="list-style-type: none"> • Evaluating the usefulness of different sources. • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Asking questions about the bias of historical evidence. • Using a range of sources to construct knowledge of the past. • Extracting the appropriate information from a historical source. • Identifying primary and secondary sources. • Identifying the bias of a source. • Comparing and contrasting different historical sources. • Understanding that there are different 	<ul style="list-style-type: none"> • Evaluating the usefulness of historical sources. • Developing strategies for checking the accuracy of evidence. • Planning a historical enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Considering a range of factors when 	<p>in Britain and the wider world.</p> <ul style="list-style-type: none"> • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Comparing significant people and events across different time periods. • Explain the significance of events, people and developments. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past
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	<p>changes and ideas/objects that remain the same.</p> <ul style="list-style-type: none"> • Understanding that some things change while other items remain the same and some are new. • Asking why things happen and beginning to explain why with support. • Being aware that some things have changed and some have stayed the same in their own lives. 		<ul style="list-style-type: none"> • Identifying primary and secondary sources. • Identifying the bias of a source. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question "How do we know?" • Reaching conclusions that are substantiated by historical evidence. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments. • Creating a simple imaginative reconstruction of a past event using the evidence available to 	<p>ways to interpret evidence.</p> <ul style="list-style-type: none"> • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question "How do we know?" 	<p>discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <ul style="list-style-type: none"> • Making connections, drawing contrasts and analysing within a period and across time. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing structured and organised accounts using historical terms and relevant historical 	<ul style="list-style-type: none"> • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Comparing accounts of events from different sources. • Suggesting explanations for different versions of events. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Developing strategies for checking the accuracy of evidence. • Addressing and devising historically valid questions.
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			<p>draw, model, dramatise, write or retell the story.</p> <ul style="list-style-type: none">• Creating a structured response or narrative to answer a historical enquiry.		<p>information from a range of sources.</p>	<ul style="list-style-type: none">• Understanding that different evidence creates different conclusions.• Suggesting the evidence needed to carry out the enquiry.• Identifying methods to use to carry out the research.• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?• Creating a hypothesis to base an enquiry on.• Asking questions about the interpretations, viewpoints and perspectives held by others.• Using different sources to make and substantiate
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						<p>historical claims.</p> <ul style="list-style-type: none">• Developing an awareness of the variety of historical evidence in different periods of time.• Distinguishing between fact and opinion.• Recognising 'gaps' in evidence.• Identifying how sources with different perspectives can be used in a historical enquiry.• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others• Co Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
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						<ul style="list-style-type: none">• Comparing accounts of events from different sources.• Suggesting explanations for different versions of events.• Evaluating the usefulness of historical sources.• Identifying how conclusions have been arrived at by linking sources.• Developing strategies for checking the accuracy of evidence.• Addressing and devising historically valid questions.• Understanding that different evidence creates different conclusions.• Suggesting the evidence needed to carry
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						<p>out the enquiry.</p> <ul style="list-style-type: none">• Identifying methods to use to carry out the research.• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?• Creating a hypothesis to base an enquiry on.• Asking questions about the interpretations, viewpoints and perspectives held by others.• Using different sources to make and substantiate historical claims.• Developing an awareness of the variety of historical evidence in different periods of time.
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						<ul style="list-style-type: none"> • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others
Key Vocab	artefact century decade different evidence historian living memory memory now past present remember sequence similar source special	beyond living memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source source	Boudicca empire inference invasion legacy Romans settlers	Angles Britons convert empire inference invasion Kingdom missionary paganism Pope Romans Saxons settlement	Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler monarch portrait interpretation primary source secondary source bias historical investigation Anne Boleyn Catherine of Aragon	accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability

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					<p>Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir evidence Royal Progress propaganda image litter historical deductions reliability audience purpose accuracy creator reconstruction inventory valuation merchant pewter John Blanke Cattelena of Almondsbury free enslaved tournament</p>	
Key Questions	<p>NB: There is no Unit quiz for Year 1 units as the children are building their substantive and topic knowledge.</p>	<p>Who invented the first engine powered aeroplane? What was Bessie Coleman remembered for? What did Ameila Earhart do in 1932? What are historically significant people and events? Why was the first flight significant?</p>	<p>What does empire mean? What's an invasion? Why did the Romans invade Britain? Why did Boudicca lead a rebellion? Why did the testudo formation protect the soldiers? How was the Roman army organised? What does 'legacy' mean?</p>	<p>Where did the Anglo-Saxons come from? What ere the Anglo-Saxon tribes called? How had settlements changed since Roman times? From what were Anglo-Saxon huts made? What does Sutton Hoo tell us about the Anglo-Saxons?</p>	<p>What is a primary source? How did Henry VIII and Elizabeth I use portraits? What image did Henry VIII want his portraits to show? What did Henry VIII want most from a wife? What was a royal progress? Why did Elizabeth I hold royal progresses?</p>	<p>Which treaty ended World War 1? How was Germany punished after World War 1? Why did the Germans want air supremacy over Britain in July 1940? Why did the Germans bomb British cities? Which groups of people were evacuated away from British cities?</p>

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			<p>Why did the Romans build roads? Why did the Romans build towns? How did the Romans change Britain?</p>	<p>How was Christianity spread in Anglo-Saxon times? Why was the Viking raid of Lindisfarne significant? Where did Alfred the Great beat the Vikings? Who were the contenders for the English throne in 1066? Was it difficult to invade Britain?</p>	<p>What records do historians use to learn about Elizabeth's trip to Worcester? What is an inventory? What do historians use inventories for? What does the portrait of Elizabeth I tell you about her?</p>	<p>Why were people evacuated away from the cities? Why did the British government produce posters persuading mothers to leave their children in the countryside? Why did women need to work in World War II? How did World War II change women's lives? What impact did WWII have on children's lives?</p>
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