

## History Overview

Links to planning and resources can be found here: [www.keystagehistory.com](http://www.keystagehistory.com)

	Autumn term	Spring term	Summer term
<b>EYFS – FS1</b>	<ul style="list-style-type: none"> <li>Talk about their family and people who are important to them.</li> <li>Begin to make sense of their own life-story and family's history.</li> </ul>		<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul>
<b>EYFS – FS2</b>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
<b>Year 1</b>	<p><b>Autumn 1 – Diversity Matters</b> <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Key figure Mary Seacole – Why is she famous? Why should we remember her? What were the most important moments in her life and why?</li> </ul> <p><b>Autumn 2 – Celebrations (Guy Fawkes)</b> <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Timeline – plot where The Gunpowder plot falls within history and previous teaching.</li> <li>The story of the Gunpowder Plot – A Moving Story. Children recreate the story using drama.</li> <li>How did Guy Fawkes feel before, during and after the 5<sup>th</sup> November?</li> <li>How did we used to celebrate bonfire night in the 50's and 60's (their great grannies and great grandpas - relatable)? Compare with now.</li> </ul>	<p><b>Spring 1 – Up in the Air</b> <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>First Aeroplane Flight</li> <li>The Wright Brothers - What were the Wright Brothers famous? How did they become the first people to launch a man powered flight? Why did they succeed where others had failed? How do we know about their first flight as it happened over 100 years ago? How did flight change as a results of the Wright Brothers? How should we commemorate their achievements?</li> </ul> <p><b>Spring 2 – The Victorians</b> <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b> <b>Rugby Library and Museum loan box – Victorian toys and clothing.</b></p> <ul style="list-style-type: none"> <li>Timeline – plot where the Victorians fall within history and previous teaching.</li> <li>Victorian Schools and life of children in those times, comparisons to now (similarities and differences)</li> <li>Key Figure Florence Nightingale – Why do we think she is remembered? Why did she place herself in danger in Crimea and how</li> </ul>	<p><b>Summer 2 – The Area We Live In</b></p> <ul style="list-style-type: none"> <li>Did pupils from Long Lawford always come here? What did the building originally look like and how has it changed? Why is School Street given that name? Compare photos of the old Victorian school and now. When was this current school built? Visitor – ex pupil Margaret Hayden. Old photos of pupils – how do they compare (clothes/uniform, amount of children who went to the school etc)?</li> </ul>

		<p>did she help the soldiers? How did she improve their lives? How do we know so much about her even though she lived long ago? – prove it lesson.</p> <p><b>Trip to St Johns Museum – 01926 412069. Speak to RT as previously led trip.</b></p>	
<b>Year 2</b>	<p><b>Autumn 1 – Diversity Matters</b>  <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Key figure Rosa Parks – Why is she famous? Why should we remember her? What were the most important moments in her life and why? What was it like for Black people in Southern USA in the 1950s?</li> </ul> <p><b>Autumn 2 – Dungeons and Dragons</b></p> <ul style="list-style-type: none"> <li>Timeline – plot where the birth of Castles falls within history and previous teaching.</li> <li>Visit to Kenilworth Castle – workshop to support learning and understanding</li> <li>Battle of Hastings – why were castles built?</li> <li>Who lived in a castle and why?</li> <li>What are the different parts of a castle and how were they used to defend territory? How would people try to attack castles and why?</li> </ul> <p><b>Trip to Kenilworth Castle</b></p>	<p><b>Spring 2 – Pioneers (Neil Armstrong)</b>  <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Timeline – plot where the Moon Landing falls within history and previous teaching.</li> <li>First Moon Landing - Has man ever been to the moon and how do we know for sure? Why did they risk their lives to go to the moon? How were the Spacemen able to get there and back safely? What did they do when they got the moon and how do we know? Should we continue to send men to the moon? How should we commemorate this great achievement?</li> <li>Key figure Neil Armstrong</li> <li>Tim Peake or recent history of space travel</li> </ul>	<p><b>Summer 1 – The Great Fire of London</b>  <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Timeline – plot where the Great fire of London falls within history and previous teaching.</li> <li>The great fire of London – How did it start? What happened during the fire? How did people manage to live through the fire? (No evidence to say anyone died), Why did the fire spread so quickly? Could more have been done to slow down/stop the fire? Can you design a new London after the fire?</li> <li>Fire engine – when was the first fire engine invented? Compare to now (similarity of differences). Link to DT.</li> </ul> <p><b>Summer 2 – The Area We Live In</b></p> <ul style="list-style-type: none"> <li>Focus on street names and why they are named that way. Key Street – Main Street. Houses, how do they differ to newer houses (building materials etc)? Children have key questions to find out about houses (how do we know they were built a long time ago). Timeline of changes in different houses around the village – link to geography local walk.</li> </ul>
<b>Year 3</b>	<p><b>Autumn 1 – Diversity Matters</b></p> <ul style="list-style-type: none"> <li>Key figure Joan Armatrading – Why is she famous? Why should we remember her? What were the most important moments/achievements in her life and why?</li> </ul> <p><b>Autumn 2 – The Stone Age</b>  <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Timeline – plot where the Stone Age falls within history and previous teaching.</li> </ul>	<p><b>Spring 1 &amp; 2 – The Egyptians</b>  <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Timeline – plot where the Egyptians falls within history and previous teaching.</li> <li>What do we already know and what do we want to find out? How can discover what Ancient Egypt was like over 5000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life of men, women and children? What did the Ancient Egyptians believe about life after death and how do we know?</li> </ul>	<p><b>Summer 2 – The Area We Live In</b></p> <ul style="list-style-type: none"> <li>Key figure Frank Whittle – Why is he famous? Why should we remember him? What were the most important moments/achievements in his life and why? How has his invention impacted our lives?</li> </ul> <p><b>Resources at local library linked to this.</b></p>

	<ul style="list-style-type: none"> <li>• Was Stone Age man simply a hunter gatherer? Was he only concerned with survival?</li> <li>• How different was life in the Stone Age when man started to Farm?</li> <li>• How can we learn about life in the Stone Age from Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change in the Iron Age and how do we know? Can you solve the mystery of the 52 skeletons of Maiden Castle?</li> </ul> <p><b>Ryton Pools – Stone Age Day Workshop. 02476754008</b></p>	<p>What did ancient Egyptians have in common with over civilisations from that time?</p>	
<p><b>Year 4</b></p>	<p><b>Autumn 1 – Diversity Matters</b></p> <ul style="list-style-type: none"> <li>• Key figure Kelly Holmes – Why is she famous? Why should we remember her? What were the most important moments/achievements in her life and why? How has she encouraged diversity within sport? Links to PE.</li> </ul> <p><b>Autumn 2 – The Romans</b>  <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b>  <b>Rugby Library and Museum loan box – Romans.</b></p> <ul style="list-style-type: none"> <li>• Timeline – plot where The Romans falls within history and previous teaching.</li> <li>• Why did the Romans invade Britain? Did Claudius invade for the same reasons as Caesar?</li> <li>• Why did Boudicca stand up the Romans and what image do we have of her today?</li> <li>• How were the Romans able to keep control over a vast empire?</li> <li>• How did the Roman way of life contrast with the Celtic life style they found and how do we know?</li> <li>• How can solve the mystery of why this great empire came to an end?</li> <li>• How much of our lives can be possible influenced by the Romans who lived her 2000 years ago?</li> <li>• Tripontium – Roman area in Rugby. What roman area is there in Rugby? Link to</li> </ul>	<p><b>Spring 1 – Anglo Saxons</b>  <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>• Timeline – plot where the Anglo Saxons falls within history and previous teaching.</li> <li>• How did the Anglo Saxons invade and how do we know where they settled?</li> <li>• What does the mystery of the empty grave tell us about Saxon Britain?</li> <li>• How did people’s lives change when Christianity came to Britain? How can we be sure?</li> <li>• How were the Saxons able to see of the Viking Threat?</li> <li>• Just how great was King Alfred Really?</li> <li>• How effective was Saxon Justice?</li> <li>• How dark were the dark ages really?</li> </ul>	<p><b>Summer 1 – Crime and Punishment</b>  <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>• What was medieval punishment like?</li> <li>• How were criminals punished 800 years ago and how do we know?</li> <li>• What does the legend of Robin Hood tell us about medieval justice?</li> <li>• How did crime and punishments change between 1500 and 1700?</li> <li>• Why did punishments become so bloody in the 18<sup>th</sup> Century?</li> <li>• Why did so much change happen in the 19<sup>th</sup> Century?</li> <li>• Has the way we catch and punish criminals improved in the last 100 years?</li> </ul> <p><b>Summer 2 – The Area We Live In</b></p> <ul style="list-style-type: none"> <li>• Why were railways built?</li> <li>• How did this impact Rugby and Long Lawford? Where was our nearest station etc?</li> <li>• Compare maps as to how railways have changed.</li> <li>• What happened in 1969 when the Midland Mainline stopped?</li> <li>• How did railways make a difference to people’s lives as well as businesses (Cement works)?</li> </ul> <p>(See KJ for resources to support planning and lessons)</p>

	resources from local library (school resource box). <b>Roman trip – Lunt fort, enquire through website/ Rugby Library Roman workshop, 01788 533201</b>		
<b>Year 5</b>	<p><b>Autumn 1 – Diversity Matters</b></p> <ul style="list-style-type: none"> <li>Key figure Harriet Tubman – Why is she famous? Why should we remember her? What were the most important moments/achievements in her life and why? What was the Underground Railroad? Her links to Women’s right to vote.</li> </ul> <p><b>Autumn 2 – The Vikings</b> <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Timeline – plot where The Vikings falls within history and previous teaching.</li> <li>What image do we have of the Vikings?</li> <li>Why have the Vikings gained such a bad reputation?</li> <li>How did the Vikings try to overtake the country and how close did they get?</li> <li>How have recent excavations changed our view of the Vikings?</li> <li>What can we learn about Viking Settlements from place names?</li> <li>Raiders or settlers, how should we interpret the Vikings?</li> </ul>	<p><b>Spring 1 &amp; 2 – Mexico and the Mayans</b> <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Timeline – plot where The Mayan Empire falls within history and previous teaching.</li> <li>Why do you think we study the Mayan Empire in School?</li> <li>How were the Mayans able to grow so strong? (lived mainly in jungles)</li> <li>What was life like at the height of the Mayan civilisation?</li> <li>How can we possibly know what it was like there 1000 years ago?</li> <li>If the Mayans were so civilised, why did they believe in human sacrifice?</li> <li>Why did the Mayan Empire end so quickly?</li> </ul>	<p><b>Summer 2 – The Area We Live In</b></p> <ul style="list-style-type: none"> <li>How did the game of Rugby come about?</li> <li>Key Figure - William Webb Ellis. Compare and contrast resources which indicate that he did not invent the game. Reliability of sources.</li> </ul> <p><b>Visit Rugby School and look into the History of this. Webb Ellis Museum – visit?</b></p>
<b>Year 6</b>	<p><b>Autumn 1 – Diversity Matters</b></p> <ul style="list-style-type: none"> <li>Key figure Malorie Blackman – Why is she famous? Why should we remember her? What were the most important moments/achievements in her life and why? What is the Children’s laureate? What are the themes within her books and why? (make age appropriate)</li> </ul>	<p><b>Autumn 2 &amp; Spring 1 – Ancient Greece</b> <b>Planning and resources can be found on <a href="http://www.keystagehistory.com">www.keystagehistory.com</a></b></p> <ul style="list-style-type: none"> <li>Timeline – plot where the Ancient Greeks falls within history and previous teaching.</li> <li>How do we know that Ancient Greece existed?</li> <li>What can we work out about everyday life from the evidence of ancient Greek Pottery? (split into 3 lessons)</li> <li>Why was Athens able to be so strong at this time?</li> <li>What was so special about life in 5<sup>th</sup> Century BC? Link to democracy.</li> <li>What were the Ancient Greeks interests? (theatre, Olympics)</li> <li>In what ways have the Ancient Greeks influenced our lives today?</li> </ul>	<p><b>Summer 1 – Battle of Britain (WW2)</b> <b>Resources and lesson plans can be found on Hamilton’s Trust.</b> <b><a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/world-war-2-ww2-europe-and-battle-britain/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/world-war-2-ww2-europe-and-battle-britain/</a></b> <b>Rugby Library and Museum loan box – WW2 (uniform box).</b></p> <ul style="list-style-type: none"> <li>Timeline – plot where the Battle of Britain falls within history and previous teaching.</li> <li>What events led to the outbreak of WW2?</li> <li>What was an appeasement?</li> <li>Who was Winston Churchill and why do we remember him?</li> <li>What happened at Dunkirk?</li> <li>What was The Battle of Britain?</li> <li>What was the Blitz? Links with Coventry.</li> </ul>

			<p><b>Imperial War Museum – look into this.</b></p> <p><b>Summer 2 – The Area We Live In</b></p> <ul style="list-style-type: none"><li>• Local history (St Johns Chapel Long Lawford) – link to WW2. How do we know if people died in the war? (Memorial, what about if their names aren't on this? Own grave stone)</li><li>• Visit to local graveyard in Long Lawford. 5 men who went on a mission but their plane crashed – 1940s.</li><li>• Research 5 men – newspaper article about them. Were they all buried here? Why were they buried here? Airbase in Church Lawford.</li></ul>
--	--	--	---