



History Overview

Whole School Overview

Year	Autumn	Spring	Summer
Year 1	Changes within Living Memory	Changes within Living Memory	Significant Historical events, people, places in own country
Year 2	Events beyond living memory that are significant nationally or globally	Significant historical events, people and places in their own locality.	The lives of significant individuals in the past
Year 3	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-saxons and Scot	Britain's settlement by Anglo-saxons and Scots
Year 4	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Local Study – Hackney History	A study of a theme in British History beyond 1066
Year 5	Ancient Greece	Ancient Greece	The achievements of the earliest civilizations
Year 6	Stone Age to the Iron Age	Stone Age to the Iron Age	a non-European society that provides contrasts with British history

	Autumn	Spring	Summer
Year 1 Topic	Changes within living memory.		Significant historical events, people and places in their own locality.
This could Include	Where appropriate, these should be used to reveal aspects of change in national life		
Essential Learning Objectives	<ul style="list-style-type: none"> To use common words and phrases relating to the passing of time To understand chronological order To identify similarities and differences between ways of life in different periods To ask and answer questions to show that they know and understand key features of events. To use a wide vocabulary of everyday historical terms. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		<ul style="list-style-type: none"> To ask and answer questions to show that they know and understand key features of events. To use a wide vocabulary of everyday historical terms. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 2 Long Term Planner

Year 2 Topic	Events beyond living memory that are significant nationally or globally	Significant historical events, people and places in their own locality	The lives of significant individuals in the past who have contributed to national and international achievements.
This could Include	<ul style="list-style-type: none"> • The Great Fire of London • The first aeroplane flight or • events commemorated through festivals or anniversaries 		<ul style="list-style-type: none"> • Elizabeth I and Queen Victoria, • Christopher Columbus and Neil Armstrong, • William Caxton and Tim Berners-Lee, • Pieter Bruegel the Elder and LS Lowry, • Rosa Parks and Emily Davison, • Mary Seacole and/or Florence Nightingale and Edith Cavell
Essential Learning Objectives	<ul style="list-style-type: none"> • To use common words and phrases relating to the passing of time • To understand chronological order • To identify similarities and differences between ways of life in different periods • To ask and answer questions to show that they know and understand key features of events. 	<ul style="list-style-type: none"> • . To use a wide vocabulary of everyday historical terms. • To understand some of the ways in which we find out about the past and identify different ways in which it is represented. • To identify similarities and differences between ways of life in different periods • 	<ul style="list-style-type: none"> • To use common words and phrases relating to the passing of time • To understand chronological order • To ask and answer questions to show that they know and understand key features of events

Year 3 Long Term Plan

	Autumn	Spring	Summer
Year 3 Topic	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-saxons and Scots	
This could Include	<ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	
Essential Learning Objectives	<ul style="list-style-type: none"> • to develop a chronologically secure knowledge • to develop a clear narrative across a period • To understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • to understand connections, contrasts and trends over time and develop the appropriate use of historical terms. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To asks questions about change, cause, similarity and difference, and significance. They should 	

Year 4 Long Term Plan

	Autumn	Spring	Summer
Year 4 Topic	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Local Study – Hackney History	A study of a theme in British History beyond 1066
This could include:	<ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 		<ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of Britain
Essential Learning Objectives	<ul style="list-style-type: none"> • to develop a chronologically secure knowledge • to develop a clear narrative across a period • To understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • to understand connections, contrasts and trends over time and develop the appropriate use of historical terms. • To asks questions about change, cause, similarity and difference, and significance. They should 	<ul style="list-style-type: none"> • to develop a chronologically secure knowledge • to develop a clear narrative across a period • To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Year 5 Long Term Plan

	Autumn	Spring	Summer
Year 5	Ancient Greece		The achievements of the earliest civilizations
This could include:	a study of Greek life and achievements and their influence on the western world		Has to be one of: <ul style="list-style-type: none"> • Ancient Sumer; • The Indus Valley; • Ancient Egypt; The Shang Dynasty of Ancient China
Essential Learning Objectives	<ul style="list-style-type: none"> • to develop a chronologically secure knowledge • to develop a clear narrative across a period • To understand how our knowledge of the past is constructed from a range of sources • to understand connections, contrasts and trends over time and develop the appropriate use of historical terms. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To asks questions about change, cause, similarity and difference, and significance. They should 		<ul style="list-style-type: none"> • to understand connections, contrasts and trends over time and develop the appropriate use of historical terms. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To asks questions about change, cause, similarity and difference, and significance. They should

Year 6 Long Term Planner

	Autumn	Spring	Summer
Year 6 Topic	Stone Age to the Iron Age		a non-European society that provides contrasts with British history
This could include:	<ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 		Has to be one of <ul style="list-style-type: none"> early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
Essential Learning Objectives	<ul style="list-style-type: none"> to develop a chronologically secure knowledge to develop a clear narrative across a period To understand how our knowledge of the past is constructed from a range of sources to understand connections, contrasts and trends over time and develop the appropriate use of historical terms. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To asks questions about change, cause, similarity and difference, and significance. 		<ul style="list-style-type: none"> to understand connections, contrasts and trends over time and develop the appropriate use of historical terms. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To asks questions about change, cause, similarity and difference, and significance. They should