



History Planning Overview 2021-2022

	Autumn Term	Spring Term	Summer Term (KS1 & KS2 Local History)				
EYFS	<p>Understanding the World - Past and Present</p> <ul style="list-style-type: none"> To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling. To compare and contrast characters from stories, including figures from the past. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To comment on images of familiar situations in the past. To talk about the lives of people around them and their roles in society. 						
Year 1	<p style="text-align: center;">Toys, Toys Everywhere!</p> <p style="text-align: center;">What did your grandparents play with when they were young?</p> <ul style="list-style-type: none"> To describe objects that are important in their own lives. To understand that not all objects/toys from the past are old, worn and dirty. To answer simple questions about toys from the past. To recognise differences between toys from the past and toys today. To understand how the popularity of toys can change over time. To understand how events can have an influence on our lives <p style="text-align: center; color: red;">NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p style="text-align: center; color: green;">1st Order Concepts: children's rights/experiences</p>	<p style="text-align: center;">Mighty Explorers</p> <p style="text-align: center;">Why were Christopher Columbus, Matthew Henson and Neil Armstrong brave people?</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Christopher Columbus 1451 - 1506</td> <td style="padding: 5px;">1506-1866</td> <td style="padding: 5px;">Matthew Henson 1866 - 1955</td> <td style="padding: 5px;">Neil Armstrong 1930 - 2012</td> </tr> </table> <ul style="list-style-type: none"> To gather information about a significant person from the past using a range of sources. To know what the term explorer means. To understand that Christopher Columbus was a famous explorer from the past. To learn about Columbus' voyage and its significance. To learn about more recent explorers. To find out about Matthew Henson and explorations and learn about how he was treated and why. Compare explorers from different time periods. 	Christopher Columbus 1451 - 1506	1506-1866	Matthew Henson 1866 - 1955	Neil Armstrong 1930 - 2012	<p style="text-align: center;">History of Shopping</p> <p style="text-align: center;">What is shopping and how has it changed over time?</p> <ul style="list-style-type: none"> To know that people can buy things by going to a shop To know that some shops sell goods, some shops sell services and some do both (e.g. post offices) To know that people haven't always shopped online; know that when their parents/grandparents/carers were young children, people did not shop online and did almost all of their shopping in person To know that how we pay for shopping has changed since their parents/grandparents/ carers were young children To know that when we buy goods in some shops we can sometimes use a machine buy the good without having to interact with a person; this is called self-service To know that self-service machines are a recent invention and that when their
Christopher Columbus 1451 - 1506	1506-1866	Matthew Henson 1866 - 1955	Neil Armstrong 1930 - 2012				



		<p>NC: the lives of significant individuals in the past (such as Christopher Columbus and Neil Armstrong) who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>1st order concepts: invasion, empire, human/civil rights</p>	<p>parents/grandparents/carers were young, there were no self-service machines in shops</p> <p>NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p> <p>1st order concepts: trade</p>
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<p>Year 2</p>	<p align="center">The Great Fire of London</p> <p>Why was London a safer place to live in after the Great Fire?</p> <div data-bbox="367 376 616 507" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center">Great Fire of London 1666</p> </div> <ul style="list-style-type: none"> To understand when the Great Fire of London happened and be able to place it on a timeline. To understand what the streets of London were like in the 1600's To learn about the similarities and differences between fire fighting equipment in the 1600s and today. To understand that the monarch sanctioned changes after the fire to prevent further outbreaks To learn what an eyewitness account is and how eyewitness accounts can vary. <p style="color: red;">NC: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p> <p style="color: green;">1st order concepts: monarchy</p>	<p align="center">Nurses from History</p> <p>How did Florence Nightingale, Mary Seacole and Edith Carvell help to keep us healthy?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p align="center">Mary Seacole 1805 - 1881</p> </td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;"> <p align="center">Florence Nightingale 1820 - 1910</p> </td> <td style="padding: 5px;"> <p align="center">Edith Cavell 1865 - 1915</p> </td> </tr> </table> <ul style="list-style-type: none"> To learn about the life of Florence Nightingale. To learn about the life of Florence Nightingale and Mary Seacole and why they acted as they did. To know about conditions in the Crimea. To know what conditions in the hospital in Scutari were like before Florence Nightingale and how she changed them. To know who Edith Cavell is and what she did To know who Edith Cavell is and make comparisons with Mary Seacole and Florence Nightingale. <p style="color: red;">NC: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Florence Nightingale and Edith Cavell].</p> <p style="color: green;">1st order concepts: invasion, health</p>	<p align="center">Mary Seacole 1805 - 1881</p>		<p align="center">Florence Nightingale 1820 - 1910</p>	<p align="center">Edith Cavell 1865 - 1915</p>	<p align="center">Kitty Wilkinson</p> <p>How did Kitty Wilkinson help to clean my clothes?</p> <div data-bbox="1529 376 2175 475" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center">Kitty Wilkinson 1786 - 1860</p> </div> <ul style="list-style-type: none"> To find out what Liverpool was like in the 1800s. To find out how people used to wash their clothes and how this compares to their own lives. To learn who Kitty Wilkinson was and some of the key events in her life. To understand the impact poverty had on people's health and community and how Kitty Wilkinson helped them to be cleaner and healthier. To understand how Kitty made a difference and what impact she had on Liverpool <p style="color: red;">NC: significant historical events, people and places in their own locality.</p> <p style="color: green;">1st order concepts: health/poverty</p>				
<p align="center">Mary Seacole 1805 - 1881</p>											
<p align="center">Florence Nightingale 1820 - 1910</p>	<p align="center">Edith Cavell 1865 - 1915</p>										
<p>Year 3</p>	<p align="center">Stone Age to the Iron Age</p> <p>What was early life like in Britain and how is it different to my life?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p align="center">Stone Age</p> </td> <td style="width: 33%; padding: 5px;"> <p align="center">Bronze Age</p> </td> <td style="width: 33%; padding: 5px;"> <p align="center">Iron Age</p> </td> </tr> </table>	<p align="center">Stone Age</p>	<p align="center">Bronze Age</p>	<p align="center">Iron Age</p>	<p align="center">Romans in Britain</p> <p>Why were the Romans so powerful and what did we learn from them?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p align="center">Iron Age</p> </td> <td style="width: 50%; padding: 5px;"> <p align="center">Roman Britain</p> </td> </tr> </table>	<p align="center">Iron Age</p>	<p align="center">Roman Britain</p>	<p align="center">Marvellous Mersey</p> <p>Why is the Mersey so important to Liverpool?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p align="center">Anglo-Saxons</p> </td> <td style="width: 33%; padding: 5px;"> <p align="center">1066- 1841</p> </td> <td style="width: 33%; padding: 5px;"> <p align="center">Albert Docks</p> </td> </tr> </table>	<p align="center">Anglo-Saxons</p>	<p align="center">1066- 1841</p>	<p align="center">Albert Docks</p>
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	15000BC – 2000BC	2500 – 800BC	800BC – 43AD	800BC – 43AD	43 – 410AD	(named River Mersey) 410 AD – 1066 AD		1841 - onwards
Year 4	<p align="center">Anglo-Saxons and Scots</p> <p align="center">What did the Anglo-Saxons and the Scots leave behind?</p>			<p align="center">The Vikings</p> <p align="center">Were the Vikings always victorious and vicious?</p>		<p align="center">The Industrial Revolution</p> <p align="center">How did the Industrial Revolution help to shape the Liverpool we know today?</p>		
	Roman Britain		Anglo-Saxons	Anglo-Saxons	Vikings	Victorians 1837 - 1901		

- To learn where and when the first **civilisations** in Britain took place
- To understand how we can learn about the **past** from **artefacts** and the work of **archaeologists**.
- To learn how **farming** had a major **impact** on Britain and the way people lived.
- To learn what daily life was like in the **Bronze Age**.
- To learn what daily life was like in the **Stone, Bronze and Iron Age**.

NC: changes in Britain from the Stone Age to the Iron Age.

1st order concepts: settlement, trade

- To understand that the **Roman Britain** period followed the **Iron Age** and locate this on a **timeline**.
- To know who the Romans were and how powerful the **Roman Empire** was.
- To understand who **invaded** Britain and why
- To learn what life was like in **Roman Britain** and how it had changed after the **Roman invasion**.
- To understand who **Boudicca** was and why she tried to lead a **revolt** against the Romans.

NC: the Roman Empire and its impact on Britain.

1st order concepts: invasion, empire

- To know how the **river Mersey** got its name.
- To know who **Jesse Hartley** was and when the **Albert Docks** were first built and how they were used to support **trade**.
- To recognise how **WW2** affected the **Albert Docks**.
- To recognise how the **River Mersey** and the **Albert Docks** have **changed** over time.

NC: a local history study.

1st order concepts: trade, empire, invasion



	<p>43 – 410 AD</p>	<p>410 AD – 1066 AD</p>	<p>410 AD – 1066 AD</p>	<p>793 - 1066 AD</p>	<ul style="list-style-type: none"> To find out about the industrial revolution and what impact it had on Liverpool and Britain. To find out what life was like for a child in Victorian Times and learn what life was like in the Victorian factories. To learn about the reign of Queen Victoria and how she helped to shape Britain. To learn what daily life was like in Victorian Britain and how it compares to different periods covered and modern Britain. To find out about the greatest inventions of the Victorian period. To learn about health and diseases in Victorian times and medicines available, comparing them to the times of Kitty Wilkinson and Florence Nightingale. <p style="text-align: right;">NC: a local history study.</p> <p style="text-align: center;">1st order concepts: empire, health, children’s rights, monarchy, trade</p>					
<p>Year 5</p>	<p style="text-align: center;">Battle of Britain, WW2</p> <p>Why was the Battle of Britain so significant?</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="197 1201 421 1297"> <p>WW2 1939-1945</p> </td> <td data-bbox="427 1201 539 1297"> <p>1945 - 1948</p> </td> <td data-bbox="546 1201 790 1297"> <p>Birth of NHS 1948</p> </td> </tr> </table> <ul style="list-style-type: none"> To know the causes and consequences of WW2 that Britain has been part of. To learn about the Blitz and child evacuees. Describe historical events from the different periods they have studied. 		<p>WW2 1939-1945</p>	<p>1945 - 1948</p>	<p>Birth of NHS 1948</p>	<p style="text-align: center;">Ancient Greeks</p> <p>What did the Greeks ever do for us?</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="797 1241 1512 1337"> <p>Ancient Greece</p> </td> </tr> </table> <ul style="list-style-type: none"> To know when the Western civilisation began and be able to place Ancient Greece on a timeline. 		<p>Ancient Greece</p>	<p style="text-align: center;">Transatlantic Slave Trade</p> <p>What impact did the slave trade have on Liverpool?</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="1518 1241 2190 1337"> <p>Transatlantic Slave Trade 1650 - 1860</p> </td> </tr> </table> <ul style="list-style-type: none"> To know what life was like in Liverpool during the 18th century-daily life, jobs, houses, clothes, entertainment, transport etc 	<p>Transatlantic Slave Trade 1650 - 1860</p>
<p>WW2 1939-1945</p>	<p>1945 - 1948</p>	<p>Birth of NHS 1948</p>								
<p>Ancient Greece</p>										
<p>Transatlantic Slave Trade 1650 - 1860</p>										

- To find out what happened to the **Roman Empire** and why the Romans left Britain.
- To understand who the **Picts** and the **Scots** were and how they had different cultures despite living close together.
- To learn when and why the **Anglo-Saxons** invaded Britain.
- To understand more about **Anglo-Saxon** life through a study of **Sutton Hoo**.
- To understand what daily life was like in Britain during the **Anglo-Saxon period**.

NC: Britain’s settlement by Anglo-Saxons and Scots.

1st order concepts: invasion, empire

- To understand why different groups of people **invaded** and **settled** in Britain and that the **Viking period** followed the **Anglo-Saxon period**.
- To learn about the Viking and Anglo-Saxon struggle for the **kingdom** of England to the time of **Edward the Confessor**.
- To know who **Alfred the Great** and **Athelstan** were and give reasons why they put up resistance.
- To learn about the **peace agreement** and understand the **impact** it had on Britain.
- To know about **Anglo-Saxon/Viking law and justice**.
- To know who **Edward the Confessor** was, how he got his name and know why he returned to England.

NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

1st order concepts: invasion, empire, monarchy

1st order concepts: empire, health, children’s rights, monarchy, trade



	<ul style="list-style-type: none"> To know what roles women played in the Battle of Britain and to learn about some of the key figures in WW2. To understand the impact that WW2 had on Britain, including the birth of the NHS and the Windrush Generation. <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>1st order concepts: invasion, empire</p>	<ul style="list-style-type: none"> To know that Athens and Sparta were city states and governed themselves. To know the difference in culture between Athens and Sparta - that Sparta had a culture of war, including the use of child soldiers, and Athens had a culture of democracy. To know what daily life was like in Ancient Greece and make comparisons with different periods studied. To understand the role of women in ancient Greek times To identify the greatest achievements of the Greeks and the influence they have had on the rest of the world. <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>1st order concepts: empire, invasion</p>	<ul style="list-style-type: none"> To know what the slave trade triangle was and what part Liverpool played in it. To know when the slave trade was abolished and understand why. To understand what impact the slave trade had on the city of Liverpool. <p>NC: a local history study.</p> <p>1st order concepts: trade, empire, human/civil rights</p>
Year 6	<p>Ancient Egyptians Who were they and what makes it an early civilisation?</p> <div data-bbox="203 1235 779 1332" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Ancient Egypt 3200 BC - 50 BC</p> </div> <ul style="list-style-type: none"> To find out where and when the earliest civilisations took place. 	<p>The Kingdom of Benin What happened to the once mighty Kingdom of Benin and how did its people live?</p> <div data-bbox="804 1235 1500 1332" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Kingdom of Benin 900 - 1897 AD</p> </div> <ul style="list-style-type: none"> To know when non-European civilisations began and be able to place them on a timeline. 	<p>Civil Rights and Human Rights Icons What are civil rights and human rights, and what notable figures have contributed to their advance?</p> <ul style="list-style-type: none"> To know that civil rights are guarantees of equal protections and social opportunities under the law of a given society or nation regardless of a person's race, religion, gender or any other characteristics; civil rights are an essential components of a democracy



- To understand how early **civilisations** communicated and the introduction of the first writing systems, using the **Rosetta Stone** as an example of a primary source. .
- To learn what daily life was like for the **ancient Egyptians**.
- To find out about some of the famous **inventions** and building structures from the **ancient Egyptians**.
- To learn about **Egyptian beliefs** and the **afterlife** and how this affected the way they lived, looking at who received mummification and what this tells us about Egyptian society.

NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China).

1st order concepts: monarchy, empire

- To identify any important **changes** that happened during the **Kingdom of Benin**.
- To find answers about **Benin** and make **comparisons** with life in Britain at the time.
- To find out about **beliefs, culture and society** in Benin.
- To find answers about how **trade** linked Benin and Britain at the time.
- To investigate the **decline of the Benin Empire**, thinking about the effect of civil war on a **civilisation** and some of the reasons why Benin’s fortunes changed thanks to the **abolition of slavery**.

NC: a non-European society that provides contrasts with British history; Benin (West Africa) c. AD 900-1300).

1st order concepts: empire, trade, invasion

- To know that **Olaudah Equiano** was a writer and **abolitionist**; abolitionists are people who seek to have a particular practice abolished, in this case slavery
- To know that **Millicent Garrett Fawcett** was a tireless campaigner who contributed to the women’s **suffrage** movement in Britain through patient, moderate means, seeking to gradually and incrementally earn women the right to vote
- To know that **Martin Luther King Jr** was an American civil rights icon who led the campaign for **equality** in America during the 1950s and 1960s, advocating **peaceful protest** and proclaiming the shared value and dignity of all people
- To know that **Malala Yousafzai** is a **Pakistani activist** for female education and the youngest winner of the **Nobel Prize**; she is commonly known by her first name alone

NC: changes in an aspect of social history.

1st order concepts: human/civil rights

First Order Concepts: children’s rights, invasion, monarchy, empire, human/civil rights, trade, health, settlement