



History Planning Overview 2022-2023

	Autumn Term	Spring Term	Summer Term (KS1 & KS2 Local History)
EYFS	<p style="text-align: center;">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

Toys, Toys Everywhere!

What did your grandparents play with when they were young?

- 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

NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

1st Order Concepts: children's rights/experiences

Mighty Explorers

Why were Christopher Columbus, Matthew Henson and Neil Armstrong brave people?

Christopher Columbus 1451 - 1506	1506-1866	Matthew Henson 1866 - 1955	Neil Armstrong 1930 - 2012
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- 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**.

NC: the lives of significant individuals in the past (such as Columbus and Armstrong) who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

1st order concepts: invasion, empire, human/civil rights

History of Shopping

What is shopping and how has it changed over time?

- Know that the way people shop now has changed since the time when parents/grandparents/carers were young, including how we **pay** for shopping
- Know that the time before now is called the **past**
- Know that people buy **goods and services**; know that goods are objects that people buy and that **services** are helpful things people are paid to do.
- 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**
- Know that the way people **transport** what they buy from shops has changed

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.

1st order concepts: trade



Year 2

The Great Fire of London

Why was London a safer place to live in after the Great Fire?

Great Fire of London
1666

- 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.

NC: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]

1st order concepts: monarchy

Nurses from History

How did Florence Nightingale, Mary Seacole and Edith Cavell help to keep us healthy?

Mary Seacole 1805 - 1881	
Florence Nightingale 1820 - 1910	Edith Cavell 1865 - 1915

- 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**.

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].

1st order concepts: invasion, health

Kitty Wilkinson

How did Kitty Wilkinson help to clean my clothes?

Kitty Wilkinson
1786 - 1860

- To learn who **Kitty Wilkinson** was and some of the key events in her life.
- Use information to describe the **past**, including differences between then and now.
- To find out what Liverpool was like in the **1800s**
- To use **evidence** to find out what life was like for **Kitty Wilkinson**.
- To find out about **artefacts** in the past and how we can use them to give us information about the past.
- To find out how people used to wash their clothes and how this **compares** to their own lives.
- To **compare** different **opinions** of people in the past.

NC: significant historical events, people and places in their own locality.

1st order concepts: health/poverty



Year 3	<p>Stone Age to the Iron Age What was early life like in Britain and how is it different to my life?</p>	<p>Romans in Britain Why were the Romans so powerful and what did we learn from them?</p>	<p>The River Mersey Why is the Mersey so important to Liverpool?</p>							
	<table border="1"> <tr> <td>Stone Age 15000BC – 2000BC</td> <td>Bronze Age 2500 – 800BC</td> <td>Iron Age 800BC – 43AD</td> </tr> </table> <ul style="list-style-type: none"> 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. <p>NC: changes in Britain from the Stone Age to the Iron Age.</p> <p>1st order concepts: settlement, trade</p>	Stone Age 15000BC – 2000BC	Bronze Age 2500 – 800BC	Iron Age 800BC – 43AD	<table border="1"> <tr> <td>Iron Age 800BC – 43AD</td> <td>Roman Britain 43 – 410AD</td> </tr> </table> <ul style="list-style-type: none"> 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. <p>NC: the Roman Empire and its impact on Britain.</p> <p>1st order concepts: invasion, empire</p>	Iron Age 800BC – 43AD	Roman Britain 43 – 410AD	<table border="1"> <tr> <td>Anglo-Saxons (named River Mersey) 410 AD – 1066 AD</td> <td>1066- 1841</td> <td>Albert Docks 1841 - onwards</td> </tr> </table> <ul style="list-style-type: none"> 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 the impact the decline and regeneration of the docks had on Liverpool. To recognise how the River Mersey and the Albert Docks have changed over time. <p>NC: a local history study.</p> <p>1st order concepts: trade, empire, invasion</p>	Anglo-Saxons (named River Mersey) 410 AD – 1066 AD	1066- 1841
Stone Age 15000BC – 2000BC	Bronze Age 2500 – 800BC	Iron Age 800BC – 43AD								
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Anglo-Saxons (named River Mersey) 410 AD – 1066 AD	1066- 1841	Albert Docks 1841 - onwards								



Year 4

Anglo-Saxons and Scots

What did the Anglo-Saxons and the Scots leave behind?

Roman Britain 43 – 410 AD	Anglo-Saxons 410 AD – 1066 AD
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- 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

The Vikings

Were the Vikings always victorious and vicious?

Anglo-Saxons 410 AD – 1066 AD	Vikings 793 - 1066 AD
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- 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

The Industrial Revolution and The Victorians

How did the Industrial Revolution help to shape the Liverpool we know today?

Industrial Revolution 1760-1840	Victorians 1837 - 1901
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- To generate questions about the Victorian era.
- To place events on a time-line.
- To find out about the **industrial revolution** and what **impact** it had on Liverpool and Britain.
- To find out about the greatest inventions of the Industrial Revolution.
- To find out what life was like for a child in **Victorian Times** and learn what life was like in the **Victorian factories**.
- To find out about Victorian philanthropy.

NC: a local history study/a significant turning point in British history

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



Year 5	<p>Battle of Britain, WW2 Why was the Battle of Britain so significant?</p> <table border="1"> <tr> <td>WW2 1939-1945</td> <td>1945 - 1948</td> <td>Birth of NHS 1948</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. 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>	WW2 1939-1945	1945 - 1948	Birth of NHS 1948	<p>Ancient Greeks What did the Greeks ever do for us?</p> <table border="1"> <tr> <td>Ancient Greece 12th - 9th Centuries BC</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. 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>	Ancient Greece 12th - 9th Centuries BC	<p>Transatlantic Slave Trade What impact did the slave trade have on Liverpool?</p> <table border="1"> <tr> <td>Transatlantic Slave Trade 1650 - 1860</td> </tr> </table> <ul style="list-style-type: none"> To know when the trans-atlantic slave trade was. To know what the slave trade triangle was and what part Liverpool played in it. To know why Liverpool dominated the slave trade and its impact on Liverpool. To know when the slave trade was abolished and understand why. To identify how Liverpool has changed since abolition <p>NC: a local history study.</p> <p>1st order concepts: trade, empire, human/civil rights</p>	Transatlantic Slave Trade 1650 - 1860
	WW2 1939-1945	1945 - 1948	Birth of NHS 1948					
Ancient Greece 12th - 9th Centuries BC								
Transatlantic Slave Trade 1650 - 1860								



Year 6	<p style="text-align: center;">Ancient Egyptians Who were they and what makes it an early civilisation?</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <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. ● 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. <p style="color: red; font-size: small;">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).</p> <p style="color: green; font-size: small;">1st order concepts: monarchy, empire</p>	<p style="text-align: center;">The Kingdom of Benin What happened to the once mighty Kingdom of Benin and how did its people live?</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <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. ● 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. <p style="color: red; font-size: small;">NC: a non-European society that provides contrasts with British history; Benin (West Africa) c. AD 900-1300).</p> <p style="color: green; font-size: small;">1st order concepts: empire, trade, invasion</p>	<p style="text-align: center;">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 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 Nelson Mandela was a civil rights activist and political leader who served as president of South Africa from 1994 to 1999 and that the legally enforced system of racial segregation and oppression in South Africa was called apartheid ● 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 <p style="color: red; font-size: small;">NC: changes in an aspect of social history.</p> <p style="color: green; font-size: small;">1st order concepts: human/civil rights</p>
	<p style="color: green; font-weight: bold;">First Order Concepts: children’s rights, invasion, monarchy, empire, human/civil rights, trade, health, settlement</p>		