



## Subject Overview: History

Foundation 2- Reception		
Autumn 1	Spring 1	Summer 1
<p><b>Jobs in the Community</b>                      UTW,P&amp;P: Talk about the lives of the people around them and their roles in society.                      What jobs can we do?</p>		<p><b>Old and New</b>                      UTW, P&amp;P: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.                      What do toys from the past look like?</p>
Autumn 2	Spring 2	Summer 2
<p><b>Past through settings events and people</b>                      UTW,P&amp;P: Understand the past through settings, characters and events encountered in books read in class and storytelling.                      Linked to BV: Mutual Respect                      What is Remembrance Day?</p>		



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Autumn 1	Spring 1	Summer 1
<p><b>Old and Modern</b> <i>Society and Community</i></p> <p>To know about changes in living memory (my life). To know about changes beyond living memory.</p> <ol style="list-style-type: none"> <li>1. How have you changed since you were a baby? (Change &amp; Continuity)</li> <li>2. How were things in the home different in your Grandparents lives? (S &amp; D)</li> <li>3. How do you know that the household objects are old or modern? (Evidence &amp; Interpretation, Chronology)</li> </ol>	<p><b>Transport</b> <i>Society and Community</i></p> <p>To know about changes within living memory (my life). To know about changes within living memory (last 70 years). To know about events beyond living memory that are significant nationally. To know about the lives of significant individuals in the past who have contributed to national achievements.</p> <ol style="list-style-type: none"> <li>1. How do we travel from place to place? (Cause &amp; Consequence)</li> <li>2. Which bike is the oldest? (Evidence &amp; Interpretation)</li> <li>3. How is this bike different to yours? (Chronology)</li> <li>4. How are the modes of transport different? (S&amp;D)</li> <li>5. Why is George Stephenson Famous? What was the Rocket? (Historical Significance)</li> </ol>	<p><b>Robin Hood</b> <i>Society and Community</i></p> <p>To know some facts about significant historical events, people and places in Nottingham. To know about changes beyond living memory.</p> <ol style="list-style-type: none"> <li>1. What events are important to Robin Hood? (Chronology) Why is Robin Hood famous? (Historical Significance)</li> <li>2. How has Nottingham changed? (S &amp; D, Change &amp; Continuity)</li> <li>3. What happened during the archery contest? (cause and consequence)</li> </ol>



## Subject Overview: History

Autumn 1	Spring 1	Summer 1
<p><b>Black History</b>  <i>Power and Conflict</i>                      Linked to BV: Tolerance, Mutual Respect</p> <p>To know about the lives of significant individuals in the past who have contributed to international achievements.                      To compare aspects of life in different periods (Martin Luther King and another famous black achiever such as Rosa Parks, Barak Obama, Nelson Mandela)</p> <ol style="list-style-type: none"> <li>1. Why was Rosa Parks famous? (Historical Significance)</li> <li>2. How different was life for black people living in the 1950s to today? (Similarity &amp; Difference)</li> <li>3. How did Rosa's action lead to life for black people improving? (Chronology)</li> <li>4. What does Martin Luther King's speech tell us about the time that he lived in? (Evidence &amp; Interpretation)</li> <li>5. How have black achievers changed our world? (Change &amp; Continuity)</li> </ol>	<p><b>Great Fire of London</b>  <i>Conflict and Disaster</i></p> <p>To know about events beyond living memory that are significant nationally.</p> <ol style="list-style-type: none"> <li>1. How can we work out how the Great Fire started? (Cause &amp; Consequence)</li> <li>2. What happened during the Great Fire? (Chronology)</li> <li>3. Was life in 1666 the same as today? (Similarity &amp; Difference)</li> <li>4. Would the Great Fire of London happen today? (Historical Significance) <b>This lesson should address the fact that people learned how to build houses properly BECAUSE of the Great Fire.</b></li> </ol>	<p><b>Wollaton</b>  <i>Society and Community</i></p> <p>To know about significant historical events, people and places in Wollaton.</p> <ol style="list-style-type: none"> <li>1. Why are these places in Wollaton important? (Historical Significance)</li> <li>2. How has Wollaton changed over time? (Change &amp; Continuity, Chronology)</li> <li>3. Why is the Dovecote an important landmark in Wollaton village? (Evidence &amp; Interpretation)</li> <li>4. What are the similarities and differences between past and present Wollaton? (S &amp; D)</li> <li>5. Who was Francis Willoughby and why was he important? (Historical Significance)</li> <li>6. Did Francis Willoughby have a positive impact on Wollaton? (Cause &amp; Consequence)</li> </ol>

Y3/4 A		
Autumn 1	Spring 1	Summer 1
Stone Age to Iron Age	Ancient Egyptians	Ancient Greece



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<p><i>Society and Community</i></p> <p>To know about changes in Britain from the Stone Age to the Iron Age.</p> <ol style="list-style-type: none"> <li>1. What can artefacts tell us about the Stone Age? (Evidence &amp; Interpretation)</li> <li>2. Was the Stone Age the same as today? (Similarity &amp; Difference)</li> <li>3. What events are important from the Stone Age to Iron Age? (Chronology)</li> <li>4. Why did life change from The Stone Age to the Iron Age? (Cause &amp; Consequence)</li> <li>5. What did the Stone, Bronze and Iron Age people do for us? (Historical Significance)</li> </ol>	<p><i>Society and Community</i></p> <p>To know about the achievements of the earliest civilizations</p> <p>To begin to develop an overview of where and when the first civilizations appeared.</p> <p>To study Ancient Egypt in depth.</p> <ol style="list-style-type: none"> <li>1. Where and when did the first civilisations appear? (Chronology)</li> <li>2. How did Ancient Egypt change over time? (Change and Continuity)</li> <li>3. How similar were the Ancient Egyptians to us? (Similarities and Differences)</li> <li>4. Why are the pyramids so important? (Historical Significance)</li> <li>5. What happened when an Ancient Egyptian died? (Evidence and Interpretation)</li> </ol>	<p><i>Society and Community</i></p> <p>Linked to BV: Democracy</p> <p>To know about Greek Life.</p> <p>To know about their achievements and influence on the Western World.</p> <ol style="list-style-type: none"> <li>1. Who were the Ancient Greeks? (Evidence and Interpretation)</li> <li>2. Ancient Greek workshop experience day What events occurred during the Ancient Greece time period? (Chronology) Why were the first Olympic games significant? (Historical Significance).</li> <li>3. Who were the most successful inventors: The Egyptians or the Greeks? (Similarities and Differences)</li> <li>4. How important was religion to the Ancient Greeks? (Evidence and Interpretation)</li> <li>5. What impact has Ancient Greece had on the world? (Cause and Consequence)</li> </ol>
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Y3/4 B		
Autumn 1	Spring 1	Summer 1
<p><b>Roman Empire</b> <i>Power, Exploration &amp; Invasion</i></p>	<p><b>Roman Empire</b> <i>Power, Exploration &amp; Invasion</i></p>	<p><b>Anglo Saxons</b> <i>Exploration &amp; Invasion</i></p>



## Subject Overview: History

<p>Linked to BV: Rule of law</p> <p>To know about the Roman Empire and its impact on Britain</p> <ol style="list-style-type: none"> <li>1. When did Romans live? (Chronology)</li> <li>2. Why were the Romans so significant? (Historical Significance)</li> <li>3. Why did the Romans invade Britain? (Cause and Consequence)</li> <li>4. How has Leicester changed over time? (Change and Continuity)</li> <li>5. What can artefacts tell us about the Romans? (Roman Day) (Evidence and Interpretation)</li> <li>6. How were the Romans and the Ancient Greeks different? (Similarities and Differences)</li> </ol>	<p>To know about the Roman Empire and its impact on Britain</p> <ol style="list-style-type: none"> <li>1. How do we live differently to a Roman child? (Similarities and Differences)</li> <li>2. Did the Romans change the life of the Celts for the better? (Change and Continuity)</li> <li>3. Why was Boudicca so important? (Historical Significance)</li> <li>4. What events were significant to Boudicca's revolt? (Chronology)</li> <li>5. Why did the Romans build Hadrian's wall? (Evidence and Interpretation)</li> <li>6. Why did the Romans leave Britain? (Cause and Continuity)</li> </ol>	<p>To know about Britain's settlement by Anglo-Saxon and Scots</p> <ol style="list-style-type: none"> <li>1. How did Britain change when the Romans left? (Change &amp; Continuity)</li> <li>2. Why did the Anglo-Saxons come to Britain? (Cause &amp; Consequence)</li> <li>3. Why is Sutton Hoo significant? (Evidence &amp; Interpretation, Historical Significance)</li> <li>4. How is Anglo-Saxon life different to Roman life? (Similarity &amp; Difference)</li> <li>5. How did Christianity change Britain? (Change &amp; Continuity)</li> <li>6. What dates are important to the Anglo Saxons? (Chronology)</li> </ol>
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Y5		
Autumn 1	Spring 1	Summer 1
<p><b>Viking and Saxon Struggle for England</b>  <i>Exploration &amp; Invasion, Power</i>                      Linked to BV: Rule of Law</p>	<p><b>Mayans</b>  <i>Power</i></p> <p>To conduct a study on a non-European</p>	<p><b>Nottingham Castle</b>  <i>Society and Community</i></p> <p>To study an aspect of local history dating from a</p>

# Snape Wood Primary and Nursery – Excellence for All



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<p>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ol style="list-style-type: none"> <li>Who were the Anglo Saxons and Vikings and when did they live? (Chronology)</li> <li>What were the Vikings really like? (Evidence &amp; Interpretation)</li> <li>Why was the raid at Lindisfarne so significant? (Historical Significance)</li> <li>Who was the more successful leader: Athelstan or Alfred? (Similarity &amp; Difference)</li> <li>How did the Vikings change Britain? (Change &amp; Continuity) <b>This lesson could incorporate Viking laws eg Crime &amp; Punishment</b></li> <li>Why was Edward the Confessor the last Anglo Saxon king? (Cause &amp; Consequence)</li> </ol>	<p>society/civilisation that provides contrasts with British history.</p> <ol style="list-style-type: none"> <li>What can artefacts tell us about the Maya? (Evidence &amp; Interpretation)</li> <li>Where and when did the Maya live? (Chronology)</li> <li>Why are the Maya important? (Historical Significance)</li> <li>How similar were Pakal and Guthrum? (Similarity &amp; Difference)</li> <li>What happened to the Maya Empire? (Cause &amp; Consequence)</li> </ol>	<p>period beyond 1066 that is significant and reflected in the locality. To study a site (Nottingham Castle) dating from a period beyond 1066 that is significant in the locality. To link Nottingham Castle to significant historical events, people and places in Nottingham (links to Year 2)</p> <ol style="list-style-type: none"> <li>What dates are important to Nottingham Castle? (Chronology)</li> <li>Where should King William build Nottingham Castle? (Evidence &amp; Interpretation)</li> <li>How similar is Nottingham Castle from the past and present? (Similarity &amp; Difference)</li> <li>Why was Nottingham Castle besieged? (Historical Significance)</li> <li>Why has Nottingham Castle changed over time? (Change &amp; Continuity)</li> </ol>
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Y6		
Autumn 1	Spring 1	Summer 1
<b>Crime and Punishment</b> <i>Power and Conflict</i> Linked to BV: Rule of Law	<b>World War I</b> <i>Power, Conflict &amp; Disaster</i> Linked to BV: Mutual Respect	<b>World War II</b> <i>Power, Conflict &amp; Disaster</i> Linked to BV: Mutual Respect



## Subject Overview: History

<p>To study a theme in British History that extends pupil's chronological knowledge beyond 1066. (Crime and Punishment)</p> <ol style="list-style-type: none"> <li>1. Were Tudor consequences fair? (Consequence) (ES notes- Voting for punishment 2<sup>nd</sup> lesson of 2023)</li> <li>2. How similar was crime and punishment from the Tudors and today? (Similarity &amp; Difference)</li> <li>3. What can evidence tell us about crime and punishment in the Georgian era? (Evidence &amp; Interpretation) - Galleries of Justice trip</li> <li>4. Which system had the greatest impact, Tudor or Victorian? (Historical Significance)</li> <li>5. What were the causes and consequences of the Gunpowder plot? (Cause &amp; Consequence)</li> <li>6. How has crime and punishment changed through history? (Chronology) To include Tudors, Gunpowder Plot (Stuarts), Victorians</li> </ol>	<p>To study a theme in British history that extends pupils' chronological knowledge beyond 1066 (World War I)</p> <ol style="list-style-type: none"> <li>1. Why did World War One begin? (Cause &amp; Consequence)</li> <li>2. What was trench warfare like during WW1? (Evidence &amp; Interpretation)</li> <li>3. What impact did new inventions and animals have on WW1? (Historical Significance)</li> <li>4. What was the Battle of Somme like? (Evidence &amp; Interpretation)</li> <li>5. Why did WW1 end? (Change &amp; Continuity)</li> <li>6. What events are significant to WW1? (Chronology) Start at the end of World War I and finish at the beginning of World War II.</li> </ol>	<p>To study a theme in British History that extends pupil's chronological knowledge beyond 1066. (World War II)</p> <ol style="list-style-type: none"> <li>1. (Following on from previous half term). What were the factors that contributed to the start of World War II? (Chronology, Cause &amp; Consequence)</li> <li>2. How did World War II impact children from Nottingham? (Evidence &amp; Interpretation)</li> <li>3. How did the RAF help win the Battle of Britain? (Historical Significance)</li> <li>4. What were the important victories during World War II? (Historical Significance)</li> <li>5. What were the similarities and differences between WWI and WWII? (S &amp; D)</li> </ol>
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