

History Overview

	Autumn 2	Spring 2	Summer 2
Nursery	<p><u>Who is in your family?</u> Begin to make sense of their own life-story and family's history. Make connections between the features of their family and other families.</p>	<p>Focus on other UTW strands</p>	<p><u>What were my grandparents like as a child?</u> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p>
Reception	<p><u>How old are my toys?</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p><u>Who is the King of the castle?</u> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><u>Who has ever helped you?</u> Comment on images of familiar situations in the past. Name and describe people who are familiar to them.</p>
Year 1	<p><u>What are the railways in Runcorn and how have they changed?(First Railway)</u> NC - changes in living memory, Where appropriate, these should reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>	<p><u>What was Shopping city like a 100 years ago?.docx</u> NC - changes in living memory, Where appropriate, these should reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>	<p><u>How has our school changed? (50 Years next year)</u> NC - changes in living memory, Where appropriate, these should reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>
Year 2	<p><u>What are significant events to remember in the UK?.docx</u> NC -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p><u>How has flight changed over the years?</u> NC -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 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 [Christopher Columbus and Neil Armstrong]</p>	<p><u>How have nurses contributed to our world? .docx</u> 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 [Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>
Year 3	<p><u>What changes in Britain were there from the Stone Age through Bronze Age?</u> NC - changes in Britain from the Stone Age to the Iron Age</p>	<p><u>What changes in Britain were there from the Bronze Age to Iron Age?</u> NC - changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Ancient Civilisations. focusing on Ancient Egypt</u> 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; <i>Ancient Egypt</i>; <i>The Shang Dynasty of Ancient China</i></p>

<p>Year 4</p>	<p><u>Did the Greeks change our lives today?</u></p> <p>NC - Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><u>How did Julius Caesar lead the Roman Empire?</u></p> <p>NC - the Roman Empire and its impact on Britain</p>	<p><u>What was the impact of Romans on our region?</u></p> <p>NC - a depth study linked to one of the British areas of study listed above (Roman Empire)</p>
<p>Year 5</p>	<p><u>What was Britain's settlement by Anglo-Saxons and Scots?</u></p> <p>NC - Britain's settlement by Anglo-Saxons and Scots</p>	<p><u>Who were the invaders after Roman times and why was there a struggle between them?</u></p> <p>NC - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><u>What was the Mayan Civilisation?</u></p> <p>NC - a non-European society that provides contrasts with British history – one study - Mayan civilization c. AD 900.</p>
<p>Year 6</p>	<p><u>What was the impact of migration on Britain?</u></p> <p>NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> - 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 	<p style="text-align: right;"><u>Liverpool over time</u></p> <p>NC - a local history study</p> <p>a depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	