



Hilton Lane Primary School

History Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Skills	National Curriculum Chronology	Develop an awareness of the past using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework		Develop a chronologically secure knowledge and understanding of British, local and world history. Have an overview of where and when the first civilizations appeared.			
	Hilton Lane Specific-Chronology	<ul style="list-style-type: none"> -Use words like; in the past, modern, decade, timeline, childhood, century, eyewitness, London, River Thames. -sequence events in their life -develop a simple awareness of their past -sequence 3 or 4 artefacts from distinctly different periods of time -place events on a simple timeline <p><i>Key vocabulary</i> <i>What was a day like for our grandparents when they were young?</i> <i>Past, present, decade, modern, childhood</i></p> <p><i>Great Fire of London</i> <i>Century, eyewitness</i></p>	<ul style="list-style-type: none"> -Use words like; century, famous, legacy, discrimination, canal, coal, discrimination, equality, racism -sequence artefacts that are closer together in time -place events on a simple timeline, adding times previously studied 	<ul style="list-style-type: none"> -Use words like; archaeologist, pharaoh, pyramid, hieroglyphs, artefact, BC, evidence, hunter-gatherer, settlement, neolithic, CE, chronological -Place the time studied on a timeline, compare where this fits in to topics previously studied. -Use dates and terms related to the study unit and passing of time -Sequence several events or artefacts. -Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. 	<ul style="list-style-type: none"> -Use words like; emperor, empire, AD, invade, invasion, conquer, cotton, inventor, countryside, Victorian, industrialisation -Place the time studied on a timeline, compare where this fits in to topics previously studied. -Use terms related to the period and begin to date events. -Understand more complex Historical terms e.g. BC/AD/CENTURY -Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. 	<ul style="list-style-type: none"> -Use words like; city, civilisation, astronomy, sacrifice, slave, temple, resistance, raids, longship, settle, kingdom, mythology, compare -Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. -Gain greater Historical perspective by placing their growing knowledge into different contexts. -Use and relevant terms and period labels -, continuity and change, Cause and consequence, similarity, difference and significance. -Make comparisons between different times in the past. -Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. 	<ul style="list-style-type: none"> -Use words like; Athenians, democracy, dictator, evacuation, rationing, allies, Nazi, artefact -Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. -Use relevant dates and terms - continuity and change, Cause and consequence, similarity, difference and significance. -Sequence previously studied topic on a timeline to gain greater Historical perspective. -Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. -To develop an understanding of how events in the past have shaped the future of the world.
	National Curriculum-Historical Enquiry	Understand ways in which we find out about the past and identify different ways in which the past is represented. Ask and answer questions		Understand how our knowledge of the past is constructed from a range of sources Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.			



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	<p>Hilton Lane Specific - Historical Enquiry</p>	<ul style="list-style-type: none"> -Use simple information sources such as stories/pictures -Ask and answer simple historical questions e.g. what is X? 	<ul style="list-style-type: none"> -Ask and answer appropriate historical questions relating to a source about past from observations. Children should begin to link these observations with previous knowledge. 	<ul style="list-style-type: none"> -Use a range of sources to find out more information -Observe small details from artefacts/images etc. -Select and record relevant information to study -Use library or internet to find out information -Look at different sources of the same era or event and ask and answer simple questions about this 	<ul style="list-style-type: none"> -Use evidence to build a picture of a past event -Choose relevant evidence to present a picture of an aspect of life in the past -Ask and answer a variety of historical questions -Use the library or internet for personal research -Answer set questions and begin to devise own historical valid questions 	<ul style="list-style-type: none"> -Identify primary and secondary sources -Use relevant evidence to build up a picture of an aspect of life in the past -Select relevant sections of information -Use the library or internet for personal research with increasing confidence -Answer set questions and devise own historical valid questions about change, cause, similarities, differences and significance 	<ul style="list-style-type: none"> -Recognise primary and secondary sources -Use a range of sources to be used to find out about an aspect of time or a specific events -Suggest opinions and means of how to find out information -Bring knowledge gathered from several sources together to collect a fluent account of historical events -Select relevant sections of information to present research -Use the library or internet for personal research with increasing confidence -Answer set questions and devise own historical valid questions about change, cause, similarities, differences and significance
<p>Knowledge</p>	<p>National Curriculum- Knowing and understanding history as a coherent chronological narrative from the earliest times to today.</p>	<p>Changes within living memory and where appropriate these should be used to reveal aspect of change in national life. Some (significant individuals) should be used to compare aspects of life in different periods. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p>	<p>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 Changes in Britain for the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Ancient Greece – a study of Greek life and achievements and their influence on the western world. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study A non-European society that provides contrasts with British history e.g. The Mayan civilisation</p>				



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<p>Hilton Lane Specific – Chronological narrative (What happened?)</p>	<p>What was life like when our grandparents were young? - Know the main differences between their schooldays and that of their grandparents. -Understand how a simple timeline works that shows decades -Organise a small number of objects (toys and games) by era.</p> <p>The Great Fire of London -Know about the fire as an event that happened long ago -Understand a simple timeline of the events.</p> <p>- Know that artefacts can tell us more about historical events such as eyewitness recounts.</p>	<p>Why are so many places in this area called Bridgewater? -Know that Little Hulton is part of Worsley and there are places in Worsley called Bridgewater. -Know that the Bridgewater canal, sometimes described as England's first canal, is in Worsley. Know that a canal is a man-made waterway that boats can sail on. (It can go exactly where someone needs it to go. Men had to dig it out with spades and shovels. A long time ago boats had to be pulled by a horse on the towpath. It opened in 1761 (add to Y1 timeline)). -Know that it was named after the Duke of Bridgewater who used to own the land round here and whose idea it was. Know that it was used to transport coal from his mines at Worsley to Manchester.</p> <p>Emily Davidson and Rosa Parks – How did their fights against discrimination</p>	<p>What were the achievements of the Ancient Egyptians? -Know that Ancient Egypt is not the only early civilization with great achievements- an overview of Ancient Sumer, the Indus Valley, and the Shang dynasty of Ancient China. -Know that the Egyptians were famous for their hieroglyphic writing. -Know that religion and the afterlife was very important in Ancient Egypt -Know that Ancient Egypt was ruled by pharaohs- who were men and women- and who were buried in pyramids, a lasting symbol of Ancient Egypt</p> <p>The Stone Age - Know that the Stone Age period is said to have started about 3 million years ago when humans started to live in Europe. <u>-Know that during the old stone age (Paleolithic)</u></p>	<p>How did the arrival of the Romans change Britain? -Know about Julius Caesar's attempted invasion in 55-54BC -Know about opposition to Roman rule- Hadrian's wall and Boudica</p> <p>Why were Salford and Manchester important in the Victorian times? -Know that in Victorian times (know when that was) Manchester and the areas around it in the north west of England were the leaders in building a modern world. - Know that the north west had the ideal climate for cotton mills, resources (water and coal) to fuel the mills and transport -Know what life was like for children working in the mills.</p>	<p>Why should we study the Maya? -Know that Mayan society was formed of a number of city states each with its own ruler. Know about Mayan religion</p> <p>-Know about Mayan life (essential for later comparison)-Metal ores were scarce so the Mayan used stone tools for their buildings). Know that the Mayans were expert mathematicians and astronomers and the impact they had on the world in these areas.</p> <p>Who were the Anglo-Saxons and what did the Vikings want? -Know that the Roman withdrawal from Britain was in AD 410 -Know about Anglo-Saxon invasions (Angles, Saxons and Jutes from across the North Sea), settlements and kingdoms, place names and village life- England was not</p>	<p>Why should we thank the Ancient Greeks? -Know a range of ways that the Greeks improved the quality of their lives (what daily life was like)</p> <p>-Know the differences in life for the Spartans and the Athenians (what daily life was like)</p> <p>-Know the success of the Ancient Greeks as fighters and how this contributed to their achievements</p> <p>Why was winning the Battle of Britain in 1940 so important? -Know that World War 2 was a battle between two groups of countries and why it began and that during the war German forces advanced through Europe invading other countries Know that the Battle of Britain was a military campaign of the war in which the RAF defended the UK</p>
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		<p>change our world?</p> <ul style="list-style-type: none"> -Know about Emily Davison and Rosa Parks and that they both fought against discrimination. -Know how women were discriminated against when Emily Davison was alive and how she tried to change that. - Know about racial discrimination in America when Rosa Parks was alive. 	<p><u>people were hunter gatherers.</u></p>		<p>one country but was made up of lots of small kingdoms (Angles eventually became English and their land Angle-land eventually became England)</p> <ul style="list-style-type: none"> -Know that at this time Christianity first came to Britain <p>Know about Anglo-Saxon laws and justice</p> <ul style="list-style-type: none"> -Know about Viking raids and invasions and resistance -Know about Viking everyday life and the Danelaw 	<p>against large-scale attacks by Nazi Germany's air force, the Luftwaffe. It has been described as the first major military campaign fought entirely by air forces</p> <ul style="list-style-type: none"> -Know about life on the home front and the Blitz
<p>Hilton Lane Specific- How people's lives have shaped this nation. How Britian has influenced and been influenced by the wider world.</p>	<p>What was life like when our grandparents were young?</p> <ul style="list-style-type: none"> -Know that objects can tell us how life was different in the past. -Know how television was different in the 1960s and 70s -Know that the toys their grandparents played with were different to their own. <p>The Great Fire of London</p> <ul style="list-style-type: none"> -Know how and why the fire has spread -Know how the fire was fought and extinguished and how this is different from today 	<p>Why are so many places in this area called Bridgewater?</p> <ul style="list-style-type: none"> -Know why canals are important -Know that coal used to be mined round here – before the canal, coal had to be moved by horse and cart <p>Emily Davidson and Rosa Parks – How did their fights against discrimination change our world?</p> <ul style="list-style-type: none"> -Know how racial discrimination in America has been changed by Rosa Parks 	<p>What were the achievements of the Ancient Egyptians?</p> <ul style="list-style-type: none"> -The importance of the River Nile -What these artefacts tell us about life in Ancient Egypt and that the last pharaoh in Egypt before the Romans took over was Cleopatra). <p>The Stone Age</p> <ul style="list-style-type: none"> -Know that towards the end of the Stone Age (Neolithic) humans formed settled communities started to be farmers for the first time in 	<p>How did the arrival of the Romans change Britain?</p> <ul style="list-style-type: none"> -Know about everyday life in Britain under the Romans compared to the Iron Age- houses, towns, travel -Know what the Romans left for us <p>Why was Salford and Manchester important in Victorian times?</p> <ul style="list-style-type: none"> -Know what life was like before industrialisation 	<p>Why should we study the Maya?</p> <ul style="list-style-type: none"> -Know that historians disagree about what happened to the Maya -To compare life in England at this time to the life of the Maya. Scheme of Work: Maya / Historical Association (history.org.uk) <p>Who were the Anglo-Saxons and what did the Vikings want?</p> <ul style="list-style-type: none"> -Know how Britain was 	<p>Why should we thank the Ancient Greeks?</p> <ul style="list-style-type: none"> -Know some of the major achievements of the Ancient Greeks and their legacy including maths, satire etc. <p>Why was winning the Battle of Britian in 1940 so important?</p> <ul style="list-style-type: none"> -consider recent history, explore an aspect of children's lives (eg



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		-Know why cities and houses would not be destroyed so easily today.	-Know their legacy – that life is more equal today	history. Know about what life was like. -Know that the Stone Age was followed by the Bronze Age. This is when humans started to use metal. Stonehenge is a Bronze Age structure -Know that the Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.		changed between the end of the Roman occupation and 1066 when Britain was invaded again by the Normans. -Know how society in England at this time was different to the Maya at about the same time	evacuation) and compare to current lives.
		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1				What was a day like for our grandparents when they were young?	The Great Fire of London.		
Year 2			Why are so many places locally called 'Bridgewater'?			Emily Davidson & Rosa Parks – how their fights against discrimination changed our world.	
Year 3	Ancient Egypt				Stone Age – Iron Age		
Year 4	Roman Empire and its impact On Britain					The Victorians	
Year 5		The Maya		Anglo-Saxons & Vikings and the struggle for England			
Year 6		Ancient Greece			WW2 – a significant turning point in British history		