



Stoborough CE VA Primary School History Overview 2024 2025

| | AUTUMN | SPRING | SUMMER |
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| EYFS | MARVELLOUS ME Personal history, how I have changed, past and present. That the past is something that has already happened. The future is something that has not happened yet. That every person has a history that is unique to them out about homes from the past, what did they look like? How are they the same/different? HIBERNATING HEDGEHOGS | HAPPY ME, HEALTHY ME! Teddy Bears through time- noting changes ANIMAL STORIES | LET'S GET GROWING WONDERFUL WORLD The King- past and present |
| YEAR 1 | WHAT DOES IT TAKE TO BE A GREAT EXPLORER? Learn about the exploits of a range of famous explorers and develop knowledge of people's lives at various points in the past. Ranulph Fiennes, Amy Johnson, Christopher Columbus and Nel Armstrong | WHO IS THE GREATEST HISTORY MAKER? Lives of significant individuals in the past. Use evidence to justify who the greatest History maker is. | WHY WAS CHARLES SENT TO PRISON? Continuity and change, cause and consequence. Making connections between lives today and the life and times of different children at different periods in the past. |
| YEAR 2 | WHY DO WE KNOW SO MUCH ABOUT WHERE SAPPHO USED TO LIVE? Cause and effect. Studying the past to understand the present better. Using primary and secondary evidence to interpret the past. | HOW DO OUR TOYS COMPARE WITH THOSE OF CHILDREN IN THE 1960s? Over time toys such as fashion dolls and action figures and games like racing model cars have remained much the same – the main difference being that they have tended to become more sophisticated and presented. The <i>internet</i> has led to a major <i>change</i> occurring in many toys and games, which means that the level of interactivity they offer today is <i>radically different</i> from the past. | WHY IS THE HISTORY OF MY LOCALITY SIGNIFICANT? Understand the connections between local and national and international history. |
| YEAR 3 | HOW DID THE LIVES OF ANCIENT BRITONS CHANGE DURING THE STONE AGE? Continuity and change. Creation of permanent farming-based settlements and the birth of agriculture and the gradual decline of a hand to mouth subsistence existence. | WHAT IS THE SECRET OF THE STANDING STONES? (BRONZE AGE BRITAIN) Key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society. Reflect upon the reasons why Bronze Age people may have constructed the large number of stone monuments that still exist in many parts of the country.. | HOW DO ARTEFACTS HELP US UNDERSTAND THE LIVES OF PEOPLE IN IRON AGE BRITAIN? Importance to archaeologists and historians of artefactual evidence as a means of interpreting the past. Hill forts. Boudicca |
| YEAR 4 | HOW DID THE ARRIVAL OF ROMANS CHANGE BRITAIN? Changes. Concept of invasion; what was it about Britain that the Romans wanted? Boudicca. How did the Romans live? Gladiators | WHO WERE THE ANGLO SAXONS AND HOW DO WE KNOW WHAT WAS IMPORTANT TO THEM? | WHAT DID THE VIKINGS WANT AND HOW DID ALFRED STOP THEM GETTING IT? Historical facts from myth, folklore and legend. Longships. King Alfred The Great |

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| <p>YEAR 5</p> | <p>WHY DID THE ANCIENT MAYA CHANGE THEIR WAY OF LIFE?</p> <p>Identify, describe and explain the purpose of the different religious and ceremonial buildings that existed in Mayan cities. Great achievements of Maya society- picture drawing, numerical system, understanding of constellations. How have historians have come to know about Mayan civilisation? Analysing primary and secondary sources. Identify reasons for the movement of people away from the cities- Mayan people changed their way of life to accommodate change.</p> | <p>WHY IS THE HISTORY OF YORK ALSO THE HISTORY OF ENGLAND?</p> <p>Historical concept of Palimpsest. – the occurrence of a sequence of features from different periods that are superimposed on each other.</p> | <p>HOW DID A PILE OF DRAGON BONES HELP TO SOLVE AN ANCIENT CHINESE MYSTERY?</p> <p>The vast majority of objects and inscriptions that the Shang left behind provide an insight only into the ways of life of a tiny minority of people: the wealthy and the most privileged. Key qualities children feel a monarch needs in order to rule effectively and then compare these with the ways in which two Shang Kings actually went about governing their empire. China's first female warrior general</p> |
| <p>YEAR 6</p> | <p>WHY WAS WINNING THE BATTLE OF BRITAIN SO IMPORTANT?</p> <p>Examine, evaluate and draw conclusions from a range of primary and secondary resources to reach an informed conclusion.</p> | <p>THE STORY OF THE TROJAN HORSE- FACT, MYTH OR LEGEND?</p> <p>Study of Ancient Greece. The emergence and rise to dominance of powerful cities situated at the heart of strong and aggressive kingdoms. Cause and consequence of 10 year war. Interrogate and reflect upon the nature of evidence that exists to corroborate the story.</p> | <p>WHY DID BRITAIN ONCE RULE THE LARGEST EMPIRE THE WORLD HAS EVER SEEN?</p> <p>Rise and decline of the British Empire. Falklands War</p> |