

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

## History Long Term Overview

<b>EYFS</b>	<p><b>Understanding the world: Past &amp; Present</b> - Comment on images of familiar situations in the past &amp; compare and contrast characters from stories, including figures from the past</p> <p><b>A local history study</b> What was Castle Street like long ago?</p> <ul style="list-style-type: none"> <li>• How has Castle Street changed over the years?</li> <li>• How/why did people live on Castle Street in the past and now?</li> </ul>		
	<b>Autumn Cycle A – On the Move</b>	<b>Spring Cycle A – Healthy Heroes</b>	<b>Summer Cycle A - Wonderful Wildlife</b>
<b>Year 1 &amp; 2</b>	<p><b>Changes within living memory</b> How has transport changed?</p> <p><b>Boats (Titanic), Cars (Henry Ford) &amp; Trains (George Stephenson &amp; Isambard Kingdom Brunel)</b></p> <ul style="list-style-type: none"> <li>• Explain how boats have changed over time</li> <li>• How could the unsinkable Titanic sink?</li> <li>• Why is Grace Darling remembered?</li> <li>• Explain how cars have changed over time</li> <li>• Explain how trains have changed over time</li> <li>• Understand the impact an important historical figure had on our country (Stephenson &amp; Brunel)</li> <li>• Compare travel and transport of the past, present and future</li> </ul> <p><b>English focus text:</b> Man on the Moon by Simon Bartram The Snail and the Whale by Julia Donaldson</p>	<p><b>The lives of significant individuals</b> Who are our healthy heroes?</p> <p><b>Florence Nightingale, Mary Seacole</b></p> <ul style="list-style-type: none"> <li>• Why do we think Florence Nightingale is famous?</li> <li>• Why did Florence place herself in such danger by going to Crimea?</li> <li>• What did Florence do to improve the lives of soldiers when she arrived in Crimea?</li> <li>• Compare how nursing has changed since the days of Florence Nightingale</li> <li>• How can we work out why Mary Seacole is famous?</li> <li>• What were some of the most important events in Mary's life?</li> <li>• How did Mary's life change after the Crimean war?</li> <li>• Make comparisons between the lives of Florence Nightingale and Mary Seacole</li> <li>• Should Florence Nightingale rather than Mary Seacole have her statue at St.Thomas' hospital?</li> </ul> <p><b>English focus text:</b> Little People, Big Dreams - Billie Jean King &amp; Marcus Rashford by Maria Isabel Sanchez Vergara Amazing Grace by Mary Hoffman</p>	<p><b>Local History Week</b> <b>A local history study</b> What was Castle Street like long ago?</p> <ul style="list-style-type: none"> <li>• How has Castle Street changed over the years?</li> <li>• How/why did people live on Castle Street in the past and now?</li> </ul>

	<b>Autumn Cycle B – Around the world</b>	<b>Spring Cycle B – Fire! Fire!</b>	<b>Summer Cycle B – Roald Dahl</b>
		<p><b><i>Changes beyond living memory</i></b> How did London change after the Great Fire of London?</p> <ul style="list-style-type: none"> <li>• Make comparisons between past and present London using evidence such as digital maps, history books and the internet</li> <li>• Explain how people live now is different to how people lived in 1666.</li> <li>• How can we work out how the GFoL started?</li> <li>• What happened during the GFoL and how do we know?</li> <li>• Why did the GFoL burn down so many houses?</li> <li>• Could more have been done to slow the spread of the fire?</li> <li>• How did people manage to live through the Great Fire?</li> <li>• How shall we rebuild London after the Great Fire?</li> </ul> <p><b>English focus texts:</b> The Great Fire of London by Emma Adams Toby and the Great Fire of London by Margaret Nash The Land of the Giants by George Szirtes</p>	<p><b><i>Significant historical people in their own locality</i></b> Who was Roald Dahl?</p> <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Identify and explain how Roald Dahl contributed to national and international achievements</li> </ul> <p><b>English focus texts:</b> The Magic Finger by Roald Dahl The Life of Roald Dahl by Emma Fischel The Twits by Roald Dahl</p>
<b>Year 3 &amp; 4</b>	<b>Autumn Cycle A – The Groovy Greeks</b>	<b>Spring Cycle A – Our World</b>	<b>Summer Cycle A – The Brave &amp; the Bold</b>
	<p><b><i>A study of Greek life and achievements and their influence on the western world</i></b> <b><i>British history that extends pupils' chronological knowledge beyond 1066</i></b> The Ancient Greeks - What was their legacy?</p> <ul style="list-style-type: none"> <li>• Identify the chronological context of the Ancient Greeks</li> <li>• Understand that Greece is a country and locate it/identify features</li> <li>• Identify the similarities and differences between the Greek city-states</li> <li>• Explore what life was like during Ancient Greek times</li> <li>• Identify the impact Ancient Greeks had on the western world</li> <li>• Identify the significance of Alexander the Great's empire</li> <li>• Identify similarities and differences between Ancient Greece's culture and others'</li> </ul>		<p><b><i>Local History Week</i></b> <b><i>A local history study</i></b> How has Marsh Gibbon CE School changed?</p> <ul style="list-style-type: none"> <li>• How has the village school changed?</li> <li>• What does the evidence (photos, pictures, documents, map, peoples) tell us about how MGS has changed?</li> </ul> <p><b><i>The achievements of the earliest civilisations – an overview and depth study of: The Shang Dynasty of Ancient China</i></b> When and where did the earliest civilisations begin? What were some of the significant achievements of the Shang Dynasty?</p> <ul style="list-style-type: none"> <li>• When and where did the first civilisations develop? Why did they choose these locations?</li> <li>• Compare and contrast the legacy and achievements of the earliest civilisations</li> <li>• When and where did the Shang live?</li> <li>• Describe how the social hierarchy of the Shang</li> </ul>

	<p><b>English focus texts:</b>  Aesop's Fables by Micheal Rosen  The Orchard Book of Greek Myths by Geraldine McCaughrean</p>		<p>dynasty was organised</p> <ul style="list-style-type: none"> <li>• Explain some of the religious beliefs and practices of the people from the dynasty</li> <li>• Explain about the discovery, purpose and significance of oracle bones</li> <li>• Examine a range of artefacts to find out about life in the Shang dynasty</li> <li>• Explain who Fu Hao was and why the discovery of her tomb was significant</li> </ul> <p><b>English focus texts:</b>  Varjak Paw by SF Said  The Firework-Maker's Daughter by Philip Pullman</p>
	<p><b>Autumn Cycle B –Lights, Camera, Action!</b></p>	<p><b>Spring Cycle B – The Human Machine</b></p>	<p><b>Summer Cycle B–Rocks, Stones &amp; Bones</b></p> <p><b><i>Changes in Britain from the Stone Age to the Iron Age - British history that extends pupils' chronological knowledge beyond 1066</i></b></p> <p>How new was the 'New' Stone Age?  The Stone Age, Bronze Age and Iron Age - which was more impressive?</p> <ul style="list-style-type: none"> <li>• Understand the chronology of the earliest periods of human history</li> <li>• Identify and explain the different periods of the Stone Age</li> <li>• Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?</li> <li>• How much did life change when man learned how to farm?</li> <li>• Compare life of hunter gatherers with that of farmers</li> <li>• What can we learn about life in the Stone Age from a study of Skara Brae?</li> <li>• Why did they build Stonehenge?</li> <li>• How should we remember the Bronze Age?</li> <li>• What was life like in the Iron Age and how do we know?</li> <li>• Consider how life in the Iron Age is different to life today</li> </ul> <p><b>English focus texts:</b>  Stone Age Boy by Satoshi Kitamura  Stig of the dump by Cliff King  The Iron Man by Ted Hughes</p>

Years 5 & 6	Autumn Cycle A – Whose War?	Spring Cycle A – Evolution & Inheritance	Summer Cycle A - Shakespeare
	<p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</b></p> <p>How did World War II impact Britain?</p> <ul style="list-style-type: none"> <li>• What was life in Britain like from 1930-1945?</li> <li>• Why did Britain have to go to war in 1939?</li> <li>• When, where and why children were evacuated in World War II?</li> <li>• Describe how people's diets were different during World War II and ask and answer questions about the implementation of rationing</li> <li>• Find out about women's wartime jobs and describe what they entailed in detail</li> <li>• Explain what the Holocaust was and describe some events that happened</li> <li>• Which 8 objects should we show to explain how Britain coped with the effect of war on the Home Front?</li> <li>• What was VE Day really like?</li> </ul> <p><b>English focus texts:</b>  <i>Goodnight Mr. Tom</i> by Michelle Magorian  <i>Fireweed</i> by Jill Paton Walsh</p>		<p><b>Local History Week</b>  <b>A local history study</b></p> <p>How has Marsh Gibbon changed?</p> <ul style="list-style-type: none"> <li>• What does the evidence (photos, pictures, documents, map, peoples) tell us about how Marsh Gibbon has changed?</li> <li>• How has Marsh Gibbon village changed over the years?</li> <li>• How/why did people live in Marsh Gibbon in the past and now?</li> </ul> <p><b>Shakespeare -</b></p> <p>What was life like in the Elizabethan era?</p> <ul style="list-style-type: none"> <li>• Who was Queen Elizabeth I?</li> <li>• Use a range of evidence to find out about exploration and trade in the Elizabethan era</li> <li>• Explore the believed causes and cures of the bubonic plague</li> <li>• What was daily life like in the Elizabethan era?</li> <li>• What were the achievements of Queen Elizabeth and the Elizabethan era?</li> </ul> <p><b>English focus texts:</b>  <i>Macbeth</i> by William Shakespeare  <i>Romeo and Juliet</i> by Andrew Matthews, William Shakespeare and Tony Ross</p>
	<p><b>Autumn Cycle B – Super Settlers</b></p> <p><b><i>The Roman Empire and its impact on Britain</i></b>  <b><i>Britain's settlement by Anglo-Saxons and Scots &amp; The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></b>  <b><i>British history that extends pupils' chronological knowledge beyond 1066</i></b></p> <p>How were the Romans able to conquer Britain? Was Anglo Saxon Britain really a Dark Age? How did Britain change when the Vikings invaded?</p> <ul style="list-style-type: none"> <li>• Understand the terms 'invade' and 'settle' and to place the events on a timeline</li> <li>• Why and how did the Romans successfully invade Britain?</li> <li>• Who was in Britain when the Romans invaded?</li> <li>• What was life like in Roman Britain?</li> <li>• How have the Romans have influenced our lives</li> </ul>	<p><b>Spring Cycle B – We are Astronomers</b></p>	<p><b>Summer Cycle B – Ancient Civilizations</b></p> <p><b><i>A non-European society that provides contrasts with British history: Mayan civilization</i></b></p> <p>Why should we remember the Maya?</p> <ul style="list-style-type: none"> <li>• Why do we study the Maya in history at KS2?</li> <li>• When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?</li> <li>• What was everyday life in Mayan civilization? How different was it for rich and poor?</li> <li>• How can we possibly know what life was like for the Mayan people 1,000 years ago?</li> <li>• Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know</li> </ul>

	<p>today?</p> <ul style="list-style-type: none"> <li>● Why did the Saxons invade?</li> <li>● Where did the Anglo-Saxons live and how do we know?</li> <li>● How have the Anglo-Saxons influenced Britain? (Explain some of the place names they established and their meanings)</li> <li>● Compare life in Anglo-Saxon Britain to life now</li> <li>● When and where did the Vikings come from and why they raided Britain?</li> <li>● Compare the significance of Anglo-Saxon kings during the Viking period</li> <li>● Explain who King Ethelred II was and say when and why Danegeld was introduced</li> <li>● Identify and explain key aspects of Viking life</li> <li>● How did the last Anglo-Saxon kings shape Britain?</li> </ul> <p><b>English focus texts:</b>  Queen of Darkness by Tony Bradman  Riddle of the Runes by Janina Ramirez</p>		<p>what they represented to the people</p> <ul style="list-style-type: none"> <li>● Understand how the Maya number system works</li> <li>● Explain what the Mayan writing system consists of, how words are constructed and what codices are</li> <li>● Describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant</li> <li>● Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?</li> </ul> <p>(Interesting news article - <a href="https://www.washingtonpost.com/science/2023/05/20/mayan-civilization-pyramid-discoveries-guatemala/">https://www.washingtonpost.com/science/2023/05/20/mayan-civilization-pyramid-discoveries-guatemala/</a>)</p> <p><b>English focus texts:</b>  Seasons of Splendour by Madhur Jaffrey</p>
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**'I can do everything through Him who gives me strength.' Philipians 4:13**