



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

How can I say "I can't" when the Bible says: I can do everything through Him who gives me strength.' Philippians 4:13

MGS History Long Term Overview

| Age Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|--|----------|---|--------------------------------|---|----------|
| EYFS | <u>Peek into the past</u> | | | <u>Adventures through time</u> | | |
| Year 1 & 2 Cycle A | <u>What is history?</u> | | <u>How have toys changed?</u> | | <u>How did we learn to fly?</u> | |
| Year 1 & 2 Cycle B | <u>How am I making history?</u> | | <u>How was school different in the past?</u> | | <u>What is a monarch?</u> | |
| Year 3 & 4 Cycle A | <u>How have children's lives changed?</u> | | <u>What did the ancient Egyptians believe?</u> | | How did the achievements of <u>the Ancient Maya impact their society and beyond?</u> | |
| Year 3 & 4 Cycle B | <u>Would you prefer to live in the Stone Age, Bronze Age, or Iron Age?</u> | | <u>Why did the Romans invade and settle in Britain?</u> | | <u>What changed in Britain after the Anglo-Saxon invasion?</u> | |
| Year 5 & 6 Cycle A | <u>What does the Census tell us about Marsh Gibbon?</u> | | | | <u>Who should go on the banknote?</u> | |
| Year 5 & 6 Cycle B | <u>Were the Vikings raiders, traders or settlers?</u> | | <u>What was life like in Tudor England?</u> | | <u>What is the legacy of the ancient Greek civilization?</u> | |

Two Year Curriculum Cycle

| | Changes within living history | Significant historical events, people and places in their own locality | Events beyond living memory that are significant nationally or globally | British history that extends pupils' chronological knowledge beyond 1066 | Achievements of the earliest civilisations | A non-European society that provides contrasts with British history |
|----------------|---|---|---|---|---|---|
| CYCLE A | <p>Y1 & Y2 <u>What is history?</u></p> <p>Y1 & Y2 <u>How have toys changed?</u></p> | <p>Y5 & Y6 <u>What does the Census tell us about Marsh Gibbon?</u></p> | <p>Y1 & Y2 <u>How did we learn to fly?</u></p> <p>Y3 & Y4 <u>How have children's lives changed?</u></p> | | <p>Y3 & Y4 <u>What did the ancient Egyptians believe?</u></p> | <p>Y3 & Y4 <u>How did the achievements of the Ancient Maya impact their society and beyond?</u></p> |
| CYCLE B | <p>Y1 & Y2 <u>How am I making history?</u></p> | <p>Y1 & Y2 <u>How was school different in the past?</u></p> <p>Y1 & Y2 <u>What is a monarch?</u></p> <p>Y5 & Y6 <u>Who should go on the banknote?</u></p> | | <p>Y3 & Y4 <u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u></p> <p>Y3 & Y4 <u>Why did the Romans invade and settle in Britain?</u></p> <p>Y3 & Y4 <u>What changed in Britain after the Anglo-Saxon invasion?</u></p> <p>Y5 & Y6 <u>Were the Vikings traders, raiders or settlers?</u></p> <p>Y5 & Y6 <u>What was life like in Tudor England?</u></p> | <p>Y5 & Y6 <u>What is the legacy of the ancient Greek civilization?</u></p> | |

CHANGES WITHIN LIVING HISTORY

| | CHANGES WITHIN LIVING HISTORY | | | |
|-----------|---|--|---------|---------|
| | EYFS | Y1 & Y2 | Y3 & Y4 | Y5 & Y6 |
| Knowledge | <ul style="list-style-type: none"> To know about similarities and differences between themselves and others, and among families, communities and traditions. | <p style="text-align: center;"><u>What is history?</u></p> <ul style="list-style-type: none"> I know that people change as they grow older I know that 'the past' is events that have already happened I know that within living memory is 100 years I know that a timeline shows the order events happened in the past | | |
| Skills | <ul style="list-style-type: none"> I can talk about past and present events in their own lives and in the lives of family members. I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | <ul style="list-style-type: none"> I can place simple events on a timeline I can recall special events in my own life I can describe simple changes and ideas / objects that stay the same I am beginning to identify different ways to represent the past | | |
| Key Vocab | <ul style="list-style-type: none"> today, yesterday, tomorrow, present, past, future, day, week, month, long ago, old, new/recent, parent, grandparent, great grandparent, memory, lifetime, clue | <ul style="list-style-type: none"> change, childhood, different, event, family, future, grandparents, history, holiday, living memory, memory, now, past, present, remember, scrapbook, similar, timeline | | |
| Knowledge | | <ul style="list-style-type: none"> <u>How am I making history?</u> I know some similarities and differences between the past and my own life. I know that 'the past' is events that have already happened. I know that a timeline shows the order of events in the past that have happened. I know that 'the present' is time happening now | | |
| Skills | | <ul style="list-style-type: none"> I can sequence three or four events in my life. I can place events on a simple timeline. I can use common words and phrases for the passing of time (e.g. now, long ago, then, before, after) I can ask how and why questions based on stories, events and people. | | |
| Key Vocab | | <ul style="list-style-type: none"> celebrate, celebration, change, childhood, different, family, future, grandparent, lifetime, living memory, now, present | | |
| | | <ul style="list-style-type: none"> <u>How have toys changed?</u> I know that some things change while other items remain the same and some are new. I know that everyday objects have changed over time. I know that I can find out about the past by asking people who were there. I know that artefacts can tell us about the past. | | |
| | | <ul style="list-style-type: none"> I can sort artefacts from then and now. I can make simple inferences and deductions from sources of evidence. I can sort artefacts from then and now. | | |
| | | <ul style="list-style-type: none"> artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special | | |

SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY

| | EYFS | Y1 & Y2 | Y3 & Y4 | Y5 & Y6 |
|-----------|--|--|---------|--|
| Knowledge | <ul style="list-style-type: none"> I know about my own life story and about my family's history. I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and storytelling. | <p style="text-align: center;"><u>How was school different in the past?</u></p> <ul style="list-style-type: none"> I know that daily life has changed over time but that there are some similarities to life today I know that we can find out about how places have changed by looking at maps I know that there are similarities and differences between children's lives in the past and now I know that historians use evidence from sources to find out more about the past | | <p style="text-align: center;">Y5 & Y6</p> <p style="text-align: center;"><u>What does the Census tell us about Marsh Gibbon?</u></p> <ul style="list-style-type: none"> I know that change can be traced using the census I know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date I understand the changing role of women and men in Britain I understand the types of information that can be extracted from the census |
| Skills | <ul style="list-style-type: none"> I can comment on images of familiar situations in the past <ul style="list-style-type: none"> I understand the past through settings, characters and events encountered in books read in class and storytelling. I can compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> I can use relevant vocabulary in answers I can make comparisons with my own life I can sequence up to 6 photographs, focusing on the intervals between the events I can express a personal response to a historical story or event through discussion, drawing or writing | | <ul style="list-style-type: none"> I can plan a historical enquiry I can begin to interpret simple statistical sources I can address and devise historically valid questions |
| Key Vocab | family, young, long ago, past, remember, then, now | <ul style="list-style-type: none"> past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred | | <ul style="list-style-type: none"> decade, historical enquiry, occupation, politics, reliable, suffrage, enumerator, Head of household, inference, local history |
| Knowledge | | <p style="text-align: center;"><u>What is a monarch?</u></p> <ul style="list-style-type: none"> I know that 'historically significant' people are those who changed many people's lives I know that a monarch is a king or a queen I know that monarchs in the past had absolute power I know that some events are more significant than others | | <p style="text-align: center;">Y5 & Y6</p> <p style="text-align: center;"><u>Who should go on the banknote?</u></p> <ul style="list-style-type: none"> I understand how the monarchy exercised absolute power I understand the development of global trade I understand that people in the past were as inventive and sophisticated in thinking as people today I understand that there are different interpretations of historical figures and events |
| Skills | | <ul style="list-style-type: none"> I can discuss who was important in a historical event I can use a source to answer questions about the past I can describe past events and people by drawing or writing I can recognise why people did things, why events happened and what happened as a result | | <ul style="list-style-type: none"> I can put dates into the correct century I can compare accounts of events from different sources I can evaluate the usefulness of historical sources I can explain the significance of events, people and developments |

| | | | |
|-----------|--|--|--|
| Key Vocab | | <ul style="list-style-type: none"> absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer, coronation, crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing, keep, moat, monarch, motte, motte and bailey, nobility, Normandy, Normans, oath, orb, parliament, portcullis, procession, rule. sceptre, stone keep, tower, walls, William of Normandy, Witan | <ul style="list-style-type: none"> Alan Turing, criteria, issuing bank, historically significant, Jane Austen, Joseph William Turner, remarkable, remembered, watermark, Winston Churchill. Lily Parr, Betty Snowball |
|-----------|--|--|--|

| EVENTS BEYOND LIVING MEMORY THAT ARE SIGNIFICANT NATIONALLY OR GLOBALLY | | | | |
|---|---|---|---|---------|
| | EYFS | Y1 & Y2 | Y3 & Y4 | Y5 & Y6 |
| Knowledge | <ul style="list-style-type: none"> I know about my own life story and about my family's history. I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and storytelling. | <p style="text-align: center;">Y1 & Y2 <u>How did we learn to fly?</u></p> <ul style="list-style-type: none"> I know that the past is represented in different ways I know the legacy and contribution of inventions I can begin to identify achievements and inventions that still influence my life today | <p style="text-align: center;">Y3 & Y4 <u>How have children's lives changed?</u></p> <ul style="list-style-type: none"> I know that the Tudor period is the name of the period from 1485- 1603 I know that the Victorian period is the period from 1833-1901 and coincides with when Queen Victoria ruled I know that the actions of people can be the cause of change I know that advancements in science and technology can be the cause of change | |
| Skills | <ul style="list-style-type: none"> I can comment on images of familiar situations in the past I understand the past through settings, characters and events encountered in books read in class and storytelling. I can compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> I can use sources to ask and answer questions about the past I can select information from a source to answer a question I can compare pictures or photographs of people or events from the past I can place events on a timeline | <ul style="list-style-type: none"> I can use dates to work out the interval between periods of time and the duration of historical events and periods I can sequence eight to ten historical pictures, artefacts or events I can define the terms 'source' and 'evidence' I can place the time studied on a timeline | |
| Key Vocab | family, young, long ago, past, remember, then, now | <ul style="list-style-type: none"> beyond living memory, decade, evidence, eye-witness, flight, historic, historically significant, inventor, living memory, past, present, primary source, source | <ul style="list-style-type: none"> apprentice, childhood, continuity, class, deduction, law, master, modern, poorer, poverty, servant, significance, wealthier, working conditions | |

BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE BEYOND 1066

| | EYFS | Y1 & Y2 | Y3 & Y4 | Y5 & Y6 |
|-----------|------|---------|--|---|
| Knowledge | | | <p style="text-align: center;">Y3 & Y4</p> <p style="text-align: center;"><u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u></p> <ul style="list-style-type: none"> • I know that BC means before Christ and is used to show years before the year 0 and AD means Anno Domini and can be used to show years from the year 1AD • I understand that settlements changed over time • I know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools • I know that trade routes existed between Britain in the Roman, Anglo Saxon and Viking times | <p style="text-align: center;">Y5 & Y6</p> <p style="text-align: center;"><u>Were the Vikings traders, raiders or settlers?</u></p> <ul style="list-style-type: none"> • I know that assumptions made by historians can change in the light of new evidence • I know the legacy and contribution of the Vikings to life today in Britain • I understand that the traders were rich members of society • I know that we can make inferences and deductions using images from the past |
| Skills | | | <ul style="list-style-type: none"> • I can use BC/AD /century in my work • I am beginning to develop a chronologically secure knowledge of local British and world history across the periods studied • I can make links and connections across a period of time, cultures or groups | <ul style="list-style-type: none"> • I can evaluate the usefulness of different sources • I understand that there may be multiple conclusions to a historical enquiry question • I can identify weaknesses in historical accounts and arguments • I can describe past events orally or in writing, recognising similarities and differences with today |
| Key Vocab | | | <ul style="list-style-type: none"> • AD (Anno Domini), BC (Before Christ) age, barter, date, evidence, export, historian, import, prehistory, primary source, reconstruction, secondary source, settlement, trade | <ul style="list-style-type: none"> • exchange, trade route, achievement, balanced viewpoint, impact, impression, Jorvik, oral tradition, saga, stereotype, Vikings |
| Knowledge | | | <p style="text-align: center;">Y3 & Y4</p> <p style="text-align: center;"><u>Why did the Romans invade and settle in Britain?</u></p> <ul style="list-style-type: none"> • I understand some reasons why empires fall/collapse • I know that there were different reasons for invading Britain • I know that settlement created tensions and problems and the impact of settlers on existing populations • I understand the earliest settlements in Britain and how invaders and settlers influenced the culture of the existing population | <p style="text-align: center;">Y5 & Y6</p> <p style="text-align: center;"><u>What was life like in Tudor England?</u></p> <ul style="list-style-type: none"> • I understand how the monarchy exercised absolute power • I understand the changing nature of religion in Britain its impact • I know that trade routes from Britain expanded across the world • I understand that historical periods have characteristics that distinguish them |
| Skills | | | <ul style="list-style-type: none"> • I can recall some important people and events • I can ask questions about the bias of historical evidence • I can define the terms 'source' and 'evidence' • I can reach conclusions that are substantiated by historical evidence | <ul style="list-style-type: none"> • I can sequence events on a timeline, comparing where it fits in with times studied in previous year groups • I can distinguish between fact and opinion • I can consider a range of factors when discussing the reliability of sources, eg audience, purpose, accuracy, the creators of the source • I can ask historical questions of increasing difficulty eg. who governed, how and with what results? |
| Key Vocab | | | <ul style="list-style-type: none"> • Boudicca, empire, inference, invasion, legacy, Romans, settlers | <ul style="list-style-type: none"> • authority, evidence, heir, inventory, portrait, primary source, progress, propaganda, secondary source, tyrant, Hans Holbein the Younger, Henry VIII, Anne Boleyn, Elizabeth I |

| | | | | |
|-----------|--|--|--|--|
| Knowledge | | | <p style="text-align: center;">Y3 & Y4</p> <p>What changed in Britain after the Anglo-Saxon invasion?</p> <ul style="list-style-type: none"> ● I know about paganism, the introduction of Christianity in Britain and how Christianity spread ● I know that you can use evidence to build a picture of a past event. ● I know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain ● I know who the Anglo-Saxons and Scots were. | |
| Skills | | | <ul style="list-style-type: none"> ● I can use evidence to build up a picture of a past event ● I can use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient ● I can ask questions about the main features of everyday life in periods studied ● I can identify the links between different societies | |
| Key Vocab | | | <ul style="list-style-type: none"> ● Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, Vikings | |

ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS

| | EYFS | Y1 & Y2 | Y3 & Y4 | Y5 & Y6 |
|-----------|------|---------|---|---|
| Knowledge | | | <p style="text-align: center;">Y3 & Y4</p> <p>What did the ancient Egyptians believe?</p> <ul style="list-style-type: none"> ● I know about the achievements of the Ancient Egyptians ● I know that archaeological evidence can be used to find out about the past and that it has its limitations ● I know that societal hierarchies and structures existed including aristocracy and peasantry ● I can compare beliefs in different cultures, times and groups | <p style="text-align: center;">What did the Greeks ever do for us?</p> <ul style="list-style-type: none"> ● I know that there was a race to discover new countries and that this resulted in new items to be traded in ● I know that different empires have different reasons for their expansion ● I understand that there are differences between early and later civilizations ● I understand the process of democracy and parliament in Britain |
| Skills | | | <ul style="list-style-type: none"> ● I can sequence events on a timeline, referring to times studied in KS1 ● I understand that history is divided into periods of history ● I can construct answers using evidence ● I can identify primary and secondary sources | <ul style="list-style-type: none"> ● I can sequence events on a timeline, comparing where it fits in with times studied in previous year groups ● I can start to analyse and explain the reasons for, and results of historical events, situations and change ● I can explain the significance of events, people and developments ● I can compare and make connections between different contexts in the past |

| | | | | |
|-----------|--|--|---|--|
| Key Vocab | | | <ul style="list-style-type: none"> • Book of the dead, civilization, historically significant, immortal, mummification, preserve, pyramid, Ra, River Nile, sarcophagus | <ul style="list-style-type: none"> • achievement, assembly, Athens. city-state, Classical Golden period, direct democracy, oligarchy, philosophy, Sparta, Zeus, constitutional monarchy, ethics, government, period, representative democracy |
|-----------|--|--|---|--|

A NON-EUROPEAN SOCIETY THAT PROVIDES CONTRASTS WITH BRITISH HISTORY

| | EYFS | Y1 & Y2 | Y3 & Y4 | Y5 & Y6 |
|-----------|------|---------|--|---------|
| Knowledge | | | <p style="text-align: center;">Y3 & Y4</p> <p style="text-align: center;"><u>How did the achievements of the Ancient Maya impact their society and beyond?</u></p> <ul style="list-style-type: none"> • I know that trade began as the exchange of goods • I know that change can be brought about by advancements in materials and trade • I know that settlements changed over time • I know that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles | |
| Skills | | | <ul style="list-style-type: none"> • I can sequence eight to ten artefacts, historical pictures or events • I can ask the question 'How do we know?' • I can observe the small details when using artefacts and pictures • I understand that there may be multiple conclusions to a historical enquiry question | |
| Key Vocab | | | <ul style="list-style-type: none"> • achievement, ancient, archivist, archaeologist, categorise, civilization, historian, Mesoamerican, settlement, theory | |