

Somerville Primary School- History Overview

	Autumn	Spring	Summer
Year 1	<p>Family Members and Childhood Memories</p> <p>Key question: What was life like when our grandparents were children?</p> <ul style="list-style-type: none"> -Develop an awareness of the past -Use phrases related to the passing of time -Identify similarities and differences between ways of life in different periods 	<p>Homes, Towns and Country in the Past and Today</p> <p>Key question: How have homes, town and country changed overtime?</p> <ul style="list-style-type: none"> -Develop an awareness of how homes have changed over time -Use phrases related to the passing of time -Identify similarities and differences between ways of life in different periods 	<p>Famous Events</p> <p>Key question: How has the Great Fire of London changed the way we live?</p> <ul style="list-style-type: none"> -Develop an understanding of a historical individual -Ask and answer questions about the past -Make connections and draw contrasts between key individuals from the past
Rights of Child (UN Convention)	Article 31 (leisure, play, culture)	Article 27 (adequate standards of living)	Article 31 and 27
Year 2	<p>Celebrations- Significant Events</p> <p>Key questions: Why do we remember the fifth of November?</p> <p>What impact has the Crimean war had on nursing today?</p> <ul style="list-style-type: none"> -Learn about events beyond living memory -know where people and events fit in within a chronological framework -Understand the history of UK as a coherent, chronological narrative 	<p>Journeys- Significant individuals</p> <p>Key question: How did the first flight change the world?</p> <ul style="list-style-type: none"> -Learn about events beyond living memory, which are significant globally -Know where people and events they study fit within a chorological framework -Identify similarities and differences between ways of life in different periods 	<p>My Birmingham</p> <p>Key question: Who are our local heroes? (Joseph Chamberlin)</p> <ul style="list-style-type: none"> -Learn about a significant individual in own locality -Know how people and events fit within a chronological framework -Understand how to find out about the past
Rights of Child (UN Convention)	Article 15 (Freedom of association)	Article 15 (Freedom of association)	Article 15 (Freedom of association)
Year 3	<p>Stone Age</p> <p>Key question: What was new about the Stone Age?</p> <ul style="list-style-type: none"> -Know and understand history of these Islands as a coherent, chronological narrative, from the earliest time to the present day -Understand historical concepts such as continuity and change Understand the methods of historical enquiry 	<p>Local History Study- Cadburys</p> <p>Key question: Who are our local heroes? (John Cadbury)</p> <ul style="list-style-type: none"> -To be able to recognise possible uses of a range of sources for answering historical enquiries. -Understand historical concepts such as continuity and change, cause and consequence, similarity, difference etc -Understand the methods of historical enquiry 	<p>Time Traveller Tales</p> <p>Key question: Who were the greatest explorers?</p> <ul style="list-style-type: none"> -Learn about the lives of significant individuals in the past who have contributed to national achievements -Know where people and events they study fit within a chronological framework -Understand how to find out about the past
Rights of Child (UN Convention)	Article 29 (Goals of education)	Article 29 (Goals of education)	Article 17 (Access to information)

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Year 4	<p>Revolting Romans Key question: What happened when the Romans came?</p> <ul style="list-style-type: none"> -Gain a coherent knowledge and understanding of the Britain's past and that of the wider world -Learn about the Roman Empire and its impact on Britain -Know and understand the expansion and dissolution of empires 	<p>Epic Egyptians Key question: How much did the Ancient Egyptians achieve?</p> <ul style="list-style-type: none"> -Understand the significant aspects of the history of the wider world: the nature of the Ancient civilizations; the expansion and dissolution of empires; features of the past non-European societies; achievements and follies of mankind -Learn how Britain has influenced and been influenced by the wider world 	<p>Wild Weather Key question: What impact has wild weather had on earth overtime?</p> <ul style="list-style-type: none"> -Understand the history of weather in Britain and how it has had an impact on earth -Know and understand the significant aspects of the history of wild weather and its impact on our local and national environment
Rights of Child (UN Convention)	Article 14 (Freedom of thought)	Article 14 (Freedom of belief & religion)	Article 27 (Standards of living)
Year 5	<p>Ancient Greece- Myths and Legends and The Universe Key question: Why should we thank the Ancient Greeks?</p> <ul style="list-style-type: none"> -Study Ancient Greek life and achievements, and their influence on the western world -Learn about the legacy of Greek culture and the impact of its legacy on later periods in British history, including the present day 	<p>Anglo Saxons- Invaders, Raiders and Traders Key question: What impact did the Anglo Saxons have?</p> <ul style="list-style-type: none"> -Understand the history of Britain as a coherent and chronological narrative, from the earliest times to the present day -Learn about how Britain has influenced and been influenced by the wider world 	<p>Source to Sea Key question: How have holidays changed overtime?</p> <ul style="list-style-type: none"> -Inspire pupils curiosity to know more about the past -Equip pupils to ask perceptive questions, think critically and weigh evidence -Create own structured accounts, including written narratives and analyses
Rights of Child (UN Convention)	Article 28 (Right to education)	Article 14 (Freedom of belief & religion)	Article 31 (Leisure, play & culture)
Year 6	<p>Crime and Punishment Key question: How has Crime and Punishment changed through the Ages?</p> <ul style="list-style-type: none"> -Know and understand the significant aspects of the history of crime and punishment in Britain -Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement 	<p>World War Two Key question: How did the World War Two impact our local area?</p> <ul style="list-style-type: none"> -Inspire pupils curiosity to know more about the past -Equip pupils to ask perspective questions and think critically -Recognise the strengths and limitations of local history as a way of telling the story of the World War Two 	<p>The Mayan Mystery Key question: Why should we remember the Maya?</p> <ul style="list-style-type: none"> -Learn about a non-European society that provides contrasts with British history -Know and understand the significant aspects of history of the wider world, including characteristic features of past non-European societies
Rights of Child (UN Convention)	Article 40 (Juvenile justice)	Article 38 (War and armed conflicts)	Article 17 (Access to information)

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