

Nursery to Year 6

History

Visual Overview

Nursery

Being Me-To make sense of their own-life story and family's history

Children talk about their families, trips they have made and special events they have celebrated: birthdays, parties etc.



Reception

Know some similarities and differences between things in the past.

Understand the past through settings, characters and events

Nativity



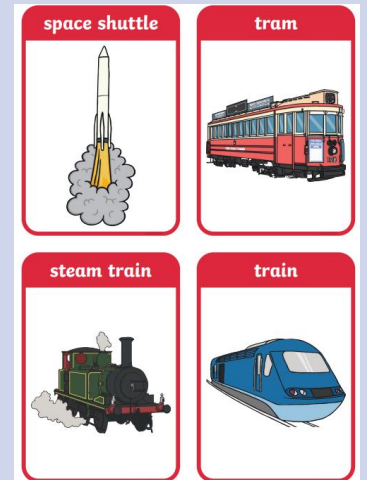
Dinosaurs



Guy Fawkes



Transport



Year 1

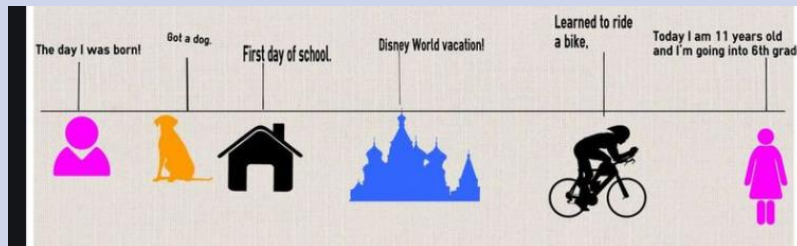
Autumn 1.1

Being Me

Living in Rushey Mead

My Timeline

Grandparents-comparison of school life



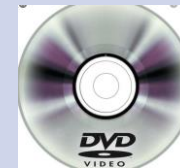
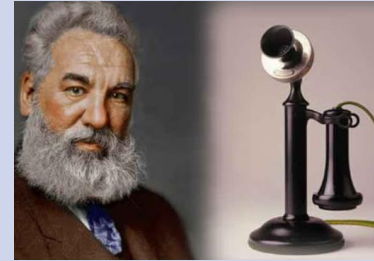
Autumn 1.2

Home

Key Inventions

How music and film evolved

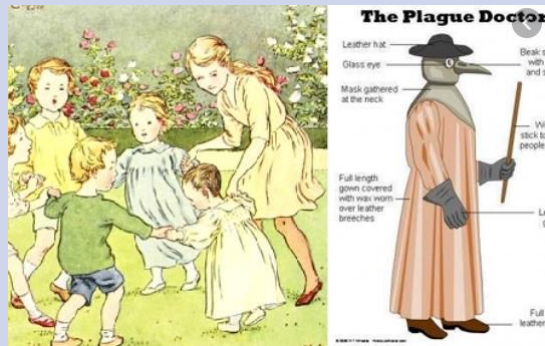
Comparison s to households from the past



Year 1

Spring 2.1 and 2.2

Toys-past and present
Gender specific
Controversial Toys
Origins of Games



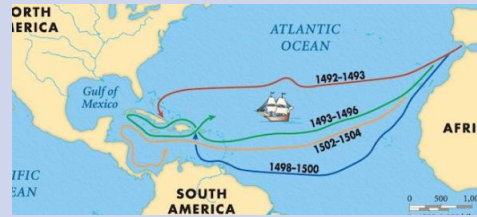
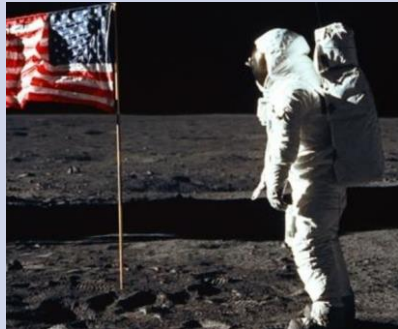
Summer 3.1 and 3.2

Kings and Queens-the Good, the Bad and the Ugly!



Autumn 1.1

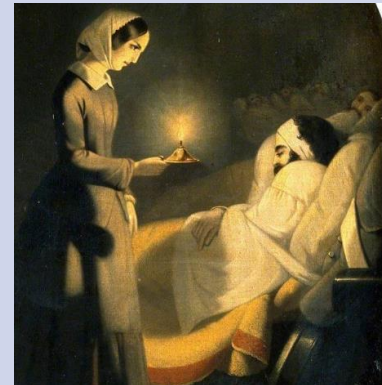
Historic Firsts
Journey of Christopher Columbus



Autumn 1.2

Recognise the role of women and their contribution to shaping Britain.

Emmeline Pankhurst
Florence Nightingale
Lady Diana



Year 2 Time Machine –going back in time

Spring 2.1

Separating Fact and Fiction by interpreting primary and secondary sources: Great Fire of London and the Titanic



Spring 2.2

Study significant events that are commemorated through festivals or anniversaries and the role religion plays in the nation's history.



Primary Sources

Primary sources are original first-hand accounts of or objects from an event, topic or historical time period.

Examples:



Secondary Sources

A secondary source is a second-hand account that interprets primary sources. They often use primary sources as the basis for their content.

Examples:



Roman Catholic



Protestant

Year 2 Young Detectives-What's the clue?

Summer 3.1

How past is inferred and interpreted through archaeology.

Pompeii and the Terracotta Army



Summer 3.2

How past is reconstructed through science and palaeontology.

Dinosaurs and Mary Anning



Year 3 Writing, Art and Architecture

Autumn 1.1

Writing, Art and Architecture

Ancient Egypt-Pyramids and Hieroglyphics



Autumn 1.2

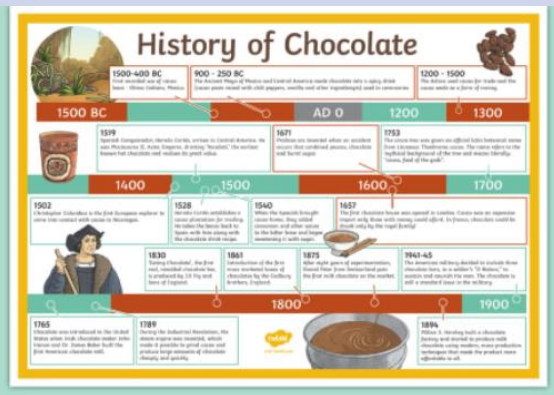
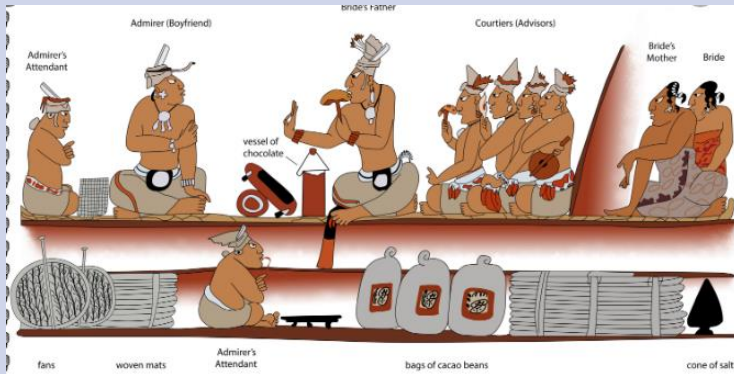
Beliefs and attitudes – Life after death (mummification)
Howard Carter's Discovery



Year 3 Cadbury World

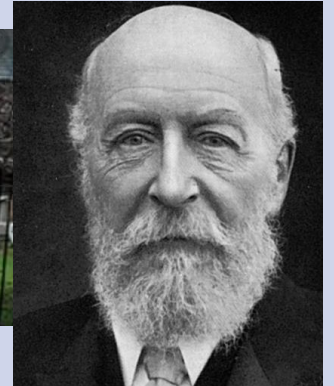
Spring 2.1

Understanding of chronology, time periods and change in-relation to Chocolate
Mayan Civilization



Spring 2.2

To build an overview of both cultural and social factors – building Bournville



Year 3 Rain or Reign?

Summer 3.1

Using range of evidence to gain an understanding of Victorian achievements



1840 Sir Rowland Hill introduced prepaid postage. David Charles created the world's first sticky postage stamp called the 'Penny Black'.	1844 Samuel Morse (American) sent the first Morse Code message.	1825 Robert Stephenson constructed the first public railway line in England.		
1849-1921 Thomas William Twyford invented the first ceramic toilet.	Victorian Inventions 1837-1901			
1850 First post boxes	1876 Telephone Alexander G. Bell	1879 Electric light bulb Thomas Edison	1885 Petrol motor car Karl Benz	1895 'Wireless' radio Guglielmo Marconi

Summer 3.2

Understand and compare Victorian Lifestyle to current times



Year 4 Leicester – A military Fort!

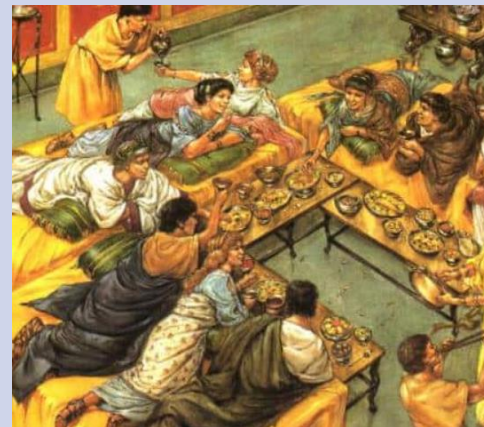
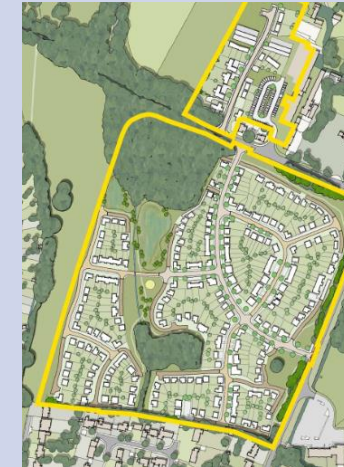
Spring 2.1

Using sources to ask questions about the Romans and understanding their impact on Britain



Spring 2.2

Roman – Leicester connection (influence on city and focus on Jewry Wall Museum/Legacy)



Year 4 Let battle commence?

Summer 3.1

Anglo Saxon settlements and kingdoms – investigate and interpret evidence to gain a more accurate understanding

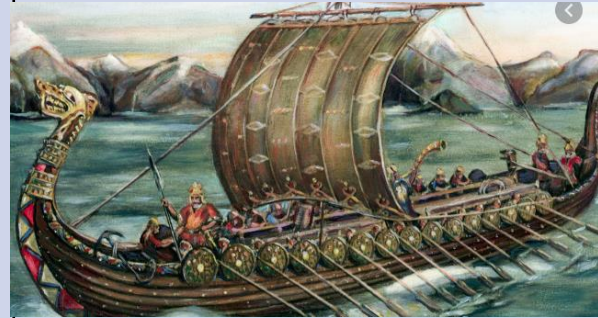
King Alfred the Great. Discovery at Sutton Hoo



Summer 3.2

Viking raids and invasion – causes and consequences

Skilled Sailors



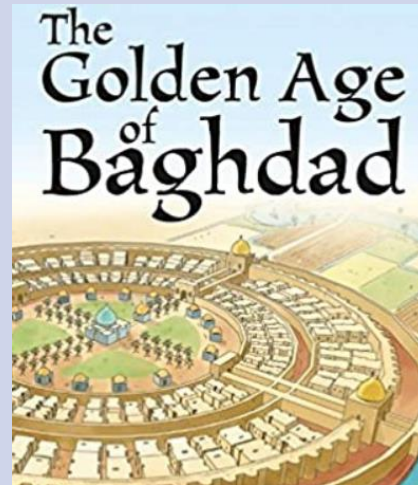
Attack on Monastery of Lindisfarne



Year 5 Horrible Histories-Uncovering fact from fiction!

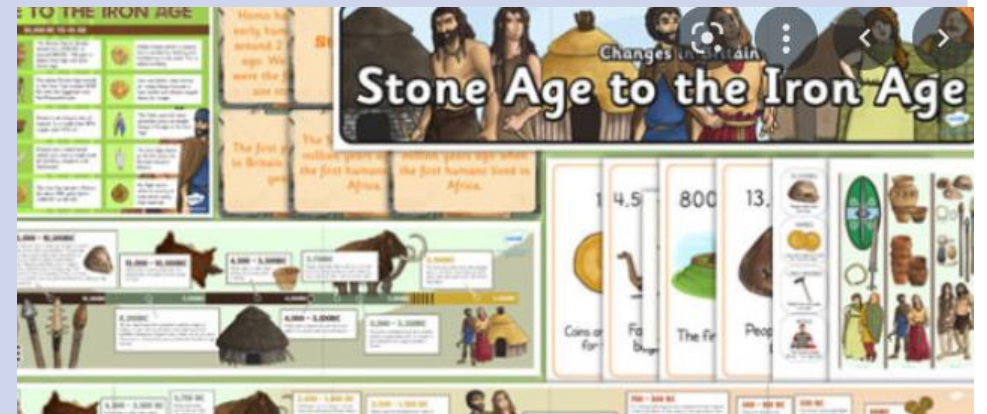
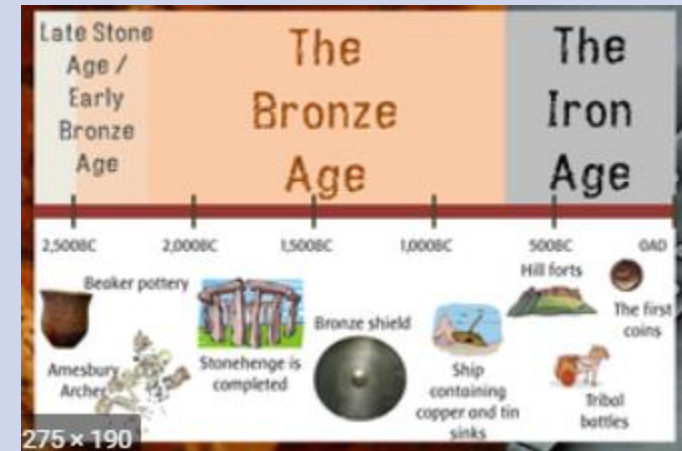
Autumn 1.1

Contrasting world history to British History/ to communicate historically through investigation and interpretation



Autumn 1.2

Change in Britain and formulating lines of enquiry
British Empire



Year 5 Horrible Histories-Uncovering fact from fiction!

Spring 2.1

Monarchs



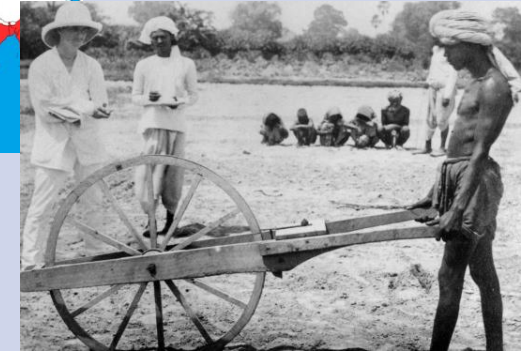
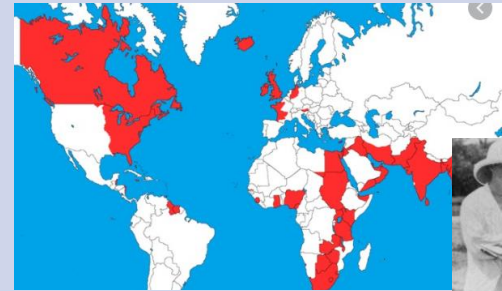
Timeline of the Kings and Queens of England and the UK

- 1066 - 1154 [The Normans](#)
- 1154 - 1399 [Plantagenets](#)
- 1399 - 1461 [The House of Lancaster](#)
- 1461 - 1485 [The House of York](#)
- 1485 - 1603 [The Tudors](#)
- 1603 - 1649 and 1660 - 1714 [The Stuarts](#)
- 1714 - 1901 [The House of Hanoverians](#)
- 1901 - 1917 and 1917 - Today [Saxe-Coburg-Gotha](#) and [The Windsors](#)



Spring 2.2

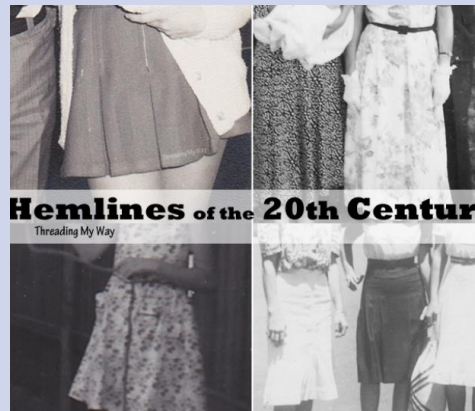
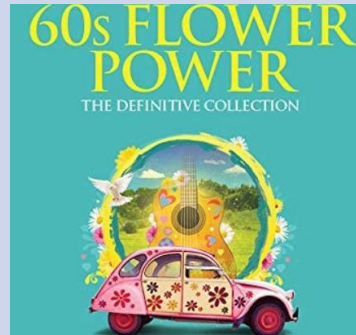
The British Empire



Year 5 History-What, Why and When?

Summer 3.1

Analyse social factors affecting fashion and its evolution/ change over time evidenced on a timeline



Summer 3.2

Study of how religious and cultural clothing has evolved to reflect current trends/ views and beliefs of men, women and children



Year 6 The War to End all Wars!

Autumn 1.1

Understanding main changes(both people & world events) leading up to WW2 and the impact it had upon Britain



Autumn 1.2

Britain since the 1930s – using evidence to deduce information about the past



Year 6 Gifts of the Greeks

Summer 3.1

Ancient Greece – a study of Greek life and achievements and their influence on the western world



Summer 3.2

Politics – compare some of the historical times studied throughout and contrast differences in power and rule

