



St Martin's School, Dover

History Long Term Overview 2016-2017

EYFS		Children talk about past and present events in their own lives and in the lives of family members.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>To explore changes within living memory. Where appropriate these should reveal aspects of change in national life.</p>	<p>To explore changes within living memory. Where appropriate these should reveal aspects of change in national life. [Simple story writing/acting out]</p>	<p>How did the first flight change the world? To learn about events beyond living memory that are significant nationally or globally. E.G. The first aeroplane flight [Traditional tales]</p>	<p>How did the first flight change the world? To learn about events beyond living memory that are significant nationally or globally. E.G. The first aeroplane flight [Traditional tales, character and setting descriptions]</p>	<p>Who are our local heroes? To study significant historical events, people and places in their own locality. (Places-Dover Castle) [Talking about local area, information leaflets]</p>	<p>Who are our local heroes? To study significant historical events, people and places in their own locality. (Places-Dover Castle) [Talking about local area, information leaflets]</p>
2	<p>Why do we remember the fifth of November? To learn about events beyond living memory that are significant nationally or globally. E.G. events</p>	<p>Why do we remember the fifth of November? To learn about events beyond living memory that are significant nationally or globally. E.G. events</p>	<p>Who were the greatest explorers? To explore the lives of significant individuals in the past who have contributed to national and international</p>	<p>Who were the greatest explorers? To explore the lives of significant individuals in the past who have contributed to national and international</p>	<p>What was life like when our grandparents were children? To explore changes within living memory.</p>	<p>To study significant historical events, people and places in their own locality.</p>

	<p>commemorated through festivals or anniversaries- Bonfire Night. [story plans to orally rehearse/retell stories- simple story writing]</p>	<p>commemorated through festivals or anniversaries- Bonfire Night. story plans to orally rehearse/retell stories- simple story writing</p>	<p>achievements. Some should be used to compare aspects of life in different periods.</p>	<p>achievements. E.G. Elizabeth I & Queen Victoria, Christopher Columbus & Neil Armstrong, William Caxton & Tim Berners-Lee, Pieter Bruegel the Elder & LS Lowry, Rosa Parks & Emily Davidson, Mary Seacole &/or Florence Nightingale & Edith Cavell.</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>What was new about the Stone Age? To learn about the changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae- Bronze Age religion, technology and 	<p>What was new about the Stone Age? To learn about the changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae- Bronze Age religion, technology and 	<p>How unpleasant were the Bronze and Iron Ages? To learn about the changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae- Bronze Age religion, 	<p>How unpleasant were the Bronze and Iron Ages? To learn about the changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae- Bronze Age religion, 	<p>What was important to our local Victorians? A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>What was important to our local Victorians? A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>

	<p>travel, e.g. Stonehenge.</p> <ul style="list-style-type: none"> Iron Age hillforts: tribal kingdoms, farming, art and culture. 	<p>travel, e.g. Stonehenge.</p> <ul style="list-style-type: none"> Iron Age hillforts: tribal kingdoms, farming, art and culture. 	<p>technology and travel, e.g. Stonehenge.</p> <p>Iron Age hillforts: tribal kingdoms, farming, art and culture.</p>	<p>technology and travel, e.g. Stonehenge.</p> <p>Iron Age hillforts: tribal kingdoms, farming, art and culture.</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	<p>What happened when the Romans came?</p> <p>To learn about the Roman Empire and its impact on Britain.</p> <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC (<i>this could include your local history study</i>). The Roman Empire by AD 42 and the power of its army. 	<p>What happened when the Romans came?</p> <p>To learn about the Roman Empire and its impact on Britain.</p> <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC (<i>this could include your local history study</i>). The Roman Empire by AD 42 and the power of its army. 	<p>How much did the Ancient Egyptians achieve?</p> <p>To understand the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>How much did the Ancient Egyptians achieve?</p> <p>To understand the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Is it better to be a child now than in the past?</p> <p>Local history study</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Is it better to be a child now than in the past?</p> <p>Local history study</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>

	<ul style="list-style-type: none"> • Successful invasion by Claudius and conquest, including Hadrian's Wall. • British resistance, e.g. Boudica. <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<ul style="list-style-type: none"> • Successful invasion by Claudius and conquest, including Hadrian's Wall. • British resistance, e.g. Boudica. <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p>What impact did the Anglo-Saxons have?</p> <p>To understand Britain's settlement by Anglo-Saxons and Scots.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of 	<p>What impact did the Anglo-Saxons have?</p> <p>To understand Britain's settlement by Anglo-Saxons and Scots.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of 	<p>Would the Vikings do anything for money?</p> <p>To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p>	<p>Why do we remember the Maya?</p> <p>To study a non-European society - one study chosen from:</p> <ul style="list-style-type: none"> • Early Islamic civilization, c. AD 900 	<p>Why do we remember the Maya?</p> <p>To study a non-European society - one study chosen from:</p> <ul style="list-style-type: none"> • Early Islamic civilization, c. AD 900 	<p>A local history study</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <ul style="list-style-type: none"> • Changes in an aspect of social history, such

	<p>the western Roman Empire.</p> <ul style="list-style-type: none"> • Scots invasion from Ireland to north Britain (now Scotland) • Anglo Saxon invasions, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture • Christian conversion – Canterbury, (<i>local history study</i>) Iona and Lindisfarne. 	<p>the western Roman Empire.</p> <ul style="list-style-type: none"> • Scots invasion from Ireland to north Britain (now Scotland) • Anglo Saxon invasions, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture • Christian conversion – Canterbury, (<i>local history study</i>) Iona and Lindisfarne. 	<ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>[Write a newspaper report, plan and present an information leaflet, debate].</p>	<ul style="list-style-type: none"> • Mayan civilization c. AD 900 • Benin c. AD 900-1300 <p>[Plan, write, edit revise own Mayan folk tale. Information/note taking. Write a documentary. Write a poem].</p>	<ul style="list-style-type: none"> • Mayan civilization c. AD 900 • Benin c. AD 900-1300 <p>[Plan, write, edit revise own Mayan folk tale. Information/note taking. Write a documentary. Write a poem].</p>	<p>as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the C.20th.</p> <p style="text-align: center;">Dover Castle</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p>How did WW2 impact our local area?</p> <p>A local history study <i>(Local war heroes)</i></p> <p>[Plan a book for younger chn, reseach, make notes, interview, draft, edit revise book].</p>	<p>How did WW2 impact our local area?</p> <p>A local history study <i>(Local war heroes)</i></p> <p>[Write a newspaper report, plan and present an information leaflet, debate].</p>	<p>Why should we thank the Ancient Greeks?</p> <p>To explore Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>[Stories from other cultures-plan, edit revise script converting a greek myth into a play. Diary entry writing]</p>	<p>Why should we thank the Ancient Greeks?</p> <p>To explore Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>[Stories from other cultures-plan, edit revise script converting a greek myth into a play. Diary entry writing]</p>	<p>How has communication changes over time?</p> <p>To study an aspect or theme in British history extends chronological knowledge beyond 1066 For example:</p> <ul style="list-style-type: none"> • The changing power of monarchs using case studies such as John, Anne & Victoria. • Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the C.20th. • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. • A significant turning point in British history, e.g. the first railways or the Battle of Britain (Local history study) 	<p>How has communication changes over time?</p> <p>To study an aspect or theme in British history extends chronological knowledge beyond 1066 For example:</p> <ul style="list-style-type: none"> • The changing power of monarchs using case studies such as John, Anne & Victoria. • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. • A significant turning point in British history, e.g. the first railways or the Battle of Britain (Local history study)

<http://www.keystagehistory.co.uk/KS1/in-living-memory-history-KS1.html>

KEY – Headings highlighted in this colour refer to the corresponding Voyagers Topic list and planning / support for your planning may be found there.