

# St Lawrence History overview

KnowYear Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<u>Am I the same as when I was born?</u> <ul style="list-style-type: none"> <li>Place events in order on a timeline.</li> <li>To be able to accurately label a timeline with words such as: past, present, older and newer.</li> <li>Use words and phrases such as: a long time ago, recently, when my/parents/carers were children, years, decades and centuries.</li> <li>Accurately recount changes that have happened in their own lives.</li> <li>Recount how things have changed within their own lives.</li> </ul>	<u>Would I rather be Neil Armstrong or Tim Peake?</u> <ul style="list-style-type: none"> <li>To describe significant people from the past.</li> <li>Discuss how different people contributed to historical events.</li> </ul> <p>Use dates to chronologically order the Space Race.</p> <ul style="list-style-type: none"> <li>Describe and discuss historical events such as: the first animal in space, the first person in space and the first person on the moon.</li> <li>Recognise why people in the past acted in the way that they did e.g. sending animals into space before people.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<u>What sort of dinosaur would you want to be?</u> <ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Place events and artefacts in order on a timeline.</li> <li>Describe significant historical events that impacted the lives of dinosaurs.</li> <li>To use dates to place events in chronological order on a timeline.</li> <li>Study different artefacts to build a picture of how different dinosaurs might have lived.</li> </ul>		
2		<u>Would you rather live in London in 1666 or 2020?</u> <ul style="list-style-type: none"> <li>To contribute views and opinions to a discussion about how London is different now to in 1666. (Use of photographs).</li> <li>To observe the material houses were built from in 1666 and how this affected the fire.</li> <li>To Compare and contrast how the houses were different in London in 1666 to Present day.</li> <li>To empathise with the citizens of London following The Great Fire of London.</li> <li>To identify that The Great Fire of London was a key event in history.</li> </ul>	<u>What did Edith Cavell, Florence Nightingale, and Mary Seacole all on common?</u> <ul style="list-style-type: none"> <li>To categorise items Florence Nightingale would use and items she wouldn't.</li> <li>To reason why Mary Seacole was treated the way she was.</li> <li>To explain why Edith Cavell was killed.</li> <li>To recognise the importance of Edith Cavell, Florence Nightingale and Mary Seacole.</li> </ul>	<u>Why do we still have vaccinations and find Louis Pasteur's name on all milk bottles still?</u> <ul style="list-style-type: none"> <li>Demonstrate an informed understanding – explanation about how Marie Curie has effected our lives?</li> <li>Describe why we wear daffodils.</li> <li>Use subject specific vocabulary to explain why Louis Pasteur's name is on milk bottles.</li> </ul>	<u>What is the greatest toy invention of all time?</u> <ul style="list-style-type: none"> <li>To reason which toy is my favourite and why,</li> <li>To recognise the history of toys which grown-ups used to play with.</li> <li>To order toys from past to present</li> <li>To describe the toys in history as a detective,</li> <li>Demonstrate an informed understanding of which toys I would find in a museum.</li> </ul>	
3	<u>Who were the Egyptians?</u> <ul style="list-style-type: none"> <li>To locate Ancient Egypt in time and place.</li> <li>To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.</li> <li>To find out about Tutankhamen and how artefacts can teach us about the past.</li> <li>To understand the importance of artefacts in helping us find out about the past.</li> <li>To find out about the way of life in ancient Egypt.</li> </ul>	<u>Who's the greatest of them all?</u> <ul style="list-style-type: none"> <li>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</li> <li>To be able to place historical figures on a timeline using dates.</li> <li>To be able to describe the social, ethnic, cultural or religious diversity of past society</li> <li>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>			<u>How did the Romans build an Empire?</u> <ul style="list-style-type: none"> <li>To use evidence to ask questions and find answers to questions about the past.</li> <li>To look at artefacts to ask questions about the past.</li> <li>To be able to identify the range of evidence available and how to use them to investigate life in the past.</li> <li>To use the internet, books, newspapers, articles, historical maps to gain a deeper understanding of Roman times.</li> <li>Investigate the account of the Boudicca invasion of the UK.</li> </ul>	

	<ul style="list-style-type: none"> <li>To learn about Egyptian tombs, pyramids and burial sites.</li> </ul>				<ul style="list-style-type: none"> <li>Investigate some of the influences that the Romans brought to the United Kingdom: socks, straight roads, Hadrian's Wall.</li> </ul>	
4		<p><u>What was life like in Prehistoric Britain?</u></p> <ul style="list-style-type: none"> <li>To introduce the definition and time scale of human prehistory.</li> <li>To research and observe about early humans and the Palaeolithic period using historical sources.</li> <li>To identify and reason how hunter-gatherers survived in the Stone Age.</li> <li>To describe how people lived in the Mesolithic period using historical sources.</li> <li>To identify and explain how people lived in the Neolithic period using Skara Brae.</li> <li>To explore the different theories of how Stonehenge was built, contributing their own opinions.</li> </ul>		<p><u>Who were the Mayans?</u></p> <ul style="list-style-type: none"> <li>To investigate how and when Europeans encountered the Mayan civilisation.</li> <li>To explore how we know about the Mayan civilisation and their way of life.</li> <li>To explore how Mayan society was organised and how this compares to modern society.</li> <li>To find out what the Maya believed in, including their religious rites and rituals.</li> <li>To use sources to piece together what life was like for the Maya.</li> <li>To explore the achievements of the Maya including their number system and calendar.</li> <li>To investigate the reasons behind the decline of the Mayan civilisation.</li> </ul>	<p><u>Would you prefer to be a Victorian child at school or a child at school in 2022?</u></p> <ul style="list-style-type: none"> <li>To use subject specific vocabulary to describe Victorian schools.</li> <li>To compare and contrast life in a Victorian school to a modern day school.</li> <li>To observe what life was like for a Victorian child.</li> <li>To identify and reason the start of the Industrial Revolution.</li> </ul>	
5		<p><u>What was life like in WW1?</u></p> <ul style="list-style-type: none"> <li>To learn about the causes of WW1, including the long and short term causes</li> <li>To investigate what life was like on the Western Front</li> <li>To analyse the advancement of warfare that occurred during WW1</li> <li>To describe the involvement of animals in WW1</li> <li>To compare and contrast life in the trenches to life in wartime Britain</li> <li>To explore the end of WW1 and what happened in the immediate aftermath</li> </ul>		<p><u>Would you rather be an Anglo-Saxon or a Viking?</u></p> <ul style="list-style-type: none"> <li>To explore what life was like in Britain before the first Viking invasion</li> <li>To investigate and analyse the Viking invasions of Britain</li> <li>To describe Viking settlement and how this affected Anglo-Saxons</li> <li>To study King Alfred and discover why he was dubbed 'Alfred the Great'</li> <li>To investigate what life was like for Vikings in Britain</li> <li>To investigate how and when England became a unified country</li> <li>To analyse how the Anglo-Saxon and Viking era ended in Britain</li> </ul>		<p><u>Who were the ancient Greeks?</u></p> <ul style="list-style-type: none"> <li>To begin to find out who the ancient Greeks were and their place in civilisation in time</li> <li>To describe the different types of government in ancient Greece</li> <li>To compare and contrast the two city-states of Athens and Sparta</li> <li>To use sources to find out about daily life in ancient Greece</li> <li>To know about religion in ancient Greece</li> <li>To explore the ancient Greek scholars and philosophers</li> <li>To understand how modern-day life has been influenced by the ancient Greeks</li> </ul>

6	<p><u>What happened at Bletchley Park during World War 2?</u></p> <ul style="list-style-type: none"> <li>To demonstrate an informed understanding of why World War 2 started.</li> <li>To identify that World War 2 was a key event in history.</li> <li>To use subject specific vocabulary to retell the events of what happened at Bletchley Park.</li> <li>To identify what Alan Turing did to help end World War 2.</li> </ul>	<p><u>Who was Captain Scott?</u></p> <ul style="list-style-type: none"> <li>To identify who Captain Scott was.</li> <li>To reason why the Endurance and Captain Scott were so significant to Antarctic exploration.</li> </ul>	<p><u>What strange punishments did Tudors face?</u></p> <ul style="list-style-type: none"> <li>To prioritise the importance of the changes made as a result of the Tudor period.</li> <li>To contribute views and opinions to a discussion about crime and punishment.</li> <li>To conclude whether the effects of crime and punishment were necessary.</li> <li>To analyse why Henry VIII split from the Catholic Church.</li> </ul>			
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To investigate and interpret the past	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures, online sources to observe or handle evidence to ask questions and find answers to questions from the past.</li> <li>Use pictures, stories, online sources to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use a <b>range of sources, including text</b>, to observe or handle evidence to ask questions and find answers to questions from the past.</li> <li><b>Ask questions such as: What was it like for people? What happened? How long ago?</b></li> <li>Use artefacts, pictures, stories, online sources <b>and databases</b> to find out about the past.</li> <li><b>Identify some of the different ways the past has been represented.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use evidence</b> to ask questions and find answers to questions about the past.</li> <li><b>Suggest suitable sources of evidence for historical enquiries.</b></li> <li><b>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li><b>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</b></li> <li><b>Suggest causes and consequences of some for the main events and changes in history.</b></li> </ul>	<ul style="list-style-type: none"> <li>Uses sources of evidence to deduce information about the past.</li> <li><b>Select suitable sources of evidence, giving reasons for choices.</b></li> <li><b>Uses sources of information to form testable hypotheses about the past.</b></li> <li><b>Understand that no single source of evidence gives the full answer to questions about the past.</b></li> </ul>	<ul style="list-style-type: none"> <li>Uses sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Uses sources of information to form testable hypotheses about the past.</li> <li><b>Seek out and analyse a wide range of evidence in order to justify claims about the past.</b></li> <li><b>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</b></li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li><b>Refine lines of enquiry as appropriate.</b></li> </ul>
To understand chronology	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Label time lines with words or phrases such as: past, present, older, newer.</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Label time lines with words or phrases such as: past, present, older, newer.</li> <li><b>Use dates as appropriate.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Place events, artefacts and historical figures on a timeline using dates.</b></li> <li><b>Understand the concept of change over time, representing this on a time line.</b></li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, <b>along with evidence</b>, on a time line.</li> <li><b>Use dates and terms to describe events.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</b></li> <li><b>Identify periods of rapid change in history.</b></li> <li><b>Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</b></li> <li><b>Use dates and terms accurately in describing events.</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history <b>and contrast them with times of relatively little change.</b></li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>

To build an overview of world history		<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li><b>Recognise that there are reasons why people in the past acted as they did.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Give a broad overview of life in Britain.</b></li> <li><b>Describe the social, ethnic, cultural or religious diversity of past society.</b></li> <li><b>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</b></li> </ul>	<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li><b>Compare some of the times studied with those of other interest around the world.</b></li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li><b>Describe changes that have happened in the locality of the school throughout history.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Identify continuity and change in the history of the locality of the school.</b></li> <li><b>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li><b>Give a broad overview of life in Britain and some major events from the rest of the world.</b></li> <li><b>Compare some of the times studied with those of other areas of interest around the world.</b></li> <li><b>Describe the social, ethnic, cultural or religious diversity of past society.</b></li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
To communicate historically	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents were children, years to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents were children, years, <b>decades and centuries</b> to describe the passing of time.</li> <li><b>Show an understanding of a nation and a nation's history.</b></li> <li><b>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use appropriate historical vocabulary to communicate including: dates, decades and centuries, time period, era, change, chronology.</b></li> <li><b>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate including: dates, decades and centuries, time period, <b>era</b>, change, chronology.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use appropriate historical vocabulary to communicate including: dates, decades and centuries, time period, era, change, chronology, continuity, legacy.</b></li> <li><b>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</b></li> <li><b>Use original ways to present information and ideas.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate including: dates, decades and centuries, time period, era, change, chronology, continuity, legacy.</li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>
Famous Historical Figures		Neil Armstrong	Mary Seacole, Florence Nightingale, Edith Cavell, Guy Fawkes, Louis Pastuer, Marie Curie	Emmaline Pankhurst, Helen Keler, Nelson Mandela, Isaac Newton, David Attenborough, Marcus Rashford	Itzcoatl, Montezuma	Boudica	Henry VIII, Alan Turing, Captain Scott.

## Sticky Knowledge

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Know that things that have already happened are in the past.</li> <li>Know that their own personal experiences are History as they are in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous.</li> <li>Know that children's lives today are different to those of children a long time ago.</li> <li>Know what a number of older objects were used for.</li> <li>Know about a famous person from outside the UK and explain why they are famous</li> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> </ul>	<ul style="list-style-type: none"> <li>Know that children's lives today are different to those of children a long time ago</li> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Name a famous person from the past and explain why they are famous.</li> <li>Know the name of a famous person, or a famous place, close to where they live</li> <li>Know that the toys their grandparents played with were different to their own</li> <li>Know about a famous</li> </ul>	<ul style="list-style-type: none"> <li>Know about the key features of Ancient Egypt.</li> <li>Know about the lives of significant people in history.</li> <li>Know how the Roman occupation of Britain helped to advance British society</li> <li>Know how there was resistance to the Roman occupation and know about Boudica</li> <li>Know about at least one famous Roman emperor</li> </ul>	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Know the main differences between the stone, bronze and iron ages</li> <li>Know what is meant by 'hunter gatherers</li> <li>Know about the Mayan civilization and the impact they had on the world.</li> <li>Know what life was like in a Victorian school for children and compare to the modern day</li> </ul>	<ul style="list-style-type: none"> <li>Know what caused World War 1</li> <li>Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>Know at least five sports competed in the Ancient Greek Olympics</li> <li>Know some of the main characteristics of the Athenians and Spartans</li> </ul>	<ul style="list-style-type: none"> <li>Know who Alan Turing was and what he did for the war</li> <li>Know why World War 2 started</li> <li>Know why Henry VIII split from the Catholic Church</li> <li>Know about the different Tudor crimes and punishments</li> <li>Know why the Industrial Revolution started</li> </ul>

		<div>• person from outside the UK and explain why they are famous</div>				
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