

History Long Term Overview: Key Stage 1

Year A 2020-21	Great Fire Of London Key question: Who was to blame for the Great Fire of London?	Shopping – Then and Now Key question: Did grandma shop on the internet?	L S Lowry Key question: Can art help me to learn about the past?
Rationale	Legacy: the fire service Significant event from the past. (community) Consequence and change Justice	Giving children an understanding of money. (Financial awareness) Linking to aspirations , looking at disposable income (basic terms) Wealth and well-being Effects of changes on Earlestown.	Significant local person from the past. Tradition, pride. ‘Cultural capital’ – widening of children’s cultural knowledge through famous artist. Aspiration
Focus	What have we learned from the Great Fire of London? Causes and effects of events in the past. (Why was it able to happen then? How would it be different now, and why?) Consequences and change <i>Legacy: the fire service</i>	Change over time beyond living memory, and understanding reasons for this. Look at Market Street and the market square and study how this has changed since c.1950 to present day. Why might these changes have occurred? Community Tradition, identity, belonging and pride.	Chronology – ordering events from Lowry’s life. How does Lowry’s art serve as a record of the past? What can we learn from it? Creativity
Seasonal and daily weather patterns – ongoing through Worldwide and science			
Year B 2021-22	Childhood- now and then Key question: What was it like when grandad was young?	Significant figures in history- George Stephenson (school focus – link to George Stephenson) Key question: Why is there a train on my sweatshirt?	Life in a railway cottage. (Homes in the past) Key question: Why aren’t the homes in my town the same?
Rationale	My history and the history of my family. (Heritage, self-awareness) Identity. How much has childhood changed? What was it like to be a child for my grandparents?	Heritage. Why is there a train on my sweatshirt? The influence of the railways on our town and our school. Community. Tradition. Pioneer spirit. Why does Earlestown exist?	Heritage: local history. Linked to how Earlestown was developed. Community, pride, belonging.
Focus	Chronology Similarities and differences in childhood. (continuity and change) Primary evidence- interviews & artefacts	George Stephenson- the impact of trains and the railway on our town. (cause and effect) Identity, belonging and pride.	Chronology. Old build- new build. Compare daily, domestic life now with that of a family living in one of Earlestown’s railway men’s cottages of the mid to late C19th. (continuity and change)
Worldwise: significant anniversaries, living history; themed weeks; local events, links with geography and book-based curriculum.			

History Long Term Overview: Lower Key Stage 2

Years 3&4 Cycle B 2020-21	The Stone Age Key question: Did all Stone Age people live in caves?	The Bronze to Iron Age Key question: Which is better, bronze or iron?	Roman Britain Key question: What did the Romans do for us?
Rationale	Provide wider chronological understanding of societal development over time. Change. Identity. Cohesion.	Provide wider chronological understanding of societal development over time. Know how the earliest settlers in our country lived. Change. Cohesion. Community.	Impact on modern day Britain. How their innovations still affect our lives today. Influence
Focus	Chronology Daily life of a Stone Age family group. Establishing historical judgements and data from archaeological record, prior to written documentation was not available.	Chronology Continuity and change over a period of 10,000 years (Mesolithic till late Iron Age). How far did life change for families and how much stayed the same? Reasons for stasis or change. Build on knowledge of how we learn about pre-historical periods.	Legacy: What did the Romans do for us? Democracy , road system, indoor plumbing inc. heating.
Worldwise: significant anniversaries, living history; themed weeks; local events, links with geography and book-based curriculum.			

Years 3 & 4 Cycle A 2021-22	Jobs for the Girls: Women and Work Key question: Should history also be ‘her’story?	Ancient Islamic Civilisations: Baghdad and the House of Wisdom Key question: Why should the world thank Baghdad?	Changing Industrial Newton ((Link with KS1 local Geog study) Key question: How can I earn a living?
Rationale	Raising aspirations. Widening awareness of opportunities and possibilities available.	Tolerance and Diversity. Providing opportunities to gain awareness of other cultures and beliefs.	Heritage. How industry in my locality has changed over time. Cultural capital. Linking to aspirations. Wealth and well-being. Choice.
Focus	Looking at the changing role of women in the field of STEM and politics from Mary Wollstonecraft to the present day. Influence and impact of key figures and their significance for our lives today. Democracy. Discrimination. Equality. Fairness. Protest. Reform. Rights.	How the Islamic Civilisation compares with other ancient world civilisations and where it fits in a chronology of world history studied so far. The expansion of the empire and reasons for this. The significance of the Islamic Empire at the time and how this legacy impacts the present – education and the House of Wisdom. Influence.	Changes in industrial landscape of Earlestown and Newton 1850 – to present day. Reasons for these changes. How do these changes fit into the wider world? (industrial revolution) Focus on local industries of mining and the effects of the closures on the 1980s. Community. Protest. Identity. Cohesion.
Worldwise: significant anniversaries, living history; themed weeks; local events, links with geography and book-based curriculum.			

History Long Term Overview: Upper Key Stage 2

Year 5	Britain at War. Key question: Do we still need to remember the wars?	Anglo Saxons and Vikings Key question: How do we know the Anglo-Saxons and Vikings were here?	Migration and Immigration Key question: Should we be able to live anywhere we want to?
Rationale	Looking at the impact that war had on the local area and population. Community links with people who remember loving during WW2 in Newton – generational empathy and deeper understanding of impact on local lives. Walter Tull – link to racism in football, then and now. What have we learned from this? (Tolerance)	Link to LKS3 Geography – counties. Knowledge of why England is divided into these counties. Cohesion. Understanding that Britain has been influenced by many different cultures and societies over time. Each group left its own legacy and impacts where we are today. (Heritage)	Developing empathy and understanding, leading to enhanced community cohesion. Linking to how Britain is a diverse mix of cultures that has built up since the earliest periods in History. (Tolerance/ diversity)
Focus	Comparing wars over periods studied e.g. Roman Invasion, Battle of Hastings 1066, Crimean War, WW1, WW2, Gulf War, War in Iraq and Afghanistan. (establishing narratives within and across periods studied) Experiences of individuals in WW1 and WW2 – soldiers and home front. Compare. St Helens Pals. Newton’s ‘Norman’ (Mesnes Park statue) Letters to local people who were alive during WW2. Impact of war on local community. Story of Walter Tull – why was he significant? What do we learn from his experiences? Book link – When We Were Warriors Archie’s War My Secret War Diary by Flossie Albright Walter Tull’s Scrapbook. Adversity. Change. Conflict. Consequences. Discrimination. Diversity. Equality. Fairness. Freedom. Individuality. Integration. Oppression. Prejudice. Rights. Segregation. Service.	Revisit Roman Britain -why did they invade, why did they leave? Reasons for invaded and settling in Britain. How do we know about this time period? (sources and reliability) Anglo-Saxons focus on Alfred – influence on towns (burghs – what do we have now that sounds similar to this?) His impact on education, his influence on transport networks, building on Roman developments. Vikings – Aethelstan – influence in shaping Britain. Bring local – compare North West then and now. Look for continuity and change. Bring to modern day – compare changing role and influence of monarchy, then and now.	Revisit ancient immigration (Romans, Saxons, Vikings) Kindertransport Impact of industry in 1950s – from areas of the Commonwealth to fill jobs in factories. Immigration from the West Indies. 1960s and 70s – immigration from Asia. Refugees from Uganda. From 2004 – European immigration – EU 2010s – present day – refugees from Syria. What is the difference between migrant and refugee? Why do people migrate? Is migration one-way? How has immigration changed over the periods studied? Adversity. Consequences. Discrimination. Diversity. Equality. Fairness. Freedom. Individuality. Integration. Oppression. Prejudice. Rights. Belonging. Community. Cohesion. Book link – Letters from the Lighthouse Our Castle by the Sea The Boy at the Back of the Class The Little Refugee
Worldwise: significant anniversaries, living history; themed weeks; local events, links with geography and book-based curriculum.			

Year 6	<p>Medicine (link to LKS2 – Baghdad) What makes the NHS unique?</p>	<p>Titanic (link to LKS2 – local employment) Key question: Who was to blame for the sinking of the Titanic?</p>	<p>Ancient Civilisations with focus study on Greece. Key question: How did Ancient Greece influence our lives today?</p>
Rationale	<p>The importance of medical research in bringing about change. PSHE Change. Class. Common good. Compassion. Fairness. Link to British Values: Rights and Responsibilities Aspiration</p>	<p>Learning from mistakes & history- history as a catalyst for change; responsibility Choice, consequences, justice and forgiveness.</p>	<p>Tolerance and Diversity. Providing opportunities to gain awareness of other cultures and beliefs. Democracy. Diversity. Equality. Fairness. Influence.</p>
Focus	<p>Chronology of specific achievements in medicine and key figures in bringing about change. Primary/secondary sources How the NHS came about and how this is significant nationally.</p>	<p>Legacy of Titanic Who was responsible? What could have been done differently? What change did it bring about?</p>	<p>How the Greek Civilisation compares with other ancient world civilisations and where it fits in a chronology of world history studied so far. Significance - How has Ancient Greece influenced our lives today? (democracy, education, architecture, Olympic Games etc) Fieldwork – visit Liverpool and look at the influence of Greek architecture on St George’s Hall, Walker Art Gallery etc</p>
<p>Worldwise: significant anniversaries, living history; themed weeks; local events, links with geography and book-based curriculum.</p>			