HISTORY OVERVIEW			
Year R	**Autumn**	**Spring**	**Summer**
Enquiry question	**How have people, places and things changed over time?**		
Key vocabulary	family, baby, child, old, new, past, present, before, after	first, next, then, long ago, story, same, different, change	past, present, old, new, change, same, different, photograph, memory, history
Learning objectives	• Talk about members of their immediate family and community. • Explore how they have changed over time. • Use photographs to talk about the past.	• Describe and sequence events using first, next and then. • Understand the past through stories, settings and characters. • Talk about events that happened a long time ago.	• Know some similarities and differences between the past and now. • Compare life in the past with life today. • Talk about the lives of people around them and their roles in society.
Ongoing objectives	• Engage in non-fiction books. • Use photographs, stories and artefacts to learn about the past. • Develop historical vocabulary (past, present, old, new, before, after).		

HISTORY OVERVIEW			
Year 1	**Autumn 2**	**Spring 2**	**Summer 2**
Topic title	**Changes Within Living Memory**	**Queens**	**The Great Fore of London**
Enquiry question	**How has life changed?**	**Why do we remember Queen Victoria and Queen Elizabeth II?**	**How did the Great Fire of London change London?**
Key vocabulary	year, birthday, old, young, before, after, past, present, change, toy, source, local	queen, crown, palace, ruler, Victoria, Elizabeth II, past, present, compare, change, important, remember	How did the Great Fire of London change London?
Learning objectives	• Understand how long they have lived and use time language to describe age. • Sequence events from their own lives in chronological order. • Describe how birthdays are celebrated today. • Identify how birthday celebrations have changed within living memory. • Use toys from the past as sources of evidence. • Recognise how the local area has changed within living memory.	• Understand the role of a queen. • Describe the life of Queen Victoria. • Describe the life of Queen Elizabeth II. • Identify similarities and differences between Queen Victoria and Queen Elizabeth II. • Recognise how the queens' homes have changed over time. • Explain why Queen Victoria and Queen Elizabeth II are remembered today.	• Ask questions about the Great Fire of London using pictures. • Describe what London is like today. • Describe what London was like before the fire. • Explain what happened during the Great Fire of London. • Identify sources that tell us about the Great Fire of London. • Describe how London changed after the Great Fire.

HISTORY OVERVIEW			
Year 2	**Autumn 2**	**Spring 1**	**Summer**
Topic title	**Our School**	**Learie Constantine**	**Seaside Holidays Then and Now**
Enquiry question	**How has Primet Primary School changed over time?**	**Why is Learie Constantine remembered today?**	**How have seaside holidays changed over time?**
Key vocabulary	timeline, chronology, evidence, source, building, photograph, memory, interview, change, continuity, past, present	significant, achievement, chronology, source, evidence, fairness, equality, respect, change, rights, legacy, local	past, present, seaside, holiday, visitor, local, evidence, photograph, object, timeline, change, continuity
Learning objectives	• Develop an understanding of chronology by sequencing key events in the history of Primet Primary School. • Identify features that provide clues about the age of school buildings. • Use maps and plans to identify changes and continuity within the school. • Use photographs as evidence to compare school life in the past and present. • Understand how memories and interviews can help us learn about the past. • Present findings about how Primet Primary School has changed and what has stayed the same.	• Describe the life and achievements of Learie Constantine. • Compare Learie Constantine's childhood with life today. • Place key events in Learie Constantine's life in chronological order. • Use sources to find out about Learie Constantine. • Explain why Learie Constantine spoke up for fairness. • Explain why Learie Constantine remains a significant person today.	• Ask questions and make predictions about seaside holidays in the past. • Understand why people from the local area visited the seaside. • Identify similarities and differences between seaside holidays past and present. • Use photographs and objects to find out about seaside holidays in the past. • Place events linked to seaside holidays in chronological order. • Describe how seaside holidays have changed and what has stayed the same.

HISTORY OVERVIEW			
Year 3	**Autumn 1**	**Spring 1**	**Summer**
Topic title	**The Stone Age**	**The Lancashire Cotton Industry**	**The Romans**
Enquiry question	**How did life change from the Stone Age to the Iron Age?**	**How did the cotton industry change life in Lancashire?**	**How did the Romans change Britain?**
Key vocabulary	hunter-gatherer, Neolithic, settlement, farming, livestock, bronze, technology, ritual, hill fort, tribe, artefact, chronology	cotton, mill, factory, industry, evidence, significance, invention, Industrial Revolution, worker, Cotton Famine, trade, plantation	Celts, tribe, invasion, conquest, empire, timeline, rebellion, civilisation, aqueduct, engineering, legacy, evidence
Learning objectives	• Understand what life was like in Stone Age Britain. • Explain how farming changed people's lives in the Neolithic period. • Describe how technology and religion changed life in the Bronze Age. • Explain why hill forts were built in the Iron Age. • Use artefacts to find out about Iron Age culture and society. • Sequence and compare changes from the Stone Age to the Iron Age.	• Compare where clothes came from in the past and today. • Assess the significance of the Lancashire cotton industry. • Sequence key events in the development of the cotton industry. • Describe what life was like for people working in cotton mills. • Explain the impact of the Cotton Famine on Lancashire. • Understand the global connections of the cotton industry.	• Understand life in Britain before the Roman invasion. • Sequence the key events of the Roman invasions of Britain. • Explain the consequences of Boudicca's rebellion. • Investigate the achievements of the Roman civilisation. • Assess the legacy of Roman Britain. • Pursue a historical enquiry using sources and evidence.

HISTORY OVERVIEW			
Year 4	**Autumn 1**	**Spring 2**	**Summer**
Topic title	**Pendle Witches**	**Ancient Egypt**	**The History of Medicine**
Enquiry question	**Were the Pendle Witch Trials fair?**	**What can we learn about Ancient Egypt from the evidence that remains?**	**What can the Great Plague teach us about medicine in the past?**
Key vocabulary	timeline, chronology, Stuart, superstition, witchcraft, testimony, evidence, accused, trial, justice, significance, consequence	civilisation, society, dynasty, pharaoh, pyramid, hieroglyphs, irrigation, archaeology, artefact, evidence, afterlife, enquiry	plague, disease, infection, medicine, remedy, physician, evidence, diary, quarantine, public health, significance, legacy
Learning objectives	• Place the Pendle Witch Trials within a chronological framework. • Explain the beliefs and fears of people in 17th-century England. • Use sources of evidence to learn about the Pendle Witch Trials. • Interpret evidence about the people accused of witchcraft. • Use evidence to reach a judgement about the fairness of the trials. • Assess the significance of the Pendle Witch Trials in local history.	• Understand what made Ancient Egypt a civilisation. • Explore the chronology and periods of Ancient Egypt. • Investigate the major achievements of Ancient Egypt. • Use historical sources to find out about Ancient Egypt. • Interpret evidence about Ancient Egyptian religion and beliefs. • Pursue a historical enquiry using sources and existing knowledge.	• Describe what life was like in London before the Great Plague. • Explain what happened during the Great Plague. • Explore sources of evidence about the Great Plague. • Explain how the Great Plague affected different groups of people. • Assess how the Great Plague changed ideas about health and disease. • Explain why the Great Plague remains significant today.

HISTORY OVERVIEW			
Year 5	**Autumn 1**	**Autumn 2**	**Summer 1**
Topic title	**WW1**	**Anglo Saxons**	**Ancient Greeks**
Enquiry question	**How did World War I change life in Britain?**	**How did Anglo-Saxon settlement change Britain?**	**How do we know so much about Ancient Greece?**
Key vocabulary	conflict, alliance, conscription, recruitment, civilian, rationing, contribution, factory, precaution, memorial, sacrifice, remembrance	migration, settlement, invasion, kingdom, Anglo-Saxon, Scots, archaeology, artefact, monastery, Christianity, conversion, legacy	chronology, era, city-state, polis, peninsula, Mediterranean, mythology, ritual, archaeology, democracy, citizen, legacy
Learning objectives	• Place World War I on a historical timeline and identify the countries involved in the conflict. • Explain how conscription and recruitment supported the war effort. • Use historical sources to investigate how World War I affected children in the local area. • Explain how rationing and the changing role of women affected everyday life. • Describe the measures taken to protect people from the effects of war. • Assess the significance of war memorials in remembering those affected by World War I.	• Place the Anglo-Saxon period within British history. • Explain why the Anglo-Saxons settled in Britain. • Describe where Anglo-Saxon kingdoms were established. • Investigate what life was like in an Anglo-Saxon settlement. • Assess the significance of Alfred the Great. • Assess the impact of Anglo-Saxon settlement on Britain.	• Sequence key events and place Ancient Greece within a chronological framework. • Analyse evidence from maps to understand Greek geography and city-states. • Interpret written and pictorial sources to understand Greek religion and beliefs. • Analyse archaeological evidence to understand Greek culture and the Olympic Games. • Draw conclusions about life in Athens and Sparta using historical sources. • Pursue a historical enquiry by interpreting sources and drawing conclusions.

HISTORY OVERVIEW			
Year 6	**Autumn 1**	**Spring**	**Summer**
Topic title	**The Mayans**	**The Vikings**	
Enquiry question	**How advanced were the Maya?**	**How did Viking raids, settlement and conflict shape the development of England?**	
Key vocabulary	civilisation, chronology, city-state, rainforest, settlement, archaeology, artefact, pyramid, hieroglyph, astronomy, achievement, enquiry	raid, settlement, invasion, chronology, interpretation, evidence, bias, reliability, kingdom, Danelaw, Alfred the Great, significance	
Learning objectives	• Construct and compare timelines to place the Maya civilisation within world history. • Explain how the geography of Central America influenced Maya settlements and daily life. • Interpret evidence from a range of historical sources to understand life in Maya cities. • Assess the significance of Maya achievements and their impact on society. • Analyse the layout of Maya cities to understand how they were organised and used. • Plan and carry out a historical enquiry using evidence to answer a question about the Maya civilisation.	• Explain why England was vulnerable to Viking raids and settlement. • Construct and compare timelines to identify links between the Anglo-Saxon and Viking periods. • Analyse how Saxons and Vikings were represented in different historical sources. • Evaluate interpretations of Viking reputation using a range of evidence. • Assess how battles between Anglo-Saxons and Vikings changed control and development of England. • Assess the significance of Alfred the Great and later Saxon rulers in shaping England.	