

History Coverage Termly Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<ul style="list-style-type: none"> *Talk about members of their immediate family and community. * Name and describe people who are familiar to them * Comment on images of familiar situations in the past *Compare and contrast characters from stories, including figures from the past * Talk about the lives of the people around them and their roles in society *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class 					
	Civilisation How People lived	Local Study Fortification and Invasion	Significant Individual			Significant Individual How people lived
Yr 1/2 Cycle A Topic	A Knight's Tale Civilisation	Hythe , Our wonderful town	Here come the aliens	Fur, feather and scales	Name a piece of Art	Lighthouses
Key Engagement Questions	<ol style="list-style-type: none"> 1. Why did people build castles and were they all the same? 2. How is a castle different to your home? 3. What were the different jobs inside a castle? 4. How did people have fun in the castle? 5. What food and drink did they eat? 6. How did the Knights attack and defend a Motte and Bailey Castle? 	<ol style="list-style-type: none"> 1. Who built the canals in Hythe? 2. Why did they build them? What does FORTIFICATION mean? 3. Who was Napoleon? 4. What was built on the site of Holman's field? What does the town Museum tell us about this building and its relationship to Hythe? 5. INVESTIGATION What can our High street tell us about Hythe in the past? 	<ol style="list-style-type: none"> 1. Has man ever been to the moon and how can we know for sure? 2. Why did the astronauts risk their lives going to the moon? 3. How were they able to get to the moon and back safely? 4. What did they do on the moon? 5. Would you take the Golden Ticket and travel to the moon? 6. How do you think we should remember the first man on the moon on July 21st 1969? 			<ol style="list-style-type: none"> 1 .What did Grace do that made her famous ...and why is she remembered today so long afterwards? 2. Why did Grace do what she did and what made her actions so special? 3. Did Grace really carry out this brave rescue on her own? 4 .How do we know about Grace's actions which happened so long ago? 5 How did sea rescue improve after her heroic act? 6 How should we remember Grace Darling today 180 years after she died?

	Significant Individual		Significant Individual			Local Study How people Lived
Yr 1/2 – Cycle B	People who help us	Once upon a time.....	Curiosity and Exploration	Animals	Growing	'Oh I do like to be beside the Seaside'
Key Engagement Questions	<ol style="list-style-type: none"> 1. How can we work out why Mary Seacole is famous? 2. What were the most important events in Mary's life? 3. What was Mary's greatest achievement and how do we know? 4. How did life change for Mary after the Crimean war? 5. What made Mary so special? 6. Why doesn't everyone agree that Mary deserves her statue at St.Thomas' hospital? 7. Mary Seacole – How should we remember her? 		<ol style="list-style-type: none"> 1. Why do we remember Mary Anning? 2. What did Mary do in her life that was so special? 3. What sort of person was Mary that helped her to succeed in a man's world? 4. Which other people were important in Mary's life and why? 5. How do we know about Mary's actions which happened so long ago? 6. How and why should Mary Anning be remembered? Have your say. 			<ol style="list-style-type: none"> 1. What was going to the seaside like 100 years ago in Hythe? 2. What did people do at the seaside 100 years ago? 3. How do we know what holidays were like 100 years ago? 4. Do we go on seaside holidays for the same reason people went 100 years ago? 5. How have seaside holidays changed over time? 6. How have seaside holidays changed? What our grandparents tell us
Historical enquiry	<ul style="list-style-type: none"> *Ask historical questions about sources of information (pictures/objects/text). * Sort historical objects from 'then' and 'now'. *Understand that there are different ways to research. *Understand that there are different types of sources. *Link stories from history with key concepts and show understanding of key features and events. 					
Chronological understanding	<ul style="list-style-type: none"> *Understand the difference between Past, present & future. *Use the terms before, after & since. *Describe things that have happened to themselves and others in the past. *Order a set of events. *Order a set of objects chronologically. *Use a timeline. * Identify similarities and differences between ways of life and different periods. 					

Knowledge and Interpretation	<ul style="list-style-type: none"> * Say why people acted the way they did using evidence. * Understand that accounts of events can differ as people can give different versions. * Recall facts about people & events before living memory. * Recount the main events from a significant event in history. * Demonstrate knowledge of the past by recording through talk, drawing or writing. 					
		Invasion	Civilisation	Invasion		
Yr 3/4 Cycle A	Term 1 Body Works	Term 2 Smashing Saxons	Term 3 Dragonology Shang Dynasty	Term 4 Vikings	Term 5 Rainforest Riches	Term 6 Our Ever changing world!
Key Engagement Questions		<ol style="list-style-type: none"> 1. What were the real reasons why the Saxons invaded? 2. How do we know where the Saxons settled? 3. What does the mystery of the empty Saxon grave tell us about Saxon Britain? 4. How did people's lives change when Christianity came to Britain and how can we be sure? 5. Just how great was Alfred? 6. How effective was Anglo-Saxon justice: what should we do with Edgar? 7. Just how dark were the Dark Ages, really? 	<ol style="list-style-type: none"> 1. Introduction: What was the Shang Dynasty? 2. Settling Down: What was it like in settlements around the Yellow River Plain? 3. Let it Grow! Let it grow!: How did Shang farmers provide food for their society? 4. Time to Worship: What were the religious beliefs of the Shang Dynasty? 5. Written on the Bones: What was the Shang system of writing like? 6. Piecing it Together: What do archaeological findings tell us about the Shang Dynasty? 7. Who was Fu Hao?: Why is Lady Fu Hao's tomb significant to historians? 8. Coming to an End: Why did the Shang Dynasty fall in 1046 BC? (KS2History.Com) 	<ol style="list-style-type: none"> 1. What image do we have of the Vikings? 2. Why have the Vikings gained such a bad reputation? 3. How did the Vikings try to take over the country and how close did they get? 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlement from a study of place-name endings? 6. Raiders or settlers: how should we remember the Vikings? 		
	Empire Invasion	Civilisation			Invasion Everyday life	

Yr 3/4 Cycle B	Term 1 The Romans	Term 2 Stone Age to Iron Age	Term 3 Around the World	Term 4 Shake, Rock and Roll	Term 5 Elizabethan Britain	Term 6 Migration
Key Engagement Questions	<p>1. Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</p> <p>2. Why did Boudica stand up to the Romans and what image do we have of her today?</p> <p>3. How were the Romans able to keep control over such a vast empire?</p> <p>4. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?</p> <p>5. How can we solve the mystery of why this great empire came to an end?</p> <p>6. How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p>	<p>1. Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?</p> <p>2. How much did life change when man learned how to farm?</p> <p>3. What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>4. Why did they build Stonehenge?</p> <p>5. How should we remember the Bronze Age?</p> <p>6. What was life like in the Iron Age and how do we know?</p> <p>7. Who killed the 52 dead bodies at Maiden Castle?</p>			<p>1. Why can't we trust all pictures from the past?</p> <p>2. What was it like to throw a banquet for the Queen?</p> <p>3. How was the Spanish Armada defeated by a smaller English Fleet?</p> <p>4. How did people entertain themselves?</p>	
Historical enquiry	<p>*Use a variety of sources to research the past (archive materials, internet, database, pictures, artwork, photographs, music, artefacts, historic buildings, museums).</p> <p>*Discuss the reliability of sources.</p> <p>*Understand that there are different versions of the same event.</p> <p>*Explain that people represent events in a way that persuades others.</p> <p>*Ask questions to find answers about the past.</p>					
Chronological understanding	<p>*Recall key dates from periods studied and place them on a timeline.</p> <p>*Describe the main changes in a period of history.</p>					

- *Use a timeline to order significant events and dates.
- *Explain that a timeline can be divided into BC/AD.
- * Use an increasing range of common words and phrases relating to the passing of time.
- * Describe memories of key events in own life using historical vocabulary.

Knowledge and Interpretation

- *Use evidence to describe the lifestyles in different periods.
- *Use evidence to describe what was important to people in the past and make comparisons.
- *Use evidence to describe differences between communities.
- *Describe similarities and differences between people, events and artefacts studied.
- *Describe how events studied affect and influence modern life.

	Civilisation		Significant people			Civilisation
Year 5/6 Cycle A	Term 1 Maya	Term 2 All the World's a Stage	Term 3 Wonderful Women and Marvellous Men Through History	Term 3 Conservation	Term 4 Survival	Great Inventions Greeks
Key Engagement Questions	1. Why do we study the Maya in history ? 2. When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important? 3. What was everyday life in Mayan civilization? How different was it for rich and poor? 4. How can we possibly know what life like was for the Mayan people 1,000 years ago? 5. If the Maya were so civilized why then did		1 .What makes an individual significant? 2. Who was Rosa Parks and why should we remember her today? 3. Who was Martin Luther King and why should we remember him? 4. Who was Katherine Johnson and why should we remember her? 5. Who is Tim Peake and what makes him significant? 4. What relevance does their contribution have in today's society?			1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? 2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? 3. Why was Athens able to be so strong at this time? 4.What was so special about life in 5th Century BC Athens that makes us study it? 5.What can we tell about the Ancient Greeks from their

	they carry out human sacrifice? 6. Why did 90% of Maya 'disappear' around 900AD?		5. Who do you believe was the most significant individual and why?			interest in the theatre and festivals like the Olympics? 6. In what ways have the Ancient Greeks influenced our lives today?
	Civilisation		Significant Individuals	Significant Individuals	Invasion Fortification	
Year 5/6 Cycle B	Term 1 Ancient Egypt	Term 2 What on Earth!	Term 3 Have you tried turning it off and on again?	Term 4 Who dun it?	Term 5 WWII Local Study	Term 6 Aspiration and perspiration
Key Engagement Questions	1. What do you think you know about Ancient Egypt? 2. How can we discover what Ancient Egypt was like over 5,000 years ago? 3. So who did build the pyramids? Did the Prince of Egypt film get it right? 4. What can an old clay model and a pair of old sandals tell us about life in Ancient Egypt 5,000 years ago? 5. Why did they Embalm the dead in Ancient Egypt? 6. What was the Book of the Dead and why was it important? 7. What did Ancient Egypt have in common with other civilizations at the time?		1. What do we know about the earliest history of electricity? 2. Who was Thomas Edison and what contribution did he make? 3. Who was Michael Faraday and why do we remember him? 4. Who is Nikola Tesla ? 5. Can we create a timeline to plot the History of electricity?	1. Who was Charles Darwin and why do we remember him? 2. How do his theories build upon the work of the theorist Mary Anning? 3. What do we know about the voyage of the Beagle? 4. How can we present our findings to communicate them with others?	1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated throughout the war, and what was the experience of evacuation really like? 3. How was Britain able to stand firm against the German threat? 4. Which 8 objects should we show to explain how Britain coped with the effect of war on the Home Front? 5. Why is it so difficult to be sure what life was really like on the Home Front? 6. What was VE Day really like?	

<p>Historical enquiry</p>	<ul style="list-style-type: none"> *Explain the reliability of a variety of sources and use this to choose the most useful sources, *Understand the terms 'Primary' and 'Secondary' sources. *Explain that there are often various answers to the same historical questions. *Understand and explain why there are different versions of the same event. *Investigate own lines of enquiry by posing own questions.
<p>Chronological understanding</p>	<ul style="list-style-type: none"> *Order significant events, movements and dates on a timeline. *Identify and compare changes within and across different periods. *Understand how some historical events happened concurrently.
<p>Knowledge and Interpretation</p>	<ul style="list-style-type: none"> *Choose reliable sources of information to learn about the past and explain their usefulness. *Give reasons why changes may have occurred using evidence and explain their significance. *Describe similarities and differences between people, events and artefacts studied and use this to assess the importance and impact of these similarities/differences. *Investigate how historical issues have affected modern life. *Make links between past societies (religion, accommodation, society, technology etc.)