



HISTORY – Long Term Overview

School Vision: To be best prepared to live life in all its fullness.

Subject Intent: To best prepare children for the next stage in their learning journey.

The Gospel offers forgiveness of the past, new life in the present and hope for the future.

Past = *To be at peace and ready to learn:* Our curriculum is progressive - it is built on previous skills and meaningful experiences. Reading is a priority so it is not a barrier to learning.

Present = *To be inspired in the present:* Our curriculum is mapped out with substantive knowledge (facts) and disciplinary knowledge (how we gain knowledge, skills enquiry). Lessons are progressive and scaffolded so all pupils, including the most vulnerable, can succeed.

History lessons help us to make sense of the present as well as the past. There will be opportunities beyond the curriculum for those who are enthused or show a talent in this subject.

Future = *Hope for the future:* Children will leave Reepham equipped with skills to appreciate that human society is complex and diverse and that it contains many abstract concepts eg freedom, civilisation, culture.

Pupils will be able to identify facts and opinions so they can make informed decisions. Understanding the past will help them build a better future and will provide opportunities for future career paths.

Our School Values

Respect

Friendship

Love

Forgiveness

Responsibility

cooperation

POWER - Who holds power, and what does this mean for different people in the civilisations we study? How is power gained, wielded and legitimised? How are people's rights different in different historical contexts?

EMPIRE - How does power extend to encompass large and diverse areas and populations? How is this power achieved and maintained? Why do empires begin, exist, prosper and decline? What are the impacts of empire on indigenous populations?

TRADE - How has trade changed over time? How has the exchange and movement of goods and services shaped human experience? How does trade influence wealth, power and political stability?

MIGRATION - How and why have people moved and settled across the globe over time? How have natural and manmade factors influenced this movement? How has migration and immigration influenced population and civilisations?

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & Year 2	<u>Castles</u> Who built castles and why were they built? POWER (MONARCHY & PEASANTRY) EMPIRE & MIGRATION. Structure, location, purpose, place in historical timeline (Normans), Lincoln Castle, Tattershall & Tower of London, people's lives. Absolute monarch & feudal system. DIVERSITY: Role of women & feudal system. Visit to Tattershall to embed chn's knowledge in a real life castle.		<u>Significant Explorers</u> Why are some people in history considered significant? POLAR EXPLORERS – POWER (prestige) EMPIRE. Inuit life – indigenous people (changes over time shown a timeline), Polar expeditions & focus on Amundsen as 1st successful explorer & remembered for achievements. DIVERSITY: Matthew Henson, Alexandra David-Neel		<u>The Great Fire of London.</u> What happened in London in September 1666? TRADE, POWER (MONARCHY) & MIGRATION (to city). Events – chn create a timeline to investigate fire & causes etc, eyewitness Samuel Pepys, influence of King in fire management & rebuilding city St Paul's. King bound by Parliament & laws. DIVERSITY: Poor & rich householders.	
Year 3 & Year 4	<u>The Railway Revolution</u> How did the railways change Britain? POWER, EMPIRE, TRADE, MIGRATION. How transport changed through the INDUSTRIAL REVOLUTION; development of steam based technology; how lives were changed by coming of rail travel (movement of products & population from rural to urban etc) DIVERSITY: Use of Irish 'navvies' as immigrants to dig routes for railways.		<u>Ancient Egyptians</u> What can we find out about Ancient Egypt from evidence that has survived? POWER, EMPIRE, TRADE, MIGRATION Egypt - time & space; use of artefacts; Tutankhamun, mummification process & burials, pyramids & hieroglyphs, everyday life. DIVERSITY: Treatment of slaves & social hierarchy.		<u>Wild West</u> What was life like in North America 200 years ago? 'The Wild West' POWER, TRADE, MIGRATION European settlement of the USA & journey of pioneers to the West. Native American life on Great Plains & changes after homesteaders /cowboys & military arrived. DIVERSITY: treatment of Native Americans by pioneers.	
Year 5 & Year 6	<u>Ancient Greeks</u> How has the Ancient Greek civilization influenced our modern world? TRADE, POWER (dictators & democracy), EMPIRE. Greek city states, democracy, language, ideas, Olympics etc. DIVERSITY: Role of women & Paralympics.		<u>Ancient Maya</u> Why did the Maya civilisation rise and fall? POWER (monarchy) TRADE (locally & Spanish gold), 'EMPIRE' or not? MIGRATION/Invasion (Spanish). Origins, development of city states, language, religion, social structure, scientific knowledge (astrology, calendars & maths), invasion by the Spanish, mystery over abandonment of cities. DIVERSITY: Frida Kahlo-supporter of indigenous Mexican culture.		<u>Local History Study.</u> How has National history been reflected locally? POWER (MONARCHY, CHURCH & PEASANTRY) EMPIRE (Norman) & MIGRATION (Norman/Saxon). Study of origin of Lincoln as a settlement & city, Roman, Saxon & Norman influence. Timeline building & development of Cathedral & influence through key historical events eg: Battle of Lincoln. DIVERSITY: Rainbow Bellies.	

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & Year 2	<p>WWI</p> <p>Why do we celebrate remembrance? POWER & EMPIRE To talk about some of the key events and countries involved in the First World War; DIVERSITY: recall key facts about the life of Walter Tull and why he is significant in history; describe some experiences of men, women and animals involved in the First World War; explain what happens on Remembrance Day and why it is marked.</p>		<p>Toys</p> <p>How have toys changed over time? TRADE & POWER (wealth) Popular toys through the 20th & early 21st century. Chn think about their favourite toys today & look at toys popular with parents & grandparents. Chn develop historical skills: asking & answering questions, identifying & interpreting different sources, recognising change & exploring how this influences them today. DIVERSITY: rich & poor chn's toys; toys for girls? Or boys? Multicultural toys & representation of disabilities.</p>		<p>Holidays in the past.</p> <p>How have seaside holidays changed over time? TRADE, POWER (wealth) Compare & contrast holidays over 20th – 21st century re: primary & secondary evidence, photos etc. Create a timeline to demonstrate learning about changes. Such as transport, clothes, food & entertainment. DIVERSITY: Rich & poor – access to holidays, transport etc.</p>	
Year 3 & Year 4	<p>Romans</p> <p>How do we know the Romans invaded Britain? POWER, EMPIRE, TRADE, MIGRATION. Road system, Boudicca rebellion, impact on tribal structure, building of towns/cities/baths, Hadrian's wall, religion, daily life in Romano Britain, fall & withdrawal. DIVERSITY: citizen versus local.</p>		<p>Anglo Saxons, Scots & Vikings</p> <p>Why did the Vikings & Anglo Saxons invade & settle in these isles? POWER, EMPIRE, TRADE, MIGRATION Study Viking life, reasons to invade, changes to agricultural society, Anglo Saxon invasion, legal system & rule. DIVERSITY: 'Just brutal savages'?</p>		<p>Crime & Punishment.</p> <p>How has crime and punishment changed over time? POWER (MONARCHY, LEGAL SYSTEM, SOCIAL HIERARCHY) EMPIRE & MIGRATION Roman Legacy effects of Roman punishment on legal history; Anglo-Saxon laws compared to Roman & Modern; Tudors crime and punishment during era; Highway Men - using historical sources; Victorian period & development of prisons - reflecting on modern justice. DIVERSITY: Compare treatment of rich & poor, men & women.</p>	
Year 5 & Year 6	<p>World War II</p> <p>What was life like during WWII? POWER, EMPIRE (Third Reich, Japanese, Italian & diminishing British & rising USA), TRADE (rationing etc). Reasons for war, Allies & Axis powers, Home Front, Blitz, turning points – Dunkirk & D-Day, Bomber County as local focus. Chn share family histories (primary sources) DIVERSITY: Black (Poppies) heroes, Nazi ideology & Alan Turing.</p>		<p>Leisure and Entertainment</p> <p>How did leisure and entertainment change during the 20th century? POWER (media) TRADE (leisure purchasing) MIGRATION (musical genres) contrasts & trends over time; How did people access sport in the 20th century? key events & changes in sport; Impact of Music on people in 20th century? influence of musical genres; 'Golden Age' of cinema & exploring popular movies; How did television change people's lives? significance of television on leisure time; How did the rise of technology impact lives in the 20th century? Impact on leisure opportunities. DIVERSITY: Access to leisure activities in the 20th century (gender, race & financial restrictions).</p>		<p>Stone Age to Iron Age.</p> <p>How did human civilization begin to develop? TRADE & MIGRATION Study of human life & technological advances from Stone Age – Iron Age eg: tools, food, homes, agriculture. DIVERSITY: Treatment of the disabled in Palaeolithic society.</p>	