

History Overview

Montpelier Primary School 2024-25



Autumn						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> - 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 and storytelling 	<p>Memory Box</p> <ul style="list-style-type: none"> • Use key vocabulary to talk about events in their own life and changes within living memory • Use various sources to find out about the past by asking questions • Recall some facts about the events they have studied • Order events or objects from the present and within living memory on a simple timeline • Talk, draw or write about how toys were in the past and how they have changed • Talk, draw or write about how clothing was in the past and how it has changed • Talk, draw or write about how schools were in the past and how they have changed 	<p>Dinosaur Discovery</p> <ul style="list-style-type: none"> • Use the language of past and present confidently in context of discoveries made in palaeontology. • Place events from Mary Anning's life onto a simple timeline • Use information to describe the events of Mary Anning's life • Use what they have learnt about Mary Anning to compare her discoveries with those made by Sue Hendrickson giving reasons why their discoveries were made in different ways • Identify differences between sources from Mary Anning and Sue Hendrickson's achievements asking questions to develop their understanding. 	<p>Stone Age Britain: what do archaeologists think they know about it?</p> <ul style="list-style-type: none"> • Describe some of the main features regarding the chronology of the earliest humans in Britain • Explain what archaeologists think they know about the Paleolithic Era and the evidence it is based on • Describe how archaeologists know about Homo sapiens' early settlement of Britain • Describe how humans lived in the Mesolithic Era • Explain why archaeologists think humans began to farm in Britain during the Neolithic Era • Place evidence that archaeologists have found from different periods of the Stone Age in Britain on a timeline <p>Bronze and Iron Age Britain: how did life change during this time?</p>	<p>The Romans in Britain</p> <ul style="list-style-type: none"> • Interpret the important elements of Rome's history • Place Roman and Roman British history into a chronological context • Identify the reasons why and how Britain was invaded by the Romans • Give a reasoned response for my choices about historical achievements • Identify continuity and change in housing from Iron Age to Roman Britain • Identify the impact of Rome on British society • Identify the impact of Roman foods on British society • Identify the impact of Roman entertainment on British society • Identify the impact of Roman religion on Britain 	<p>Invaders: Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • Identify the struggles of Britain after Roman occupation • Place AS and V Britain into a wider chronological context • Compare and contrast the characteristics of 2 types of people from history • Compare and contrast achievements of different groups and assess their national and international impact • Explain the continuity and change in British society • Identify the continuity and change to houses in Britain over a period of time • Identify the change in religious beliefs throughout Anglo-Saxon England • Identify the types of food available to AS and V and understand V exploration • Identify the various forms of entertainment available to both AS and V 	<p>The Great War: how did the Great War affect local people and their communities?</p> <ul style="list-style-type: none"> • Explain what World War I was. • Describe what conflict was like in World War One • Describe how we remember people involved in the conflict, including those from my own community. • Describe how the military used medals to reward soldiers for their bravery and service in WWI. • Describe the way in which local British communities were affected by WWI. • Explain how local communities contributed towards the effort made on the Home Front during WWI.

- Explain when the Bronze Age was and how bronze is made
- Explain how the making and use of bronze changed life in Britain
- Explain how and when the Iron Age began in Britain and describe who the Celts were
- Describe how the use of iron impacted farming during the Iron Age
- Describe some of the changes that took place in settlements and trade in Britain during the Iron Age
- Describe the similarities and differences between Brone Age and Iron Age Britain

Spring

Year 1

- Time Travellers**
- Identify forms of transport we use today and compare these with their counterparts from the past in order to understand the difference
 - Use a variety of sources linked to transport in the past to develop their understanding of how transport has changed over time
 - Begin to identify how transport in the past is represented in different ways
 - Sort artefacts (these can be images) relating to transport into 'now' and 'then'

Year 2

- First flight and man on the moon**
- Discuss artefacts relating to the development of flight and space travel using the language of 'present' and 'past'
 - Sequence these artefacts and the key events leading to flight and space travel in chronological order with increased confidence using simple timelines
 - Recount the main events in the development of flight and space travel and use information available to them to describe some of these events
 - Identify the different ways in which the past has been represented to them

Year 3

- The Mayflower**
- Understand where the event surrounding the Mayflower voyage fit on a timeline
 - Find out about the everyday lives of the passengers and crew of the Mayflower
 - Explore evidence available such as images, local records, stories and the local area- trip to Mayflower museum?
 - Use the sources listed above to understand the events of the Mayflower Voyage and observe smaller details in these
 - Select and record relevant information linked to the Mayflower voyage

Year 4

- Egyptian Civilisation**
- Place Ancient Egypt on a timeline to compare with other time periods studied
 - Place events from Ancient Egypt on a timeline showing understanding of BC and AD
 - Use evidence to describe what was important to the Ancient Egyptians with a focus on: housing, society, food, entertainment, and beliefs
 - Consider the achievements of the Ancient Egyptians and how this may have influenced life today
 - Evaluate the usefulness of the sources used during the unit

Year 5

- What was Plymouth like in Tudor times?**
- Understand where the Tudor period fits into history in relation to other periods studied
 - Sequence key events from the Tudor period
 - Understand how life would have been during Tudor times and how this allowed Plymouth to grow as a city during the Tudor period
 - Understand the impact of the discoveries and achievements made by Sir Francis Drake and John Hawkins on Plymouth and the wider world
 - Consider Drake and Hawkins involvement

Year 6

- What was Plymouth like in World War II?**
- Understand where World War Two fits on a timeline ordering significant events from the time period
 - Develop an understanding of what was happening in other countries during World War Two
 - Describe similarities and differences between how Plymouth was before and after World War Two comparing this with life today
 - Make use of sources to explain how daily life in Plymouth would have been during World War Two

	<ul style="list-style-type: none"> • Create a simple timeline related to a mode of transport with support to order these chronologically • Have had an opportunity to draw, write and talk about transport in the past. 	<ul style="list-style-type: none"> • Identify differences between the sources they have used • Use a variety of sources to ask questions about the development of flight and space travel • Decide whether these sources are effective – are they helpful or not and why? • Have opportunities to describe and communicate their ideas in a variety of ways. 		<ul style="list-style-type: none"> • Decide which materials are relevant when developing their understanding of Ancient Egypt 	with slavery and piracy and the impact this has on their legacy	<ul style="list-style-type: none"> • Consider primary and secondary sources related to life during World War Two considering whether these present an accurate representation. • Make use of these sources to produce extended writing linked to experiencing the Blitz in Plymouth
Summer						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p style="text-align: center;">Local Legends</p> <ul style="list-style-type: none"> • Understand the difference between how life would have been for local heroes in the present and in the past • Use sources to find out about life for local heroes in the past and present • Recall some facts about the life of local heroes and how it's changed within living memory • Begin to identify ways we can find out about life in the past • Ask questions linked to the sources the children study • Tell stories about the lives and achievements of our local heroes 	<p style="text-align: center;">Men and Women Who Changed The World</p> <ul style="list-style-type: none"> • Sequence photos from different period of their lives in chronological order • Describe memories of key events in their lives • Use information provided to them to describe the lives of significant individuals from the past • Confidently identify and make use of different ways of representing the past • Begin to identify similarities and differences between the lives of the individuals studied • Use sources to ask and answer questions about the individuals studied 	<p style="text-align: center;">Shang Dynasty</p> <ul style="list-style-type: none"> • Place the Shang Dynasty on a timeline to compare with other time periods studied • Describe how daily life was for people during the Shang Dynasty focussed on: housing, society, food, entertainment, and beliefs • Draw comparisons to life today identifying what is similar and what is different • Use evidence provided to develop their understanding of the past • Evaluate whether these sources are useful or not and why 	<p style="text-align: center;">What was Plymouth like in the Victorian Times?</p> <ul style="list-style-type: none"> • Understand where the Victorians fit into British history • Describe similarities and differences between how Plymouth was during Victorian times and how it is now • Explain how the Victorians have influenced life today in Plymouth and beyond • Make use of sources to explain what was important to the Victorians and decide whether these sources are reliable or not • Use evidence to build up a picture of the Victorian 	<p style="text-align: center;">The Ancient Greeks</p> <ul style="list-style-type: none"> • Place Ancient Greece on a timeline to compare with other time periods studied • Place events from Ancient Greece on a timeline showing understanding of BC and AD • Use evidence to learn about different aspects of life in Ancient Greece with a focus on society and the development of democracy. • Understand how life would have been different for people depending on their position in society. • Consider the achievements of the Ancient Greeks and how this may have influenced life today. 	<p style="text-align: center;">The Mayans</p> <ul style="list-style-type: none"> • Place the Ancient Maya into a wider chronological context • Assess the achievements of two civilisations with an appropriate historical response • Compare and contrast housing of the Maya and Vikings • Compare and contrast societal structures of the Maya and Vikings • Compare and contrast the foods and collection methods of the Maya and Vikings • Use a range of sources to compare aspects of the Maya and Viking beliefs • Identify different sources for interpreting the past 	

		<ul style="list-style-type: none">• Describe and communicate information about the individuals studied in a variety of ways.		era and use this to present a picture of how travel and tourism developed in Plymouth	<ul style="list-style-type: none">• Understand and evaluate the sources used and begin to understand the role opinion and misinformation plays.• Use and select evidence to support the planning and presentation of a self-guided research project.	
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