**A logo for a school

Description automatically generatedFowey Primary School**

**History Learning overview**

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|  | **Autumn 1.1** | | **Autumn 1.2** | **Spring 2.1** | **Spring 2.2** | **Summer 3.1** | **Summer 3.2** |
| **EYFS** | **Personal History**  Children to share information about themselves, their families and their experiences. | | **Personal History**  Children to share information about themselves, their families and their experiences including what/how their families celebrate now and have celebrated in the past. |  |  |  |  |
| **Year 1/2** | **Personal History**  Children to learn about what their past is and how this is important when learning about themselves | | Geography unit | **The history of flight**  How did we learn to fly?  Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight. | Geography Unit | **Year 1 Monarchy and Castles** What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.  **Year 2 – The Stone Age –** Introduction unit for Opening Worlds | Geography Unit |
| **Year 3** | **Ancient Egypt**  To identify location and origin in settlements around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time. | | **Cradles of Civilisation**  To study the land between two rivers: Ancient Mesopotamia –the unique ‘cradle’. To consider the geographical overview of ancient civilisations of the world. Study of the ancient Sumer in Mesopotamia via rivers and settlements and via art of ancient civilisations. | **The Indus Valley**  How do we know about the Indus Vale Civilisation – Children learn to use the ‘source’ and Evidence’ and the term ‘archaeologist’ and ‘historian’ correctly | **Persia and Greece**  What did the Greek city state have in common?  Using historical sources the children can identify similarities and differences between city states | **Ancient Greece**  How did historians learn about the Greeks love of stories? Uing sources the children should be able to answer  What evidence could we find in Greek temples that the Greeks loved stories?  What do Sophocles’ plays tell us about the stories that the ancient Greeks’ loved?  What evidence about Greeks’ love of stories do we find in masks and in theatres?  Why do you think the ancient Greeks loved Homer’s Odyssey so much? | **Alexander the Great**  How did Alexander conquer so much land?  Alexander the Great is famous for creating a vast empire. It stretched from from Greece in the west, to Egypt in the south, to the River Indus in the East. This was a vast area of land to conquer, especially at a time when travel was difficult and took a long time. So how and why did it happen? Children to be able to use historical knowledge to answer this question |
| **Year 4** | **Ancient Egypt**  To identify location and origin in settlements around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time. | | **Cradles of Civilisation**  To study the land between two rivers: Ancient Mesopotamia –the unique ‘cradle’. To consider the geographical overview of ancient civilisations of the world. Study of the ancient Sumer in Mesopotamia via rivers and settlements and via art of ancient civilisations. | **The Indus Valley**  How do we know about the Indus Vale Civilisation – Children learn to use the ‘source’ and Evidence’ and the term ‘archaeologist’ and ‘historian’ correctly | Persia and Greece  How do we know about the Indus Vale Civilisation – Children learn to use the ‘source’ and Evidence’ and the term ‘archaeologist’ and ‘historian’ correctly | **Ancient Greece**  How did historians learn about the Greeks love of stories? Uing sources the children should be able to answer  What evidence could we find in Greek temples that the Greeks loved stories?  What do Sophocles’ plays tell us about the stories that the ancient Greeks’ loved?  What evidence about Greeks’ love of stories do we find in masks and in theatres?  Why do you think the ancient Greeks loved Homer’s Odyssey so much? | **Alexander the Great**  How did Alexander conquer so much land?  Alexander the Great is famous for creating a vast empire. It stretched from from Greece in the west, to Egypt in the south, to the River Indus in the East. This was a vast area of land to conquer, especially at a time when travel was difficult and took a long time. So how and why did it happen? Children to be able to use historical knowledge to answer this question |
| **Year 5** | **Ancient Egypt**  To identify location and origin in settlements around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time. | | **Cradles of Civilisation**  To study the land between two rivers: Ancient Mesopotamia –the unique ‘cradle’. To consider the geographical overview of ancient civilisations of the world. Study of the ancient Sumer in Mesopotamia via rivers and settlements and via art of ancient civilisations. | **The Indus Valley**  How do we know about the Indus Vale Civilisation – Children learn to use the ‘source’ and Evidence’ and the term ‘archaeologist’ and ‘historian’ correctly | **Persia and Greece**  How do we know about the Indus Vale Civilisation – Children learn to use the ‘source’ and Evidence’ and the term ‘archaeologist’ and ‘historian’ correctly | **Ancient Greece**  How did historians learn about the Greeks love of stories? Uing sources the children should be able to answer  What evidence could we find in Greek temples that the Greeks loved stories?  What do Sophocles’ plays tell us about the stories that the ancient Greeks’ loved?  What evidence about Greeks’ love of stories do we find in masks and in theatres?  Why do you think the ancient Greeks loved Homer’s Odyssey so much? | **Alexander the Great** How did Alexander conquer so much land?  Alexander the Great is famous for creating a vast empire. It stretched from from Greece in the west, to Egypt in the south, to the River Indus in the East. This was a vast area of land to conquer, especially at a time when travel was difficult and took a long time. So how and why did it happen? Children to be able to use historical knowledge to answer this question |
| **Year 6** | World War 2 : What was the impact of World War 2 on the people of Britain? | Geography Unit - | | The Mayan Civilisation  How did the Maya civilization compare to the Anglo-Saxons? | | Geography unit | **Unheard History**  This prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3.  The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known. |