

History Overview

Year group			Autumn (12 wks)		Spring (12wks)		Summer (12wks)	
EYFS	Cycle 1		THE BIG PICNIC BAKE OFF WELLBEING – CLASS/SCHOOL COMMUNITY	<u>You and Me</u> How can we share our school experiences with our families?	<u>Let’s Celebrate</u> How can we create a performance for our families?	<u>Let’s Visit</u> How can we show our families and friends the places we’d like to visit?	<u>Ship Ahoy!</u> How can we discover the history and secrets of the sea?	<u>On Show</u> How can we retell a favourite story to our friends and families?
		Hook EYFS Big Adventure Picnic		Hook Pumpkin Party Santa Visit	Hook Local visit	Hook Pirate Day	Hook Puppet Show	
	Cycle 2	Cooking and nutrition DT skills		<u>You and me</u> How can we share our school experiences with our families?	<u>Let’s Celebrate</u> How can we create a performance for our families?	<u>Say hello to Community Heroes</u> How can we say thank you to the people that help us?	<u>It’s a Magical World</u> How can we transform an area of our school into a magical world?	<u>We Love Books</u> How can we tell people about our favourite story? (Outcome: Nur. Become a favourite book character Rec. Rewrite a favourite book)
				EYFS Big Adventure Picnic	Hook Pumpkin Party Santa Visit	Hook Fire station/visit	Hook Lichfield/Cannock chase fairy forest	Hook Telford Wonderland
		<p align="center">Children in EYFS will have exposure to resources and teaching opportunities across the EYFS journey to enable them to work towards the early learning goals. These are not mapped across challenge packs as children’s interests and child-initiated opportunities directs the learning.</p> <p align="center">ELGS - 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> <p align="center">3-4 Year Olds Begin to make sense of their own life-story and family’s history</p> <p align="center">Reception Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.</p>						

Year 1/2 Cycle A		<p><u>Sparks Will Fly</u> How can we teach our families to be safe at home? (History/Art)</p> <p>Their own living memory, stories and images of familiar situations of the past, Children will learn and know key dates of the Great Fire of London (1666) and be able to name the historical periods around a similar time such as the Tudors and the Stuarts. They will also explore the monarch of the times and key events which will include the gunpowder plot, the plague, Samuel Pepy's diary and the unification of the UK. Children will extend this understanding by learning about the key characteristics of housing and life at the time. For example, wattle and daub, wooden structures and open fires. They will be able to know and understand the impact that the Great Fire of London had and how this helped with the development of fire safety and a change in building materials.</p> <p>Hook Visit from the fire station/or to the fire station</p> <p>Outcome Film</p>	<p><u>Heroes and Villians</u> <i>How can we share the impact of heroes past and present and inspire others to be heroes?</i> (History/PSHE)</p> <p>Children will study the lives of significant individuals who contributed to national and global achievements past and present such as Mary Seacole, Florence Nightingale, Rosa Parks and how these inspired change, comparing them to modern day heroes (Sir Captain Tom, community heroes)</p> <p>-</p> <p>they will comparing aspects of life in different time periods – e.g medical care through time up today, NHS, diversity BLM. They will distinguish between fact and fiction.</p> <p>Hook Community Visitors/St John's ambulance</p> <p>Outcome Book....</p>	<p><u>Buckets, Spades and Umbrellas</u> How can we make a product to use at the beach? (Geography/DT)</p> <p>Children will use historical enquiry identify similarities and differences between seaside/holiday from the past and the present using a range of sources – own experiences, photos and artefacts. They will investigate and ask questions about the sources and the information that they can gather from them. Children will explore the themes of travel, leisure and activities, clothing from Victorian period up to today.</p> <p>Hook In school 'beach day' followed by an end of challenge pack visit to the seaside</p> <p>Outcome Sharing their beach products – having a stand at the Summer Fair.</p>
		<p>Coverage H1.3b, H1.3d H1.1d H1.2b H1.2c, H1.2e, H1.3a</p>	<p>Coverage H1.1a, H1.1b, H1.2a, H1.2f H1.2g, H1.3c, H1.3a, H1.3b, H1.3e</p>	<p>Coverage H1.3a, H1.2d, H1.1c, H1.1b, H1.2a, H1.2b, H1.2c, H1.2f, H1.3b</p>
Year1/2 Cycle B		<p><u>We Are Family</u> How can we create a gallery of ourselves? (History/Art)</p> <p>Children will explore their own family history, compare and sequence events within their own living memory that of their family members (60s – present day) including experiences and memories through the themes of communication, technology, toys... looking at the achievements of significant people such as Neil Armstrong, Tim Berners Lee(world wide web) Look at historical changes of location – Stafford.</p> <p>Hook Local Artist/Workshop/People in Portraits (Aston Hall)</p> <p>Outcome Gallery</p>	<p><u>Really Rural, Utterly Urban</u> How can we produce a locally sourced traditional breakfast for our family? (Geography/DT - Food)</p> <p>Hook Essington Fruit Farm/Supermarket Visit</p> <p>Outcome Breakfast Picnic for family members.</p>	<p><u>Feeling hot, hot, hot or cold, cold, cold!</u> How can we protect animals around the world? (Geography/Art)</p> <p>Hook Safari Park</p> <p>Outcome Fundraiser/Raise awareness Sponsored animal</p>

		Coverage H1.1a, H1.1b, H1.3d, H1.3c, H1.2f, H1.3e, 1.1c, H1.2a, H1.2g, H1.3a,	Coverage	Coverage
Year 3/4 Cycle A		<p><u>Catastrophe!</u> How can we help those affected by a natural disaster? (Geography/DT)</p> <p>Hook British Red Cross Introducing Emergencies/ Charity Visit/Freshwater Workshops</p> <p>Outcome Charitable act to support community</p>	<p><u>History Detectives</u> How can we communicate who made the earliest changes to Britain? (History/Art)</p> <p>Children will study changes throughout the stone age to Iron age periods (BC) – early hunters/farming, beginnings of communities, discoveries and culture. Following on with how The Romans brought ‘Romanisation to Britain’ and explore the power of its army making links between periods of time and today. Children will understand the difference between artefacts and replicas and use their knowledge gained to create their own Museum in a box.</p> <p>Hook BMAG Museum</p> <p>Outcome Museum in a box</p>	<p><u>The Toymaker’s Apprentice</u> How can we create a toy to encourage communication between younger children? (History/DT)</p> <p>Children will research key inventions, identifying changes, causes and impact during that time period throughout British history beyond 1066– e.g light bulbs, telephone, travel and railways, technology developments etc.... that changed the world and how it impacts time then and now and will discuss the difference between fact and opinion. They will also investigate the development of toys overtime and use knowledge to help them make decisions about their product.</p> <p>Hook Toy Workshop/Childhood Museum</p> <p>Outcome: Toy workshop with their identified class.</p>
		Coverage	Coverage H2.1a, H2.1b, H2.1d, H2.2a, H2.2c, H2.3b, H2.2f, H2.3c, H2.2d	Coverage H2.3b, H2.3d, H2.2f, H2.2e, H2.2c, H3.2a
Year 3/4 Cycle B		<p><u>Around the World in 80 Beats</u> How can we represent music from around the world? (Geography/Music/Digital Art/DT)</p> <p>Children will investigate the development and changes in music through History – creating a thematic time line of genres and influences. Looking at a range of diverse key figures/artists and cultural influences that have had impact upon society today.</p> <p>Hook Musical Experience</p> <p>Outcome Musical performance</p>	<p><u>Deep Water</u> How can we have a positive impact on our waterways? (Geography/Art)</p> <p>Children will study aspects of the Industrial revolution and the west midlands canal system including the achievements of the canal pioneer – James Brindley. They will identify and give reasons for the historical change and the impact it had and what it meant to society, providing key chronology of the revolution.</p> <p>Hook Visit to local waterway</p> <p>Outcome Canal Trip</p> <p>Presentation/communication with the local council about improving local waterways.</p>	<p><u>It’s All Greek to Me</u> How can we celebrate the legacies left by significant world civilisations?</p> <p>Children will make connections and contrasts between the Ancient Greeks and Ancient Egyptian civilisations and how they have impacted and inspired our lives today focusing on themes around what the civilisation left as a legacy including Olympics, medicine, democracy/jury, philosophy and education/communication.</p> <p>Hook sports stadium/sports event/visiting sports men/women</p> <p>Outcome Sporting Event</p>
		Coverage	Coverage H2.1d, H2.3b, H2.2b, H2.2d, H2.2c,	Coverage

				H2.2a, H2.2c, H2.1c, H2.2g, H2.2b. H2.3c. H2.1b, H2.3a, H2.2f
Year 5/6 Cycle A		<p><u>Lest We Forget</u> Can we transform an area of our community through 3-dimensional art so that we remember fallen heroes? (History/Geography, Art)</p> <p>Children will study WW1 and WW2 through key themes such as propaganda, evacuation, key events/dates, roles of men and women. Through key texts and primary and secondary sources, children will identify causes, effect, connections, contrasts and trends on a regional, national and global scale.</p>	<p><u>The Power of Words - Literature Focus</u> Can we create an ebook to share with a partner school? (Art, English)</p>	<p>Year 5 Castle Attack! Can we engineer a piece of equipment to attack a castle? (Geography, History, DT)</p> <p>Children will study the Anglo-saxon and Viking periods, investigating invasions, settlements and kingdoms as well as crime and punishment leading up to the medieval period focusing on Stafford castle.(local history) Investigating the cause and effects of events then and upon our society today.</p> <p>Hook Local (Stafford) Castle</p> <p>Outcome <i>Banquet - Attacking a castle competition</i></p>
		<p>Hook Staffordshire Regimental Museum/Arboretum Army experience day</p> <p>Outcome Remembrance themed sculpture</p>	<p>Hook Author/Illustrator Visit</p> <p>Outcome ebook</p>	<p>Year 6 <u>Let Us Entertain You</u> Can we entertain an audience? (Art, Social Enterprise, Design, Music) TEXT: THE SCRIPT</p> <p>Children will learn about the origins of theatre and complete a timeline through the ages on how theatre has developed. They will use this to make comparisons between different places and times in the past.</p> <p>Hook Theatre/Backstage at the Theatre</p> <p>Outcome Performance</p>
		<p>Coverage H3.2b, H3.2a, H3.2c, H3.2f, H3.2g, H3.2d, H3.2e, H3.3a, H3.1c, H3.1d</p>	<p>Coverage</p>	<p>Coverage Year 5: H3.1a H3.1b, H3.2d, H3.2a, H3.2e, H3.3a, H3.1d, H3.2g Year 6: H3.1a, H3.1b, H3.1c</p>
Year 5/6 Cycle B		<p><u>Space Infinity!</u> Can we code to create a space game? (History/Art)</p> <p>Children will study key landmark moments in History linked to The Space Race, The moon landing and</p>	<p><u>Food v Man</u> Can we promote Fairtrade through a healthy tuckshop? (Geography/DT/History)</p> <p>TEXT: THE RAINFOREST, THE EXPLORERS</p>	<p>Year 5 <u>We Are Britain – Castle Attack!</u> Can we engineer a piece of equipment to attack a castle? (Geography, History, DT)</p>

		<p>development of space travel up to the present day. They will be comparing accounts of events; identifying changes, causes and consequences. Children will also identify the significance and impact of these events/people in society today. Compare value of primary and secondary sources and interpret how conclusions were arrived at.</p> <p style="text-align: center;">Hook Planetarium and coding session Outcome Shared Space themed game</p>	<p style="text-align: center;"><i>The Mayan Civilisation</i> <i>Children will complete a study of the Mayan civilisation, culture and empire including positions of power. They will explore what the Mayan's were best known for and what knowledge informs our society today as well as the way that they used land including the forest to provide for themselves – communities, food, sources.</i></p> <p style="text-align: center;">Hook Cadbury's world Outcome To run a healthy tuckshop for the rest of the school.</p>	<p style="text-align: center;">Hook Local (Stafford) Castle Outcome Banquet - Attacking a castle competition</p> <p style="text-align: center;"><u>Year 6</u> <u>Let Us Entertain You</u> Can we entertain an audience? (Art, Social Enterprise, Design, Music) TEXT: THE SCRIPT Hook Theatre/Backstage at the Theatre Outcome Performance</p> <p style="text-align: center;">Coverage H3.1a H3.1b, H3.2d, H3.2a, H3.2e, H3.3a, H3.1d, H3.2g</p>
		<p style="text-align: center;">Coverage H3.2f, H3.2g, H3.2c, H3.2d</p>	<p style="text-align: center;">Coverage H3.1a, H2.2g,H3.1d, H3.3a, H3.2g</p>	