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**History Overview**

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|  | **Cycle A** | | |  |  | **Cycle B** | | |
|  | **Academic Year 2024- 25** | | |  | **Academic Year 2025 - 26** | | |
| **EYFS** | **Year 1&2** | **Year 3&4** | **Year 5&6** | **Term** | **EYFS** | **Year 1&2** | **Year 3&4** | **Year 5&6** |
| EYFS follow in the moment planning so LTP will be updated half termly. |  |  |  | **Autumn 1** | Our Families  Black History – Rosa Parks and Martin Luther-King  Old Toys and Traditions |  |  |  |
| Strong Start – History Chronology KS1  **Events beyond  living memory**  -Where is London?  When was the Great Fire of London?  -How did the fire start? Why did the fire spread so quickly?  -Where did the fire spread to? Monday 3rd and Tuesday 4th September 1666  -Where did the fire spread to? Wednesday 5th and Thursday 6th September 1666  -How do we know about the Great Fire of London?  -What effect did the fire have on London?  ***Living History:*** *Hot seating* | **Reference Lesson** – Vikings & A.Saxons  **Britain’s settlement by Anglo-Saxons and Scots**  -Why did the Anglo-Saxons come to Britain?  -Where did the Anglo-Saxons come from?  -What was lifelike for  Anglo-Saxons in Britain?  -What kingdoms were formed by the Anglo-Saxons?  -How do we know about the Anglo-Saxons?  -How did religion influence the Anglo-Saxons? - How do we know this?  ***Living History:*** *Anglo-Saxon loan box (Tullie House)*  *-Tullie House Workshop – Anglo Saxons*  *-Tullie House Virtual Assembles – Anglo Saxons* | **Reference Lesson –** Ancient Civilisations  **Study the Maya civilisation and compare to the Anglo-Saxons c. AD 900**  -Where did the Maya live?  -What were the significant events in the Maya’s history?  -What were Maya city-states like?  -What did the Maya invent?  -What did the Maya invent?  -What happened to the Maya city-states?  -Remember Britain and the Anglo-Saxons?  -Compare and contrast the lives of the Maya and Anglo-Saxons in c. AD 900  ***Living History:*** *Hot seating* | **Autumn 2** | **Changes within living memory**  -How have I grown and changed in my life?  -What is it like around here?  -What are the shops in my community?  -What were shops like in the past?  -How have shops changed?  -How are shops different today than a long time ago?  -How are shops different today than a long time ago?  ***Living History:*** *-1950-60’s loan box (Tullie House)*  *-Tullie House Workshop – Homes in the past* | Strong Start – History Chronology LKS2  **Study changes in Britain from the Stone Age to the Iron Age**  -What were the three ages of the Stone Age?  -What were **Palaeolithic** times like? How do we know?  -What were **Mesolithic** times like? How do we know?  -What were **Neolithic** times like? How do we know?  ***Living History:*** *Pre-History Loan Box (Tullie House)*  *-Tullie House Workshop – Prehistory*  *-Tullie House virtual assemblies – Prehistory* | **Reference Lesson** – Ancient Greece  **Ancient Greeks**  -Who were the Ancient Greeks and when did they rule?  -What beliefs did the  Ancient Greeks hold?  -City-states: what was the difference between Athens and Sparta?  -What was democracy  like in Athens?  -Why was the theatre important to the Ancient Greeks?  -What myths and fables did Ancient Greeks write?  -What happened at the  **Battle of Marathon?**  **Battle of Salamis?**  Why was it important?  -Why were the Olympic games invented by the Ancient Greeks?  -Who was Alexander the Great and why was he so renowned?  ***Living History:*** *Greek Day- cooking/games/worship/daily life* |
| EYFS follow in the moment planning |  |  |  | **Spring 1** | EYFS follow in the moment planning |  |  |  |
| EYFS follow in the moment planning so LTP will be updated half termly. | **The lives of significant individuals**  -Who was Mary Anning?  What did she do?  -What did Mary Anning discover?  -Who is David Attenborough? What does he do?  -What has David Attenborough achieved?  -Compare Mary Anning and David Attenborough. What was similar and what was different?  ***Living History:*** *Hot seating*  *-Tullie House Workshop – Florence Nightingale* | **Reference Lesson** – Roman Empire  **The Roman Empire and its**  **impact on Britain**  -Who were the Romans?  -What was it like to live in Rome?  -Remember the Celtic people: what was it like to live during the Iron Age?  -When did the Romans invade Britain?  -Who resisted the Roman invasion?  -How did Britain change under Roman rule?  Technology/Beliefs  -What was the impact of the Roman Empire on Britain?  ***Living History:***  *-Roman Loan Box (Tullie House) and/or Roman pottery sorting box*  *-Trip to Tullie House/Senhouse Maryport museum and/or Hadrian’s Wall*  *-Tullie House Workshop – Romans*  ***-Tullie House Virtual Assemblies – Romans*** | Strong Start – Cause and Consequence  **Windrush Generation**  -Where are the Caribbean islands? What’s their history?  -How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?  - Why did people migrate from the Caribbean to Britain in 1948?  -. What was life in London like for the Windrush pioneers?  -Who was Sam King and what did he do? / Who was Norma Best and what did she do?  -How did the Windrush generation change  Britain for the better?  ***Living History:*** *Hot seating* | **Spring 2** | EYFS follow in the moment planning so LTP will be updated half termly. | **Study significant people, places and events in Cumbria**  -Remember - what is Oughterside/Cumbria like today?  -What happened in Cumbria a long time ago?  -Was Cumbria prosperous?  -How did people earn a living?  -What can Cumbrian people remember about the past?  ***Living History:*** *Visitor into school to share stories of life in the past*  *-Tullie House virtual assemblies – History of Carlisle* | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time**  **of Edward the Confessor**  -What was lifelike for Vikings?  -When did the Vikings raid Britain?  -Where did the Vikings invade and settle?  -Why were the Vikings so feared and successful?  -When were the Vikings most powerful?  -What peace was agreed between the Anglo-Saxons and Vikings?  What happened to the  Vikings in England?  -Why did the Normans and Vikings both think they had the right to the throne of England?  ***Living History:*** *Viking Day*  *-Tullie House Workshop – Vikings*  *-Tullie House virtual assemblies - Vikings* | **Strong Start –** Chronology  **Study five monarchs through time**  -How is **William I** remembered? What legacy did he leave?  -How is **Henry VIII** remembered? What legacy did he leave?  -How is **Elizabeth I** remembered? What legacy did she leave?  -How is **Charles II** remembered? What legacy did he leave?  -How is **Queen Victoria** remembered? What legacy did she leave?  -Analyse-it In your opinion, who was the greatest past monarch?  ***Living History:***  *-Tudor loan box (Tullie House)*  *-Victorian Loan box (Tullie House)*  *-Victorian adult/child costume available (Tullie House)* |
| EYFS follow in the moment planning |  |  |  | **Summer 1** | EYFS follow in the moment planning |  |  |  |
| EYFS follow in the moment planning so LTP will be updated half termly. | **Reference Lesson** – Events beyond living memory  **Revisit – study changes within living memory**  -What are the stages in my life?  -What are toys and how can we sort them?  -What are toys and how can we sort them?  ***Living History: -****Grandparent, older person visiting school showing their childhood toys.*  *-Original Toys and Games pack (Tullie House)*  *-Tullie House Workshop – Homes in the past* | **The achievements of the earliest civilisations - Egypt study**  -Who were a few of the early civilisations and what did they achieve?  -Who were the ancient Egyptians and where did they live?  -The Old Kingdom: who was significant and what did they achieve?  -The Middle Kingdom: who was significant and what did they achieve?  -The New Kingdom: who was significant and what did they achieve?  -Achievements: how and what did the ancient Egyptians write?  -How did the ancient Egyptians use the River Nile?  -Gods: what did the ancient Egyptians believe in?  -What do we know about Tutankhamun?  ***Living History****: Egyptian Loan Box (Tullie House)*  *Egyptian Day – cooking/games/worship/daily life*  *-Tullie House Workshop – Egyptians*  *-Tullie House virtual assemblies - Egyptians* | **Reference Lesson** – How did conflict impact the local area WW 11  **How did conflict change our local**  **area in World War 2?**  -Why were Britain and America at war against Germany, Japan and Italy?  -Why was East Anglia  described as mini-America?  -Where were the airbases  in our locality?  -Why were these airbases important to the war effort?  -What effect did the American airbases have on our local area?  -What ways do we remember the brave men and women who defended our country?  ***Living History:***  *Evacuee suitcase (Tullie House)*  *Evacuee Day – dress as evacuee and bring in your packed suitcase*  *-Tullie House Workshop – WW11*  *-Tullie House virtual assemblies – WW11* | **Summer 2** | EYFS follow in the moment planning so LTP will be updated half termly. | **Strong Start** – Cause & Consequence  **Year 2 Revisit Events Beyond Living Memory**  \_What do you remember about the Great Fire of London?  -What was the effect of the Great Fire of London?  ***Living History:*** *Hot seating* | **Strong Start** – Cause & Consequence  **Revisit – Changes from the Stone Age to The Iron Age**  -What changes happened in the Bronze Age and Iron Age?  ***Living History****: Pre-History loan box (Tullie House)*  *-Tullie House Workshop – Prehistory*  *-Tullie House virtual assemblies - Prehistory* | **The Battle of Britain**  -Why did Britain declare war on Germany in 1939?  -Why was rationing  introduced in 1940?  -Why were people evacuated from cities?  -What happened in the  Battle of Britain?  -The Blitz: how did Hitler continue to attack Britain?  -How did conflict change society in the Second World War?  ***Living History:***  *WW11 box (Tullie House)*  *-Tullie House Workshop – WW11*  *-Tullie House virtual assemblies – WW11* |