

History: Whole School Unit Overview

Year Group	Term 1	Term 2	Term 3
Year 1	Changes to school life (Local History)	Elizabeth I and Queen Victoria	The first aeroplane flight
Year 2	Christopher Columbus and Neil Armstrong	Florence Nightingale (Local History)	The Great Fire of London
Year 3	Titanic (Local History)	The Stone age to the Iron age	The Vikings and Anglo-Saxons
Year 4	Victorian health and hygiene	The Olympics of Ancient Greece	Education (Ancient Greece and Victorians) (Local History)
Year 5	The Tudors of Tudor House (Local History)	The pyramids of Ancient Egypt	World War Two - The Home Front
Year 6	The Romans in Britain	Maya Civilisation	Harefield House (Local History)

Year 1 and 2 History KS1: Coverage overview

	Year 1 Term 1 Changes to school life (Local History)	Year 1 Term 2 Elizabeth I and Queen Victoria	Year 1 Term 3 The first aeroplane flight	Year 2 Term 1 Christopher Columbus and Neil Armstrong	Year 2 Term 2 Florence Nightingale (Local History)	Year 2 Term 3 The Great Fire of London
Why this? Why now?	* To develop their understanding of key historical concepts such as continuity & change and similarity & difference * Links to last year 6 unit to enable the children to come full circle.	* Links to the Isle of white * Kings and Queens are an engaging theme for Year 1. Due to recent events such as the Jubilee and coronation the children are more aware of our current monarch.	* Develop an awareness of the past, using common words and phrases relating to the passing of time * Children have a better knowledge of the concepts so the knowledge of the wright brothers can be deeper.	* Good links for similarities and differences and continuity and change. * Discovery is an exciting theme for the children. * Sequenced to support the theme of travel from the end of year 1.	* Local history links to Hampshire including Romsey (Where she was born) and Netley (Royal Victoria military hospital). * Potential for future school trip at the end of the unit due to weather.	* Engaging story with lots of evidence for children to explore. Links to writing and London in Geography. * Enables deeper thinking for the end of KS1 as children are able to think about what they would do and how its changed things.
Chronology	* 1 What is the timeline of our school? * 2 What has changed since 1957?	* 2 and 3 Who were Elizabeth I and Queen Victoria?	* 1 How has flight changed over time? * 4 What happened on the first aeroplane flight?	* 1 How is Neil Armstrong Significant? * 2 How is Christopher Columbus significant?	* 2 Who was Florence Nightingale?	* 2 When and what were the key events of the great fire of London?
Continuity and Change	* 1 What is the timeline of our school? * 2 What has changed since 1957? * 3 How and why have school dinners changed?	* 2 and 3 Who were Elizabeth I and Queen Victoria?	* 1 How has flight changed over time? * 5 Why is aeroplane travel important?	* 3 What food did explorers in the past take with them? * 4 How did explorers travel in the past?	* 4 How did Florence change the Scatari Hospital?	* 5 How and why has London changed after the fire?
Cause and Consequence	* 3 How and why have school dinners changed?	* 5 How was the Isle of white significant to Queen Victoria?	* 2 Who were the Wright brothers? How did they develop flight?	* How were Neil Armstrong and Christopher Columbus brave?	* 3 What conditions did Florence find in Scatari? * 5 What was Florence Nightingale's legacy in Hampshire?	* 3 Why did the fire spread so quickly and stay alight for so long?
Significance	* 5 Who has been important to Harefield Primary School and how were they important?	* 2 and 3 Who were Elizabeth I and Queen Victoria. * 5 How was the Isle of white significant to Queen Victoria?	* 4 What happened on the first aeroplane flight? * 5 Why is aeroplane travel important?	* 1 How is Neil Armstrong Significant? * 2 How is Christopher Columbus significant?	* 1 Use artefacts to deduce information about a person from the past. * 2 Who was Florence Nightingale? * 5 What was Florence Nightingale's legacy in Hampshire?	* 1 What can we discover about the great fire of London from evidence? * 2 When and what were the key events of the great fire of London?
Similarities and Differences	* 4 What are the similarities and differences between a 1950's school day and today?	* 1 What is a Monarch? * 2 and 3 Who were Elizabeth I and Queen Victoria? * 4 What did people wear in Elizabethan times and Victorian times?	* 3 What was the Wright brothers first aeroplane like?	* 3 What food did explorers in the past take with them? * 4 How did explorers travel in the past?	* 2 Who was Florence Nightingale? * 4 How did Florence change the Scatari Hospital?	* 4 How was London different in 1666 and today?
Historical Enquiry Knowledge	* 1 What is the timeline of our school? * 2 What has changed since 1957? * 4 What are the similarities and differences between a 1950's school day and today. * 5 Who has been important to Harefield Primary School and how were they important?	* 4 What did people wear in Elizabethan times and Victorian times?	* 2 Who were the Wright brothers? How did they develop flight? * 4 What happened on the first aeroplane flight?	* 3 What food did explorers in the past take with them?	* 1 Use artefacts to deduce information about a person from the past. * 3 What conditions did Florence find in Scatari?	* 1 What can we discover about the great fire of London from evidence? * 2 When and what were the key events of the great fire of London?

Year 3 and 4 History LKS2: Coverage overview

	Year 3 Term 1 Titanic (Local History)	Year 3 Term 2 The Stone age to the Iron age	Year 3 Term 3 The Vikings and Anglo-Saxons	Year 4 Term 1 Victorian health and hygiene	Year 4 Term 2 The Olympics of Ancient Greece	Year 4 Term 3 Education (Ancient Greece and Victorians) (Local History)
Why this? Why now?	<ul style="list-style-type: none"> * Local area study with links to Southampton. Opportunity for school trips. * Clear cause and consequence learning opportunity * Modern history to introduce ks2 learning 	<ul style="list-style-type: none"> * Good similarities and differences focus. * Develop chronological awareness to British history 	<ul style="list-style-type: none"> * Helps develop chronological awareness further. * Links to Stonehenge 	<ul style="list-style-type: none"> * The use of artefacts we have in school means active role play * Toilets and the great stink engaging for boys supporting writing. 	<ul style="list-style-type: none"> * A tighter focus on Ancient Greece means a deeper knowledge on one area. 	<ul style="list-style-type: none"> * Children have more knowledge on Ancient Greece and Victorians from previous learning to support comparisons and deeper knowledge.
Chronology	<ul style="list-style-type: none"> * 1 What were the key events of the Titanic and her sinking? 	<ul style="list-style-type: none"> * 1 How did tools and weapons develop from the stone age to the Iron age? 	<ul style="list-style-type: none"> * 1 How were the Anglo-Saxons converted to Christianity? * 2 When did the Vikings come to Britain and how did they travel? 	<ul style="list-style-type: none"> * 4 What were the key developments of Victorian toilets? 	<ul style="list-style-type: none"> * 3 Understand the battle of Marathon 	<ul style="list-style-type: none"> * 3 and 4 What is the significance of Education reform in the Victorian Era?
Continuity and Change	<ul style="list-style-type: none"> * 5 What was the legacy of the Titanic? 	<ul style="list-style-type: none"> * 4 How and why did people build Hillforts in Iron Age Britain? * 5 Houses and homes from the Stone age to the Iron age. 	<ul style="list-style-type: none"> * 1 How were the Anglo-Saxons converted to Christianity? 	<ul style="list-style-type: none"> * 1 How has washing been improved? * 3 How did Joseph Lister advance surgery in the Victorian era? * 4 What were the key developments of Victorian toilets? 	<ul style="list-style-type: none"> * 5 What are the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. 	<ul style="list-style-type: none"> * 3 and 4 What is the significance of Education reform in the Victorian Era?
Cause and Consequence	<ul style="list-style-type: none"> * 4 Who or what was to blame for the sinking of the Titanic? * 5 What was the legacy of the Titanic? 	<ul style="list-style-type: none"> * 4 How and why did people build Hillforts in Iron Age Britain? 	<ul style="list-style-type: none"> * 4 What was the cause and consequences of 'Danegeld'? 	<ul style="list-style-type: none"> * 5 What was the great stink and what changed as a result of it. 	<ul style="list-style-type: none"> * 3 Understand the battle of Marathon 	<ul style="list-style-type: none"> * 3 and 4 What is the significance of Education reform in the Victorian Era?
Significance	<ul style="list-style-type: none"> * 1 What were the key events of the Titanic and her sinking? * 4 Who or what was to blame for the sinking of the Titanic? * 5 What was the legacy of the Titanic? 	<ul style="list-style-type: none"> * 3 What is the significance of Stonehenge? 	<ul style="list-style-type: none"> * 3 What can we learn about Anglo-Saxon Britain from Sutton Hoo and why is it significant? * 4 What was the cause and consequences of 'Danegeld'? 	<ul style="list-style-type: none"> * 3 How did Joseph Lister advance surgery in the Victorian era? * 5 What was the great stink and what changed as a result of it. 	<ul style="list-style-type: none"> * 1 Consider the importance the god Zeus played in the Games * 4 What was the sacred truce? 	<ul style="list-style-type: none"> * 3 and 4 What is the significance of Education reform in the Victorian Era?
Similarities and Differences	<ul style="list-style-type: none"> * 2 Who travelled on the Titanic? * 3 What was Titanic like? 	<ul style="list-style-type: none"> * 1 How did tools and weapons develop from the stone age to the Iron age? * 2 What do cave paintings tell us about life in the stone age? * 4 How and why did people build Hillforts in Iron Age Britain? * 5 Houses and homes from the Stone age to the Iron age. 	<ul style="list-style-type: none"> * 2 When did the Vikings come to Britain and how did they travel? * 5 How are Viking Long Houses similar or different to our houses today? 	<ul style="list-style-type: none"> * 1 How did Victorians wash their clothing? * 3 How did Joseph Lister advance surgery in the Victorian era? 	<ul style="list-style-type: none"> * 1 Consider the importance the god Zeus played in the Games * 2 What events happened at the Olympic games? * 4 What was the sacred truce? * 5 What are the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. 	<ul style="list-style-type: none"> * 1 How were schools similar or different between Ancient Greece and the Victorian era? * 2 Explore the role of place and gender in education in Ancient Greece. * 5 What is a Victorian workhouse and what was its role?
Historical Enquiry Knowledge	<ul style="list-style-type: none"> * 2 Who travelled on the Titanic? * 3 What was Titanic like? * 4 Who or what was to blame for the sinking of the Titanic? 	<ul style="list-style-type: none"> * 1 How did tools and weapons develop from the stone age to the Iron age? * 2 What do cave paintings tell us about life in the stone age? 	<ul style="list-style-type: none"> * 3 What can we learn about Anglo-Saxon Britain from Sutton Hoo and why is it significant? * 5 How are Viking Long Houses similar or different to our houses today?* 	<ul style="list-style-type: none"> * 1 How did Victorians wash their clothing? * 2 How has washing been improved? * 4 What were the key developments of Victorian toilets? 	<ul style="list-style-type: none"> * 2 What events happened at the Olympic games? 	<ul style="list-style-type: none"> * 1 How were schools similar or different between Ancient Greece and the Victorian era? * 2 Explore the role of place and gender in education in Ancient Greece. * 5 What is a Victorian workhouse and what was its role?

Year 5 and 6 History UKS2: Coverage overview

	Year 5 Term 1 The Tudors of Tudor House (Local History)	Year 5 Term 2 The pyramids of Ancient Egypt	Year 5 Term 3 World War Two - The Home Front	Year 6 Term 1 The Romans in Britain	Year 6 Term 2 Maya Civilisation	Year 6 Term 3 Harefield House (Local History)
Why this? Why now?	* Tudor House is in Southampton and supports the children from a deprived area see more culture. The owners of the house have lots of links to key historical events of the time. * The Tudors has previously been a much loved unit in our school.	* More specific unit helps the focus to be clearer creating a better sequence of learning. * Supports 'Tomb Raider' book study in reading lessons in this term.	* Supports 'Anne Frank' book study in writing lessons. * Home front - the focus is not on the battles in France and the blood shed on the front line as we have known issues in the area involving violence.	* The Romans in Britain - Boudicca is fascinating and this Unit allows the children to analyse her in more detail as the unit is more focussed to Britain. * Help in supporting year 6 boys writing due to the battles being engaging for them.	* Maya civilisation involves concepts such as human sacrifice and battles - we have known issues in the local area involving violence so felt this was a better unit for year 6.	* The texts and research available for this unit are more advanced so are more suitable for Year 6. * The first unit children complete in year 1 is on school life so having this unit means the children can come full circle and look at the same area but with all their knowledge of history to support a deeper understanding.
Chronology	* 1 How did the Tudor era begin?	* 2 Explore the pyramids of Ancient Egypt.	* 1 Understand and describe the causes and outbreak of WW2.	* 1 Why did the Roman Empire want to invade Britain?	* 2 What were the key events in the development of the Maya Civilisation?	* 1 Understand the history of Harefield House
Continuity and Change	* 1 How did the Tudor era begin?	* 2 Explore the pyramids of Ancient Egypt.	* 2 How did World War Two affect children in Britain? * 5 Did all men and all women do the same things in the war?	* 1 Why did the Roman Empire want to invade Britain? * 3 How did Britain change under Roman rule? * 5 What did the Romans leave behind as a legacy?	* 5 What happened to the Maya Civilisation?	* 2 Investigate what Harefield House could have been like..
Cause and Consequence	* 3 What does the evidence tell us about the sinking of the Mary Rose?		* 1 Understand and describe the causes and outbreak of WW2. * 3 Know the significance of the Blitz and understand its impact on people. * 4 How and why did the war change what people ate?	* 3 How did Britain change under Roman rule?	* 5 What happened to the Maya Civilisation?	* 5 What events led to the creation of a school?
Significance	* 1 How did the Tudor era begin? * 5 Why did Henry VIII want to divorce Catherine of Aragon?	* 3 What is mummification? * 4 What can we learn about Ancient Egypt through tomb paintings? * 5 Explore writing in Ancient Egypt.	* 3 Know the significance of the Blitz and understand its impact on people.	* 1 Why did the Roman Empire want to invade Britain? * 4 Who was Boudicca? * 5 What did the Romans leave behind as a legacy?	* 1 How was interest in the Maya civilisation re-ignited?	* 4 How is Edwin Jones significant and what were his links to Harefield House?
Similarities and Differences	* 2 What does Tudor house tell us about John Dawtrey's class? * 4 Isabel Lyster: How did Tudor house banquet and feast?	* 2 Explore the pyramids of Ancient Egypt. * 3 What is mummification? * 4 What can we learn about Ancient Egypt through tomb paintings? * 5 Explore writing in Ancient Egypt.	* 1 Understand and describe the causes and outbreak of WW2. * 5 Did all men and all women do the same things in the war?	* 2 Why was the Roman army so successful? * 3 How did Britain change under Roman rule?	* 3 What can art tell us about Maya culture? * 4 What were the religious beliefs of the Maya people?	* 3 What do we know about the servants of Harefield House?
Historical Enquiry Knowledge	* 2 What does Tudor house tell us about John Dawtrey's class? * 3 What does the evidence tell us about the sinking of the Mary Rose?	* 1 Who was Howard Carter and what did he discover? * 4 What can we learn about Ancient Egypt through tomb paintings?	* 2 How did World War Two affect children in Britain? * 3 Know the significance of the Blitz and understand its impact on people. * 4 How and why did the war change what people ate? * 5 Did all men and all women do the same things in the war?	* 2 Why was the Roman army so successful? * 4 Who was Boudicca?	* 1 How was interest in the Maya civilisation re-ignited? * 3 What can art tell us about Maya culture?	* 1 Understand the history of Harefield House * 2 Investigate what Harefield House could have been like. * 3 What do we know about the servants of Harefield House?