

Dovelands Primary School - Subject Overview - History

Cycle A					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
FS	Talk about the lives of the people around them and their roles in society -Children to discuss their families. Who do they live with? What jobs do they do?		Understand the past through settings, characters and events encountered in books read in class and storytelling -Children to look at how Britain has changed over time with people arriving from overseas (Coming to England). -Children to look at how school has changed over time -Links to RE (eg: Easter story)		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 -Children to revisit discussing their families and friends. What are their roles? How do they help us? How have their roles changed? -Children to look at how Western Park has changed over time since being developed
Y1/2	How has the local area changed over time? Changes within living memory Significant historical events people and places within their own locality		History Makers Why do we remember people from the past?	What is the purpose of a castle? significant historical events, people and places in their own locality.	
Y3/4			Why did the people of Britain change from the stone age to the iron age? Knowledge and understanding: changes in Britain from the Stone Age to the Iron Age	What was the legacy of the Roman Empire? the Roman Empire and its impact on Britain	How did Anglo Saxon life compare to Roman life and why? Britain's settlement by Anglo-Saxons and Scots
Y5/6	What was the lasting impact of the war on specific groups of people? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	How have the lives of children changed over the last 200 years? a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			How did the Maya develop so effectively and last so long? (Invasion, conquest, cause and effect, migration) A non-European society that provides contrasts with British history

Cycle B

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
FS	Talk about the lives of the people around them and their roles in society -Children to discuss their families. Who do they live with? What jobs do they do?		Understand the past through settings, characters and events encountered in books read in class and storytelling -Children to look at how Britain has changed over time with people arriving from overseas (Coming to England). -Children to look at how school has changed over time -Links to RE (eg: Easter story)		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 -Children to revisit discussing their families and friends. What are their roles? How do they help us? How have their roles changed? -Children to look at how Western Park has changed over time since being developed
Y1/2	How has the seaside changed within the last 100 years? Changes within living memory	How have toys changed within the last 100 years? Changes within living memory	How did the Great Fire of London change the city? Events beyond living memory that are significant nationally or globally.		Why should we remember Florence Nightingale, Mary Seacole and Edith Cavell?
Y3/4	How do we know about the Egyptians? the achievements of the earliest civilizations	How has entertainment changed over the last 100 years? a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Was Richard III a hero or a villain?		
Y5/6	Were the Vikings ever civil? the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	What was the impact of the Windrush generation? Leicester Case Study a local history study			What is the legacy of the Ancient Greeks?