



Year 3 History Medium Term Overview

Topic	Spring 2 A Step Back In Time	Summer 2 Raiders and Invaders
Unit and Outcome	Stone Age to Iron Age Key Historical Question: What does the present tell us about the past? <i>(Changes in Britain from the Stone Age to the Iron Age)</i>	The Roman Empire Key Historical Question: The Romans – did they fight or forge civilisations? <i>(The Roman Empire and its impact on Britain)</i>
Topic Specific Vocabulary	prehistoric	centurion
Subject Specific Vocabulary	archaeologist	empire
General Vocabulary	artefact	invasion
Prior Learning	In Year 2, pupils were taught: About events beyond their living memory that are significant nationally or globally.	In Year 2, pupils were taught: About the lives of significant individuals in the past who have contributed to national achievements, used to compare aspects of life in different periods. About events beyond their living memory that are significant nationally or globally. In Year 3, pupils were taught: About changes in Britain from the Stone Age to the Iron Age.
Later Learning	In Year 4, pupils will be taught: To investigate the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor. In Year 5, pupils will be taught: About the achievements of the Earliest Civilisations (Ancient Egypt)	In Year 4, pupils will be taught: To investigate the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor. In Year 5, pupils will be taught: About the achievements of the Earliest Civilisations (Ancient Egypt)
Year 3 National Curriculum Objectives	To investigate changes in Britain from the Stone Age to the Iron Age.	To investigate the Roman Empire and its impact on Britain. To investigate Britain's settlement by Anglo-Saxons and Scots
More detailed knowledge required	<ul style="list-style-type: none"> - Life changed over time from the first hunter gatherers to the first farmers. - Historians and Archaeologists have discovered artefacts which show us how people lived during this time. - Skara Brae was uncovered hundreds of years later. - Stone tools were first used in the Stone Age. - Bronze replaced stone as the preferred material for making tools and weapons in the Bronze Age. - Iron became the preferred choice in the Iron Age. 	<ul style="list-style-type: none"> - Roman Britain is closely linked to Celtic Britain, as it follows on directly. - The Roman Empire spread across Europe but the Celts in Britain fought back. - Claudius was determined to make Britain part of the Roman Empire and started a successful invasion. - Boudicca led a tribe to fight back against the Romans, but the Romans won. - The Romans left an important legacy (e.g. Roman Roads, stone housing) and their life was different to that of Celts.
Year 3 Skills	<ul style="list-style-type: none"> → Understand that the past can be divided into different periods of time → Place events, artefacts and historical figures in order → Recognise some similarities and differences between periods of time → Use dates and historical terms to describe events → Demonstrate knowledge and understanding of some of the main events, people and changes studied → Begin to recognise that there are reasons why people in the past acted as they did → Use evidence to ask and answer questions about the past on the basis of simple observations → Use more than one source of evidence in order to gain a more accurate understanding → Communicate knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT → Use appropriate historical vocabulary including dates and time periods 	<ul style="list-style-type: none"> → Recognise some similarities and differences between periods of time → Use dates and historical terms to describe events → Demonstrate knowledge and understanding of some of the main events, people and changes studied → Begin to recognise that there are reasons why people in the past acted as they did → Use evidence to ask and answer questions about the past on the basis of simple observations → Use more than one source of evidence in order to gain a more accurate understanding → Show some understanding that aspects of the past have been interpreted in different ways → Communicate knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT → Use appropriate historical vocabulary including dates and time periods

<p>Linked artists/ historians/ musicians etc.</p>	<ul style="list-style-type: none"> • Key Historical Figure – Boudicca (Celtic queen when the Romans were attempting to invade, in around 60 CE) • Julius Caesar (tried to invade Britain to end the prehistoric figure) • Agricola (the roman invader who ended the prehistoric age and allowed the Romans to conquer Britain) • 'Amesbury Archer' – this man's grave was found two miles from Stonehenge buried with over 100 objects, including arrowheads and wrist-guards used by archers. He was possibly a Bronze Age metal worker and it was believed he would use these objects that were with him in his grave in the afterlife. • 	<ul style="list-style-type: none"> • Key Historical Figure – Julius Caesar (considered the greatest Roman general. He wanted to rule Rome like a king, whereas it was a republic, which meant that there was not one person in control of the whole city. Senators shared power). • Agricola (the roman invader who ended the • prehistoric age and allowed the Romans to conquer Britain) • Romulus and Remus (Roman legend tells that the twin brothers, Romulus and Remus, were the founders of Rome. They were the sons of the god Mars). • Tarquin the Proud – the last king of Rome before it became a republic in 509 BCE. • Octavius – Julius Caesar's adopted son, who took power after Caesar died and became the first Emperor of Rome. • Romulus Augustus – the last Roman emperor, who lost power in CE476.
<p>Linked Texts</p> <p>Purple – Fiction</p> <p>Blue – Non-Fiction</p>	<p>Boudicca, Brilliant Biographies of the Dead Famous (History VIP text) – A non-fiction text based on Boudicca and her life. Accessible, full of pictures and unusual facts that the children may enjoy</p> <p>The Boy With The Bronze Axe - Kathleen Fiddler</p> <p>Stone Age Boy - Satoshi Kitamura (picture book about a boy who 'falls' into the Stone Age!)</p> <p>24 Hours in the Stone Age by Lan Cook (picture information book)</p>	<p>Julius Caesar and the Romans (History Starting Points text) – An illustrated journey through Roman civilization and Romans in Britain. Features lots of the most well-known figures in this historical period.</p> <p>Romans on the Rampage - Jeremy Strong</p> <p>Queen of Darkness - Tony Bradman (linked to Boudicca's revolt)</p> <p>A Roman Adventure (The Histronauts) - Frances Durkin & Grace Cooke – A hybrid of graphic novel, activity book and information book which tells a story of a group of children who travel back in time to visit Ancient Rome.</p> <p>The Thieves of Ostia - Caroline Lawrence (chapter book about a young girl called Flavia who investigates a mystery in a Roman port)</p>



Year 4 History Medium Term Overview

Topic	Autumn 2 Villagers and Pillages	Spring 2 Tragic Titanic
Unit and Outcome	Vikings and Anglo-Saxons Key historical question: Pillaging pirates or misunderstood migrants? <i>(Investigate the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor).</i>	The Titanic Key historical question: What impact did the sinking of the Titanic have on Southampton?
Topic Specific Vocabulary	longboat	iceberg
Subject Specific Vocabulary	invasion	maiden voyage
General Vocabulary	raid	memorial
Prior Learning	In Year 3, pupils were taught: To investigate the changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain.	In Year 2, pupils were taught: To investigate changes within living memory, that are used to reveal aspects of change in national life. About significant historical events, people and places in their own locality.
Later Learning	In Year 5 pupils will be taught: To investigate the achievements of the earliest civilizations (Ancient Egypt).	In Year 6, pupils will be taught: To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Year 4 National Curriculum Objectives	To investigate the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	To carry out a local history study (Impact of the Titanic on Southampton).
More detailed knowledge required	<ul style="list-style-type: none"> - The Vikings came from modern day Denmark. - The Viking era started with the arrival of a viking longboat on the island of Lindisfarne - the monks on the island went to welcome the Viking warriors but the Vikings murdered all of the monks and stole their treasures. - Vikings successfully invaded the shores of Britain. - More Viking warriors settled in Britain and pushed the British people out. - The Angles and Saxons then invaded Britain (known as the Anglo-Saxons). 	<ul style="list-style-type: none"> - The Titanic sailed out of Southampton, England, on its maiden and only voyage on April 10th, 1912. - Construction of the ship began two years earlier in Belfast, Ireland. - Days after setting sail, on April 15th, 1912, the Titanic sank after colliding with an iceberg. - Of the 2,240 passengers and crew on board, more than 1,500 lost their lives in the disaster, drowning or dying from hypothermia - predominantly from the lower classes. - The Carpathia rescued the survivors from their lifeboats. - Southampton lost the most residents as they worked on the ship. - There was a lot of controversy over who was responsible for the sinking of the Titanic. - The Captain of the ship was Edward Smith.
Year 4 Skills	<ul style="list-style-type: none"> → Place events, artefacts and historical figures on a timeline using dates → Understand the concept of change over time, representing this, along with evidence, on a timeline → Use dates and historical terms to describe events Demonstrate knowledge and understanding of some of the main events, people and changes studied → Begin to give a few reasons for, and results of, the main events and changes → Use evidence to ask and answer questions about the past that go beyond simple observation e.g. make deductions → Suggest suitable sources of evidence for historical enquiries → Begin to evaluate the usefulness of different sources → Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ → Recall, select and organise historical information in order to communicate their historical knowledge in a variety of ways → Use appropriate historical vocabulary including dates and time periods and specialist vocabulary such as settlement, invasion 	<ul style="list-style-type: none"> → Place events, artefacts and historical figures on a timeline using dates → Use dates and historical terms to describe events Demonstrate knowledge and understanding of some of the main events, people and changes studied → Compare an aspect of life with the same aspect of a different groups of people e.g. food for rich and poor, jobs for men and women (classes of passenger) → Begin to give a few reasons for, and results of, the main events and changes → Use evidence to ask and answer questions about the past that go beyond simple observation e.g. make deductions → Suggest suitable sources of evidence for historical enquiries → Begin to evaluate the usefulness of different sources → Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ → Recall, select and organise historical information in order to communicate their historical knowledge in a variety of ways → Use appropriate historical vocabulary including dates and time periods and specialist vocabulary such as maiden voyage and White Star Line

<p>Linked artists/historians/musicians etc.</p>	<ul style="list-style-type: none"> • Key Historical Figure: Alfred the Great (How 'great' really was Alfred? Alfred was the king of the Anglo-Saxons and promoted literacy in his people. He made peace with the Vikings and encouraged people to learn, governing fairly. • Edward the Confessor – was the King from 1042- 1066. He died in 1066 without an heir, causing a bloody struggle for control in England. • Athelstan – Alfred the Great's grandson, was considered the first 'King of all England'. He had many famous victories in battle. 	<ul style="list-style-type: none"> • Key Historical Figure: Captain Edward Smith (was the Captain of the Titanic). • Walter Lord (author of A Night to Remember). • Major FW Prentis (gave a famous historical account of the sinking). • J. Bruce Ismay – English businessman who was the managing director of the White Star Line. He survived the sinking of the ship. • Lauren Tarshis and Scott Dawson (authors of I Survived the Sinking of the Titanic, 1912)
<p>Linked Texts</p> <p>Purple – Fiction</p> <p>Blue – Non-Fiction</p>	<p>Alfred the Great and the Anglo Saxons (History Starting Point text) – really accessible text on Alfred and his influence in Britain. Includes a portion on the story of Beowulf.</p> <p>The Saga of Erik the Viking - Terry Jones & Michael Foreman (illustrated chapter book that mirrors the style of a Viking Saga. Follows a crew of Viking sailors encountering mythical creatures on a voyage)</p> <p>Viking Boy - Tony Bradman (story of a Viking chief's son)</p> <p>A Viking Adventure (The Histronauts) - Frances Durkin & Grace Cooke (combination of graphic novel, activity book and information book)</p>	<p>50 things you should know about the Titanic – a really comprehensive text featuring a page per different fact/aspect of the Titanic. Moves chronologically through the story, too. A good starting point to introduce key vocabulary.</p> <p>Kaspar, Prince of Cats - Michael Morpurgo & Michael Foreman (tells the story of a bellboy at the Savoy and his cat who end up on the Titanic)</p>



Year 5 History Medium Term Overview

Topic	Spring 1 Walk Like An Egyptian	Spring 2 The Golden Age
Unit and Outcome	<p>Ancient Egypt</p> <p>Key question: <i>Were Howard Carter's discoveries the most significant source of evidence about Ancient Egypt?</i></p> <p>Children will learn what life was like in Ancient Egypt through enquiry-based activities.</p> <p><i>(Achievements of the Earliest Civilisations)</i></p>	<p>Ancient Islamic Civilisation</p> <p>Key question: <i>How did Ancient Islam become one of the leading countries in trade, maths and science?</i></p> <p><i>(A study of a non-European society that provides contrast with British history).</i></p>
Topic Specific Vocabulary	hieroglyphics	Caliph
Subject Specific Vocabulary	Pharaoh	wisdom
General Vocabulary	Royalty	Trade
Prior Learning	<p>In Year 3, pupils were taught:</p> <p>About the Roman Empire and its impact on Britain.</p> <p>About the changes in Britain from the Stone Age to the Iron Age.</p>	<p>In Year 5, pupils were taught:</p> <p>About the achievements of the Earliest Civilizations (Ancient Egypt)</p>
Later Learning	<p>In Year 6, pupils will be taught:</p> <p>A study of Greek life and achievements and their influence on the western world.</p>	<p>In Year 6, pupils will be taught:</p> <p>A study of Greek life and achievements and their influence on the western world.</p>
Year 5 National Curriculum Objectives	To gain an overview of where and when the first civilisations appeared and to carry out an in-depth study of Ancient Egypt.	To investigate a non-European society that provides contrast with British history - early Islamic civilization, including a study of Baghdad c. CE 900.
More detailed knowledge required	<ul style="list-style-type: none"> - The Ancient Egyptians ruled Egypt over 4000 years ago. - They lived along the River Nile so that they could grow crops and support cattle. - The Ancient Egyptians built great monuments to dead Pharaohs. - They believed in many gods and thought that bodies must be mummified in order to reach the afterlife. - The Ancient Egyptian civilization ended when they were conquered by the Roman Empire. 	<ul style="list-style-type: none"> - Islam is a religion created by a man named Muhammad. - At its height, the Islamic Empire stretched far and wide and was ruled by a caliph. - Baghdad was built as the new capital of the Islamic Empire. - Baghdad was a perfectly round city, with all the important buildings in the centre. - The Silk Road was a trade route which linked the east to west, along which merchants sold their goods. It went through Baghdad. - During the Golden Age, Baghdad became the largest city in the world - The world's first hospitals were built in Baghdad along with universities and observatories. - By the 8th century, Islamic scholars were using paper rather than parchment or papyrus for their writing. - While the Islamic civilization was having the Golden Age, Europe was experiencing the Dark Ages.
Year 5 Skills	<ul style="list-style-type: none"> → Place civilisations on a timeline in relation to other periods of time studied. → Use dates and terms accurately in describing events. → Describe some of the main changes in a period of history. → Understand the concepts of continuity and change over time. → Use dates and terms accurately in describing events. → Find out about the beliefs, behaviour and characteristics of people. → Use sources of evidence to deduce and infer information about the past. → Explain the difference between primary and secondary sources → Select suitable sources of evidence, giving reasons for their choices. 	<ul style="list-style-type: none"> → Place event on timeline in relation to other time periods they are aware of e.g. Stone Age, titanic etc. → Describe some of the main events, people and changes: → Use sources of evidence to deduce and infer. Know that changes have been interpreted in different ways. Use PEE with text and pictures (photos). → Examine causes and results of great events and the impact on people → Give reasons for and results of the main events and changes. → Begin to produce structured work, making appropriate use of dates and terms. → Use appropriate historical vocabulary including era, chronology, continuity, change, legacy and specialist vocabulary such as civilisation, settlement.

	<p>→ Begin to select and combine information from a range of evidence to find out about an aspect or event.</p> <p>→ Understand that no single source of evidence gives the full answer to questions about the past.</p>	
<p>Linked artists/historians/musicians etc.</p>	<ul style="list-style-type: none"> • Key Historical Figure: Howard Carter (archaeologist who discovered the intact tomb of Tutankhamun) • Tutankhamun – famous Egyptian Pharaoh whose tomb was found intact by Howard Carter in 1922. It was believed he took the throne at the age of 8 or 9. • Hatsheput – Pharaoh who ruled in the 15th century BCE and commissioned the Deir el-Bahri Temple, constructed by the banks of the Nile river and near the entrance to the Valley of the Kings. • Cleopatra – a ruler of Ancient Egypt who co-ruled with her 10 year old brother. She was considered to be friendly with Julius Caesar, Roman General. 	<ul style="list-style-type: none"> • Key Historical Figure: Caliph Harun al-Rashid (considered to be the ruler at the beginning of the Islamic Golden Age, establishing the House of Wisdom library in Baghdad. He encouraged cultural and scientific progress and was very fond of arts and music). • Al-Khwarizmi – Persian mathematician who helped to invent 'algebra'. • Avicenna – doctor and philosopher who wrote the <i>Canon of Medicine</i>, helping doctors diagnose diseases such as cancer. • Ibn al-Haytham – inventor who created the first 'camera' and also was able to form an explanation of how the eye sees.
<p>Linked Texts</p> <p>Purple – Fiction</p> <p>Blue – Non-Fiction</p>	<p>You Wouldn't Want to Be a Pyramid Builder! - Jacqueline Morley</p> <p>The God Catcher – Scott Peters</p> <p>I Was There, Tutankhamun's Tomb – Sue Reid. A fiction retelling from the point of view of Howard Carter's water carrier as he discovers the Pharaoh's tomb.</p> <p>Secrets of a Sun King- Emma Carroll</p> <p>Marcy and the Riddle of the Sphinx - Joe Todd Stanton (graphic novel style picture book which tells the story of a girl who is on a mission to save her father from being trapped inside a Sphinx)</p> <p>The Legend of Tutankhamun - Sally Morgan and James Weston-Lewis. A non-fiction text about the discovery of Tutankhamun and his legend.</p>	<p>Malala's Magic Pencil – Malala Yousafzai</p> <p>I Am Malala – Malala Yousafzai and Patricia McCormick</p> <p>The Adventures of Harun Al-Rashid, Caliph of Baghdad – retold by Kelley Townley (An Arabian Nights Adventures book). Retelling of stories from <i>The Arabian Nights</i></p>



Year 6 History Medium Term Overview

Topic	Autumn 1 Meet the Greeks	Spring 2 Lest We Forget	Summer 1 Lest We Forget
Unit and Outcome	<p>Ancient Greeks</p> <p>Key historical question: How have the Ancient Greeks influenced the modern world?</p>	<p>D-Day and World War 2</p> <p>Key historical question: Why was D-Day so important and how were Southampton and Portsmouth involved?</p>	
Topic Specific Vocabulary	democracy	Axis	

Subject Specific Vocabulary	legacy	Propaganda
General Vocabulary	Myth	Occupied
Prior Learning	In Year 5, pupils were taught: The achievements of the earliest civilizations: Ancient Egypt. Contrasting a non-European society with British History (Ancient Islamic civilization)	In Year 4, pupils were taught: The impact of The Titanic disaster on Southampton as part of a local history study.
Later Learning	In Key Stage 3, pupils will be taught about: Ideas, political power, industry and empire: Britain, 1745-1901	In Key Stage 3 pupils will be taught: Challenges for Britain, Europe and the wider world 1901 to the present day. A local history study linked to a British area of study in the curriculum.
Year 6 National Curriculum Objectives	To investigate Ancient Greece - a study of Greek life and achievements and their influence on the western world.	To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (D-Day and its impact on Southampton and Portsmouth)
More detailed knowledge required	<ul style="list-style-type: none"> Over 3000 years later, we are still using Ancient Greek ideas in maths, science and art. Our alphabet is based on the Greek one and in the dictionary you'll find hundreds of words that come from the Greek language. The Greek's development of democracy is still our main form of government today. They also invented the theatre and the Olympic Games which we still enjoy today. The Greeks believed that gods and goddesses watched over them. They were like humans but lived forever and were more powerful. The most famous temple in Greece is the Parthenon in Athens, dedicated to the goddess Athena. 	<ul style="list-style-type: none"> WW2 was a battle between two groups of countries - the Allied and the Axis powers. Together with the Nazii party, Hitler wanted Germany to rule Europe - the war started with Germany invading Poland. When Hitler refused to stop the invasion, Britain and France declared war on Germany. This was the beginning of WW2. The war lasted for 6 years, between 1939-45. During this time, thousands of soldiers were deployed and lost their lives in battle, sacrificing their lives. Many memorials exist today and we celebrate VE day to signify the day that the war ended in Europe. The D-Day landings, or the Normandy Landings, took place in Normandy on the 6th June 1944, and was the start of the end of WW2. Southampton was one of the main embarkation points for troops participating in the invasion. Troops left the south coast of England and travelled to the beaches of France.
Year 6 Skills	<ul style="list-style-type: none"> → Seek out and analyse a wide range of evidence in order to justify claims about the past. → Compare beliefs and behaviour with another time studied. → Use dates and terms accurately in describing events. → Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. → Select and organise information to produce structured work, making appropriate use of dates and terms. → Show understanding of vocabulary/concepts such as civilisation, monarchy, parliament, democracy, war and peace. 	<ul style="list-style-type: none"> → Begin to evaluate sources of information and identify those that are useful for particular tasks. → Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. → Demonstrate increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. → Examine causes and results of great events and the impact on people. → Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. → Use sources of information to form testable hypotheses about the past. → Use appropriate historical vocabulary including era, chronology, continuity, change, legacy, era, decade, century and specialist vocabulary. → Describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural).
Linked artists/historians/musicians etc.	<ul style="list-style-type: none"> Key Historical Figure: Aristotle (philosopher and scientist who was interested in anatomy, classifying animals and observation) and Pythagoras (Greek mathematician who contributed to modern ideas of geometry) Archimedes – scientist who was notable for his discoveries in mathematics, science and engineering, notably working on ideas to do with the physics of 'floating and sinking'. Homer – Greek poet who was the author of the Odyssey and the Iliad, telling the story of the Trojan War through writing. 	<ul style="list-style-type: none"> Key Historical Figure: Winston Churchill (prime minister of the United Kingdom and considered one of the best 'wartime' leaders. He was in charge of the UK during the majority of WW2, coming into power after Chamberlain in 1940). Neville Chamberlain – prime minister of the UK at the beginning of WW2. Adolf Hitler – leader of the German Republic and the Nazi Party. Charles De Gaulle – French army officer who lead the French resistance to German occupation during WW2.
Linked Texts Purple – Fiction Blue – Non-Fiction	<p>What's your Angle, Pythagoras? A Math Adventure – Julie Ellis. A book detailing the impact of Pythagoras through a narrative of his life. Picture book.</p> <p>The Ancient Greek Mysteries - Saviour Pirotta & Freya Hartas (groups of short stories)</p> <p>Who Let the Gods Out? - Maz Evans (comedy chapter book, most similar to Percy Jackson and the Lightning Thief)</p> <p>The Life and World of Aristotle – Brian Williams. A biography about Aristotle and his work.</p>	<p>Usborne Famous Lives, Winston Churchill – Katie Daynes. A non-fiction chapter book detailing Churchill's life and role in WW2.</p> <p>Once – Morris Gleitzman (Rich read for Year 6 and the whole series is a great read for Year 6 children).</p> <p>Carrie's War - Nina Bawden (story about evacuation)</p> <p>Goodnight Mister Tom -Michelle Magorian</p> <p>The Emergency Zoo - Miriam Halahmy (chapter book from a new angle: what happened to pets as the war broke out?).</p>

