



# Gillespie Primary School History Overview



	Autumn Term		Spring Term		Summer Term	
EYFS	All about me	Festivals	Traditional Stories	Animals	Planting and Growing	Transport and Journeys
	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families</li> <li>• Begin to make sense of their own life-story and family's history</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes about the differences between people.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Explore collections of materials with similar and/or different properties e.g. making houses using straw/brick/sticks 'The Three Little Pigs'</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of an animal</li> <li>• Talk about what they see, using a wide vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>	<ul style="list-style-type: none"> <li>• Show interest in different occupations</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>
Year 1	Ourselves		Explorers		Plants and The United Kingdom	
	<p><b>Changes within living memory: Toys and how they have changed</b></p> <ul style="list-style-type: none"> <li>• History Off The Page toy workshop</li> </ul>		<p><b>Significant individuals in the past who have contributed to national and international achievements -</b> Mae Jemison</p>		<p><b>Significant individuals in the past who have contributed to national and international achievements –</b> Sir Francis Drake</p> <ul style="list-style-type: none"> <li>• Trip to Golden Hinde</li> </ul>	
Year 2	London		Exploring Environments		Near, Far, Wherever You Are	
	<p><b>Events beyond living memory that are significant nationally or globally:</b> <b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• The Great Fire of London 1666</li> <li>• Comparing life in London now and then</li> <li>• Historical sources (buildings, objects, artefacts, photographs and written evidence)</li> <li>• Learning about significant individuals – Samuel Pepys, Guy Fawkes</li> </ul>		<p><b>Local area history project – comparing past and present</b></p> <ul style="list-style-type: none"> <li>• Significant historical places in our local area: Arsenal Stadium</li> </ul>			

Year 3	Early Man	The Rainforest	Ancient Egypt
	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>● Develop a chronologically secure knowledge of Britain from the Stone – Iron Ages</li> <li>● Know about changes in Britain from the Stone Age to the Iron Age</li> <li>● Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>● Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources)</li> </ul>		<p><b>Ancient Egypt – the achievements of the earliest civilisations. Where and when the first civilisations appeared.</b></p> <ul style="list-style-type: none"> <li>● Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies</li> <li>● Understanding the significance of Ancient Egypt life including learning about: hieroglyphics, Gods/Pharaohs, mummification and important infrastructure.</li> <li>● Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between short- and long-term timescales. (Comparing Stone Age Britain and Ancient Egypt)</li> </ul>
Year 4	Ancient Greece	Italy	The Romans in Britain
	<p><b>Ancient Greek achievements and their influence and impact on modern life</b></p> <ul style="list-style-type: none"> <li>● Study Greek life and achievements and their influence on the western world</li> <li>● Compare and contrast the changes in Ancient Greece over time (development of democracy and civilised states)</li> <li>● Develop the appropriate use of historical terms e.g. ancient, modern, civilisation, citizens, archaeology, myths and legends</li> <li>● Understanding why changes occurred during the period of the Ancient Greeks. Contrast life in Ancient Greece with life today</li> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>● Learn about the life and impact of Alexander the Great. Consider his global impact and crucial role in expanding the Greek empire.</li> <li>● Gain an overview of the impact of Ancient Greece on our lives today</li> <li>● Consider how different historical sources (primary and secondary) help us to know about Ancient Greece</li> </ul>		<p><b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>● Develop a chronologically secure knowledge and understanding of British history (what Britain was like before/after the Romans came)</li> <li>● Develop a chronologically secure knowledge of world history, establishing clear narratives within and across the Roman era</li> <li>● Learn about the Roman Empire and its impact/Romanisation of Britain</li> </ul>

Year 5	Invasions and Settlements	Space	Ancient Islamic Civilization and Rivers
	<p><b>Britain's settlement by Anglo-Saxons</b>  <b>The Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <ul style="list-style-type: none"> <li>• Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation</li> <li>• Understand how people's lives have shaped Britain</li> <li>• Understand how Britain has been influenced by the wider world</li> </ul>		<p><b>A non-European society that contrasts with British history - Early Islamic Civilization, including a study of Baghdad c. AD 900</b></p> <ul style="list-style-type: none"> <li>• A study of a non-European society and ancient civilization that provides contrasts with British history</li> <li>• Create a comparative timeline of events and developments in Western Europe and the Islamic world</li> </ul>
Year 6	The Victorians	Beyond The British Empire: Trade and Migration	From Coast to Coast
	<p><b>A study of an aspect of history dating from a period beyond 1066: What was life like for Victorian children in London</b></p> <ul style="list-style-type: none"> <li>• What was life like for Victorian children?</li> <li>• How did rich Victorians live?</li> <li>• How did poor Victorians live?</li> <li>• What jobs did they do?</li> <li>• What was school like for children?</li> <li>• What wars were they involved in?</li> <li>• Who were notable Victorians?</li> </ul>	<p><b>A significant turning point in British History: Beyond the British Empire: Trade and Migration</b></p> <ul style="list-style-type: none"> <li>• How did the British Empire grow from the Victorian age onwards?</li> <li>• What did they trade?</li> <li>• What was the impact of slavery on America and the UK today?</li> <li>• How should we feel as Britons about our Empire and colonial past?</li> <li>• How did those actions shape the future of the world?</li> </ul>	