

History Overview Cycle A

Upper KS2

Do invasions change a country forever?

What was the impact of the Roman Invasion on Britain?	
Skills	Knowledge
<ul style="list-style-type: none"> - Describe the characteristic features of the past including beliefs and experiences of different groups - Describe the main changes in a period of history (technological) - Use a wide range of sources of evidence to deduce information about the past 	<ul style="list-style-type: none"> - To understand that the Romans invaded Britain because of the lucrative silver, gold and tin mines in the country, the plentiful cornfields in Britain and its strategic position close to Gaul. - To know the eight points of a compass – N, E, S, W, NE, NW, SE, SW - To understand Eastings and Northings and be able to estimate or measure how many tenths across the grid square a map symbol lies in order to give a six figure grid reference
How has North America changed because of British Colonisation?	
<ul style="list-style-type: none"> - Name and locate the countries of North America and identify their main physical and human characteristics - Use a range of methods including graphs, and digital technologies to collect and present information 	<ul style="list-style-type: none"> - To know that U.S.A is split into states and to be able to name some of these - To know the reasons behind U.S.A celebrating independence day on 4th July - To know and explain the difference between 'America' and 'U.S.A'
What was the impact of the Anglo Saxon invasion on Britain?	
<ul style="list-style-type: none"> - Name and locate some of the countries and cities in the world identifying their human and physical features – topography, features, land use including how this has changed over time - Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied 	<ul style="list-style-type: none"> - To know that physical geography influenced where the Anglo Saxons settled - To know that Anglo Saxons migrated from Northern Europe - To know named examples of our local area result of Anglo Saxon settlements
How has Brazil changed as a result of colonisation?	
<ul style="list-style-type: none"> - Name and locate main physical and human features - Use maps, atlases, globes and digital computer/mapping to locate countries and describe the features studied 	<ul style="list-style-type: none"> - To know that the human geography of Brazil differs from the Brazilian Highlands to the Amazon lowlands - To know that settlements are found in both rural and urban areas and the difference between these - To know that

Lower KS2

Do humans live in harmony with the world?

How do humans use rivers?

Skills	Knowledge
<ul style="list-style-type: none">- Describe cultural diversity of past societies- Explain how past events have shaped our lives today	<ul style="list-style-type: none">- To understand how flooding has changed the landscaped- To understand how flooding has affected people and communities and overtime housing development- To understand the way of life for people historically living in the Fens

How did Ancient Egyptians use rivers?

<ul style="list-style-type: none">- Use dates and historical terms to describe events- Describe the characteristic features of the past – ideas and beliefs- Use evidence to ask questions and find answers about the past- Use more than one source of evidence for historical enquiry	<ul style="list-style-type: none">- To know Egypt was home to a very developed civilisation 3,000 years before the birth of Christ.- To know most ancient Egyptians worked as field hands, farmers, craftsmen and scribes.- To know the ancient Egyptians believed in many different gods and goddesses- To know the most powerful person in ancient Egypt was the pharaoh and to be able to name some of the key Egyptian rulers: Menes, Akhenaten, Tutankhamun, Rameses II, Cleopatra.- To know ancient Egyptians built pyramids as tombs and the the beliefs behind burial rituals- To know the most famous of all ancient Egyptian scripts is hieroglyphic
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What natural resources do humans use?

<ul style="list-style-type: none">- Understand and use appropriate historical vocabulary to communicate change- Use research skills to find historical facts about a place studied	<ul style="list-style-type: none">- To know that local industry has adapted over time due to changes in technology- To know the changes that have occurred with coal mining and reasons for these- To know the impact William Kamkwamba's wind turbine had
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What natural resources did humans use in Stone Age Britain?

<ul style="list-style-type: none">- Describe and understand key aspects of natural resources- Use a range of methods to collect and present information	<ul style="list-style-type: none">- To know prehistory is generally divided into Stone Age, Bronze Age and Iron Age. The Stone Age was broken down into: Mesolithic Age (Middle Stone Age) and Neolithic Age (New Stone Age)- To know how people lived differently in the Neolithic and Mesolithic periods, making different uses of natural resources.- To know that in around 2500BC settlers from mainland Europe brought a new skill to Britain.
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Do humans damage the earth? How and why?

<ul style="list-style-type: none">- Describe the past experiences of different groups- Use a range of methods to collect and present information- Describe changes that have occurred within an area- Use research to answer questions about changes over time	<ul style="list-style-type: none">- To know that different tribes have lived in the Amazon Rainforest for many years and understand how they have lived- To know that the area in which tribes have lived in has changed over time
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Can the earth have a negative effect on humans?

<ul style="list-style-type: none">- Use dates and historical terms to describe events- Suggest why certain events happened as they did in history- Use evidence to ask and answer questions	<ul style="list-style-type: none">- To know about famous volcanoes in history- To know about famous earthquakes in history
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KS1

Is exploring important	
Skills	Knowledge
<ul style="list-style-type: none"> - Place events in order on a timeline - Describe significant people from the past - Make connections between long and short term - Explain the impact of a significant historic event - Explain why someone did what they did - Create an account of a historic event - Use vocabulary such as event, actions, impact. - Ask questions such as what was it like? What happened? How long ago? - Research the life a famous Britain from the past using a given source. 	<ul style="list-style-type: none"> - To know that Neil Armstrong and Buzz Aldrin were the first humans to land on the Moon and how this was possible - To know that Edmund Hilary and Junko Tabei are famous for reaching the summit of Mount Everest - To know that Alfred Wainwright was famous for his Pictorial Guides to the Lakeland Fell - To know that way in which we explore has changed over time
How do humans use water?	
<ul style="list-style-type: none"> - Explain how events have changed things nationally or internationally - Ask questions such as: What was it like for people? What happened? How long ago? - Understand and use vocabulary such as evidence, historical information, investigate 	<ul style="list-style-type: none"> - To know that historically we were not able to source water from a tap (and this is still the case in some areas) - To know that way in which water reaches our homes has changed over time - To know the importance of water with regards to transport has changed over time
Do inventions make the world better?	
<ul style="list-style-type: none"> - Use vocabulary such as life time, decades and centuries - Describe significant people from the past and talk about what they did - Explain how events from the past impact the way we live today - Use vocabulary such as impact and affected - Understand and use vocabulary such as opinion, artefacts and objects 	<ul style="list-style-type: none"> - To know that tractors were invented to replace animals - To know that the telephone was invented to speed up communication - To know that objects that we see today have evolved over time - To give named examples of inventors and inventions – i.e John Deere, Alexander Bell

EYFS

Is exploring important?
<ul style="list-style-type: none"> - To know what exploring and an explorer is - To know the names of some explorers - To know some reasons why people may explore
How do humans use water?
<ul style="list-style-type: none"> - To know that how we have used water has changed over time - To know that how we transport water has changed over time
Do inventions make the world better?
<ul style="list-style-type: none"> - To know objects we have today have not always looked like this - To know the uses of historical items such as mangles, rotary telephones and historic farm machinery - To know differences and similarities between old and new items