

History Yearly Overview for Year 1 and 2

History is a subject that is taught 3 times within the academic year.

	Autumn 2	Spring 2	Summer 1
Year 1	<p><u>What type of house do you live in?</u></p> <p>In this unit we will identify how people may have lived differently to us in the past. We will look at past and present maps to see the differences which have happened over time.</p> <p>We will learn about a historical farm which was close to our school and have experience activities such as eating similar foods to these people and dressing up for role play.</p> <p>By the end of the unit children will be able to –</p> <ul style="list-style-type: none"> - Talk about their knowledge of their local history. - Use historic and modern maps to look at differences in area. - Using previous knowledge of their local area from 	<p><u>The Great Fire of London</u></p> <p>In this unit we will look at how the Great fire began using a variety of secondary sources. We will talk about how reliable these sources may be as they are second hand.</p> <p>We will use the knowledge we have learnt to order the events in chronological order.</p> <p>Then we will use our historical vocabulary and knowledge to write a diary entry just like Samuel Pepys.</p> <p>By the end of the unit the children will be able to-</p> <ul style="list-style-type: none"> - Recall the key events of a national event which happened beyond living memory. - Use secondary sources to learn about and create a 	<p><u>Travel</u></p> <p>In this unit we will be learning about George Stephenson and Thomas Cook. We will be finding out how people travelled in the past and how this has changed over time.</p> <p>We will be learning about the class systems which people fit into in the past and what this meant for people in them.</p> <p>Then we will move onto learning about Thomas cook and his holidays!</p> <p>We will have an experience day visiting the Great Central Railway.</p> <p>By the end of the unit children will be able to –</p> <ul style="list-style-type: none"> - Understand that there have been national changes in

	<p>geography to interpret maps and spot historical changes.</p> <ul style="list-style-type: none"> - Answer questions asked of them using historical vocabulary such as past, present, then and now. 	<p>timeline of events.</p> <ul style="list-style-type: none"> - Ask questions about and share their opinion on, how reliable a source may be. 	<p>travel over time.</p> <ul style="list-style-type: none"> - Use primary sources to see the changes throughout history to travel. <p>Know who George Stephenson and Thomas cook were and why they are important historical local figures.</p>
	Autumn 2	Spring 2	Summer 2
Year 2	<p><u>Winstanly Hall and the family.</u></p> <p>In this unit we will learn about our local area. We will draw upon our previous knowledge from Year 1 about Braunstone.</p> <p>We will use historical maps of the wider Braunstone area including Braunstone Park.</p> <p>We will compare Winstanley house using sources and talk about how it has changed over time.</p> <p>We will be learning about the Winstanley family history and will learn about one member of the family.</p>	<p><u>King Richard III - BOSWORTH BATTLE</u></p> <p>In this unit we will be learning about King Richard III.</p> <p>We will use secondary historical resources to learn about who he was and what he did during his life.</p> <p>We will use our knowledge to create a timeline of his life.</p> <p>Then we will learn about the Battle of Bosworth. We will learn about the battle and will sequence the events which led to King Richards Death using images/ pictures/ first hand evidence and secondary</p>	<p><u>Modern explorers</u></p> <p>In this unit we will be looking at different types of journeys made by historical figures from different periods in time.</p> <p>We will start by looking at Christopher Columbus - who was he? How did he travel? What did he find?</p> <p>We will create a classroom timeline to understand the historical time period.</p> <p>We will then move onto looking at Neil Armstrong and how and where he travelled to.</p>

	<p>We will visit Winstanley House to explore the historical artefacts which are still there.</p> <p>By the end of the unit children will be able to –</p> <ul style="list-style-type: none"> - Use historical primary sources such as photographs, objects, diaries to find out information. - Use their skills to interpret what a photograph/ source can tell you. - To recall facts about local historical family and place. - To use dated photos to create a timeline of an historical place. 	<p>evidence from historical texts.</p> <p>We will go on a trip to Bosworth battlefield.</p> <p>By the end of the unit children will be able to –</p> <ul style="list-style-type: none"> - Learn about the life of a nationally significant individual – King Richard III - Use their historical skills to ask questions of the information they have from sources and historical evidence and form their own knowledge of an event. - To confidently question evidence they have and find out information and decide on its trustworthiness. 	<p>We will use primary and secondary sources such as media videos and newspaper reports to learn about these events.</p> <p>By the end of the unit children will be able to:-</p> <ul style="list-style-type: none"> - Talk about exploration and different ways this has been achieved through our national railway system to space travel. - Use different sources such as media from the time and historical secondary sources to find out about events. - To be confident to use key questions to find out information from sources they have found. - To recall key facts about Christopher Columbus and Neil Armstrong.
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