



Red Hall Primary School History overview

Area of learning	Nursery					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional to <b>religious beliefs and celebrations</b> , which will take place throughout the year, these are the topics broken into terms.	<p><i>Begin to make sense of their own life-story and family's history.</i></p> <p>All about Me</p> <p>Home Task: Family Tree</p> <p>Grandparents Day (Oct)</p>	<p><i>Begin to make sense of their own life-story and family's history.</i></p> <p>Home Task: Family Tree</p> <p>Remembrance Day and emblem of Poppies</p>	<p><i>Begin to make sense of their own life-story and family's history.</i></p> <p>Share Christmas photos/memories</p> <p>Learn about Chinese New Year celebrations</p> <p>Mother's Day - share something special about your Mum</p>	<p><i>Begin to make sense of their own life-story and family's history.</i></p> <p>Bring in baby photos/favourite toy/favourite teddy</p>	<p><i>Begin to make sense of their own life-story and family's history.</i></p> <p>Share Easter Holiday photos/memories</p>	<p><i>Begin to make sense of their own life-story and family's history.</i></p> <p>Father's Day - share something special about your Dad</p>
Area of learning	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional to <b>religious beliefs and celebrations</b> , which will take place throughout the year, these are the topics broken into terms.	<p><b><u>People, Culture and Communities</u></b></p> <p><i>'Talk about members of immediate family and community'</i></p> <p><i>'Name and describe people who are familiar to them'</i> My Family -All about Me booklets.</p> <p>Talk about people in the community and their jobs—trip to Gornal &amp; library</p> <p><i>'Draw information from a simple map'</i></p> <p>Map work of local area</p>	<p><b><u>People, Culture and Communities</u></b></p> <p><i>'Understand that some places are special to members of their community'</i></p> <p>Places of Worship—trip to church</p> <p><i>'Recognise some similarities and differences between life in this country and life in other countries'</i> —link to cultural celebrations ie Diwali and Christmas. Link to the physical environment &amp; trip to village.</p>	<p><b><u>Past and Present</u></b></p> <p><i>'Comment on images of familiar situations in the past'</i></p> <p>Compare the past and present in terms of -</p> <p>Objects—toys, household items</p> <p>Events—Why do we celebrate Shrove Tuesday and Ash Wednesday?</p> <p>Events—History of Chinese New Year. Food tasting</p>	<p><b><u>Past and Present</u></b></p> <p>Places—how has the seaside changed?</p> <p>Places—How has Gornal Changed?</p> <p><i>'Compare and contrast characters from stories, including figures from the past'</i></p> <p>Characters from stories</p> <p>Figures such as artists (Andy Goldsworth), palaeontologist (Mary Anning), nurses (Florence Nightingale)</p>	<p><b><u>The Natural World</u></b></p> <p><i>'Explore the natural world around them'</i></p> <p><i>'Describe what they see, hear and feel whilst outdoors'</i></p> <ul style="list-style-type: none"> <li>- Plants</li> <li>- Animals—observations of them during trip to Safari park</li> </ul> <p>Senses outdoors—link to Ezone trip</p> <p>Nature—link to Ezone trip</p> <p>Link to Friends of Gornal visit and recycling</p> <p>Natural processes such as—ice melting</p> <ul style="list-style-type: none"> <li>- Vibrations</li> <li>- Light travel</li> <li>- Shadows</li> <li>- Magnets</li> <li>- Floating and sinking</li> </ul>	<p><b><u>The Natural World</u></b></p> <p><i>'Recognise some environments that are different to the one in which they live'</i></p> <p>Contrasting environments with the UK</p> <p>Features of natural environment</p> <p><i>'Understand the effect of changing seasons on the natural world around them'</i></p> <p><i>"Tree: Seasons Come, Seasons Go" Patricia Hegarty"</i></p> <ul style="list-style-type: none"> <li>- Seasons</li> <li>- Weather</li> </ul>

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Yr. group		Yearly cycle	How does this link to previous/ future learning?
Year 1	Aut	<p><b>Hot! Hot Hot!</b> The Great Fire of London: [N.C. events beyond living memory that are significant nationally or globally]</p> <ul style="list-style-type: none"> <li>• Samuel Pepys (1633 -1703)</li> <li>• Gunpowder plot (1605)</li> <li>• Great Fire of London (1666)</li> </ul> <p><b>BIG QUESTION – Fire! Friend or foe?</b></p> <p>Autumn 2 - <b>All Aboard!</b> [significant historical events, people and places in their own locality]</p> <ul style="list-style-type: none"> <li>• Compare present and past trains</li> <li>• Trains timeline</li> <li>• Link to Himley Hall and Himley train station (1925 – 1932)</li> </ul> <p><b>BIG QUESTION – What effect has the railway had on the way that we travel?</b></p>	<p>Reception – looking at images of familiar situations in the past.</p> <p>How has Gornal changed?</p> <p>Visit to Gornal village</p> <p>Year 2 – around the world in 80 days</p>
	Spr	<p><b>Pack your suitcase Paddington!</b> (N.C. Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life)</p> <ul style="list-style-type: none"> <li>• Our teddy bears</li> <li>• Compare past and present teddy bears (early 1900s)</li> <li>• How the teddy has changed through history</li> <li>• Timeline</li> <li>• History of Paddington Bear (1958)</li> <li>• Our current royal family and where they live</li> </ul> <p><b>BIG QUESTION – Would you rather have a teddy bear from the past?</b></p>	<p>Reception toys – past and present toys and household items.</p> <p>Year 1 autumn – comparing past and present (creating a chronological timeline)</p> <p>Year 5 Victorians and mining in the local area.</p>

<b>Year 2</b>	<b>Sum</b>	<p><b>If you go down to the woods today...</b> (N.C. the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods e.g. Elizabeth I and Elizabeth II/Victoria)</p> <ul style="list-style-type: none"> <li>• Baggeridge mines – what was it like to work in a mine?</li> <li>• Earl of Dudley</li> </ul> <p><b>BIG QUESTION – The woods- s it a good place to live?</b></p>	<p>Reception – looking at members of the community and how Gornal has changed.</p> <p>Year 1 autumn/spring - comparing past and present</p>
	<b>Aut</b>	<p><b>Around the world in 80 days</b> [Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life)</p> <ul style="list-style-type: none"> <li>• Transport around the world - past and present</li> <li>• Wright Brothers (1903 – first flight)</li> <li>• Chronological timeline of flight</li> </ul> <p><b>Big Question: Around the world in 80 days- Fact or fiction?</b></p>	<p>Previous learning from Year 1 history of trains.</p> <p>Similarities and differences from past and present transport</p>
	<b>Spr</b>	<p><b>Marvellous Monarchs</b> Kings and Queens(N.C. comparing and contrasting their impact and reasons for being built, significant historical events, people and places in their own locality)</p> <ul style="list-style-type: none"> <li>• History of Dudley Castle (early 1000 – current day)</li> <li>• Features of a castle</li> <li>• Past and present castles</li> <li>• History of Kings and Queens in UK , Queen Elizabeth 2 (recap from Year One) Queen Victoria</li> </ul> <p><b>BIG QUESTION: How has the monarchy changed the way we live?</b></p>	<p>Build on knowledge of Queen Elizabeth 2<sup>nd</sup> from Year One</p> <p>Buckingham Palace is a historic place</p> <p>Settlements and invasions- covered in KS2 topics.</p>
	<b>Sum</b>	<p><b>Beside the Seaside</b> (significant historical events, people and places in their own locality)</p> <ul style="list-style-type: none"> <li>• Compare and explain images of past and present seaside's.</li> <li>• Compare past and present seaside holidays.</li> <li>• Timeline of seascides-what has changed?</li> </ul> <p><b>BIG QUESTION: Would you like to visit the seaside from the past or present. Why?</b></p>	<p>Previous learning from Year 1 history of trains.</p>

<b>Year 3</b>	<b>Au</b>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> (3000 B.C. – 2000 B.C.)</p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><a href="#">School Sessions   Birmingham Museums</a></p> <p><b>BIG QUESTION: Would you rather live in the Stone Age, Bronze Age or Iron Age?</b></p>	<p>Reference made to previous learning - History of Kings and Queens.</p> <p>Settlements- linked to other KS2 history topics.</p>
	<b>Spr</b>	<p>Geography focus</p>	
	<b>Sum</b>	<p><b>The Roman Empire &amp; impact on Britain</b> (27BC – 476AD)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p>How people chose where to live would link to previous unit</p> <p>Look at how a similar place has been adapted over time</p>

		<b>BIG QUESTION: A Roman Soldier- a job to die for?</b>	
Year 4	Au	<p><b>Walk like an Egyptian! Ancient Egypt</b> (the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China) (3150BC – 332BC)</p> <ul style="list-style-type: none"> <li>Pyramid construction (2550 – 2490 B.C.) Who was mummified? How were they mummified?</li> <li>What were some of the different roles people had in Ancient Egypt?</li> <li>What were some of the beliefs of the Ancient Egyptians?</li> <li>What were some of the significant things the Ancient Egyptians left behind?</li> </ul> <p><b>BIG QUESTION: Egyptians, the most skilled and talented people in all of history?</b></p>	Link to Cleopatra and Romans from Y3 Historic buildings that have been left behind (Dudley Castle, Stone Age forts)
	Spr	Geography focus	
	Sum	<p><b>The Viking and Anglo –Saxon</b> struggle for the kingdom of England from Alfred to Edward the Confessor. [a British history unit] AD 793 – 1066 Viking period Edward the Confessor</p> <p><b>BIG QUESTION: The invasion on Britain- welcomed or unwanted?</b></p>	Historical building and settlements- stone age to iron age unit in years 3 Comparisons of leaders- Egyptians and Romans

Year 5	Au	<p><b>How did the Victorians change Gornal?</b> (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality) <a href="#">Detailed Old Victorian Ordnance Survey 6 inch to 1 mile Old Map (1888-1913) , Lower Gornal, West Midlands Co-ordinates 52.516807, -2.134058 (archiuk.com)</a></p> <ul style="list-style-type: none"> <li>Looking at how children’s lives were in the Victorian era</li> <li>Look at how Victorian times changed Gornal and the locality</li> </ul> <p><b>BIG QUESTION: How did the Victorian era change Dudley?</b></p>	These eras are studied in LKS2. This unit builds on the knowledge of invasion and settlers Year 1- mining in the local area.
	Spr	Geography Unit Rivers	
	Sum	<p><b>The Battle of Britain</b> (a study that extends chronological knowledge beyond 1066 – a significant turning point)</p> <ul style="list-style-type: none"> <li><a href="#">Live updates: Unexploded WW2 bomb found in Dudley garden - Birmingham Live (birminghammail.co.uk)</a></li> <li><a href="#">BBC - WW2 People's War - Butter and Bombers over Dudley</a></li> <li><a href="#">September 9, 1939 – Dudley Zoo and Castle</a></li> <li><a href="#">Wartime in Gornal in the Black Country West Midlands (lowergornal.co.uk)</a></li> </ul> <p><b>BIG QUESTION: Should Britain have got involved in world war 2?</b></p>	Reception/ Year 1 looking at local area- impact of war in Dudley. Draw link to chronology and how Gornal impacted
Year 6	Au	<p><b>Ancient Greece</b> [a world history unit] (1100 BC -146BC) [a study of Greek life and achievements and their influence on the Western world: focus on democracy, art/architecture, scientific/mathematical achievement, literature]</p> <ul style="list-style-type: none"> <li>Key events placed on a timeline</li> <li>Belief system of the Greeks will be studied (Link to book: <i>Who Let the Gods Out?</i>)</li> </ul> <p>Language links to how made an impact on modern English language</p> <p><b>BIG QUESTON: What did the Ancient Greeks do for us?</b></p>	Year 4 – ancient Egyptians Comparisons of leaders- Egyptians and Romans
	Spr	<p><b>Crime and punishment</b> from the Anglo-Saxons to the present [a study that extends chronological knowledge beyond 1066](British History Unit)</p> <ul style="list-style-type: none"> <li>securing a chronological awareness of different periods in British history.</li> </ul> <p>noting connections, contrasts and trends over time and developing the appropriate use of historical terms.</p>	Include references to eras and events studied in KS1 and LKS2. This unit will provide a context of the order of events previously studied and their relationships

	<p><b>The Benin Civilisation</b>  Study on a non-European civilisation</p> <ul style="list-style-type: none"> <li>• How do we know about the kingdom of Benin?</li> <li>• How can the brasses be interpreted?</li> <li>• What do the streets and buildings tell us about Benin City?</li> <li>• What do artefacts tell us about life in Benin?</li> </ul>	<p>Previous learning of Ancient Egypt and knowledge of pyramid construction. Time line similarity  Refer to previous knowledge of Ancient belief systems from Greece and Rome  Key structures that have been left behind by civilizations</p>
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[Primary History - KS1 & KS2 / Age 5 - 11 - BBC Teach](#)

[History Primary Resources | National Geographic Kids \(natgeokids.com\)](#)

[Teaching History with 100 Objects \(teachinghistory100.org\)](#)

[https://www.better.org.uk/library/dudley/archives-and-local-history-centre#google\\_map](https://www.better.org.uk/library/dudley/archives-and-local-history-centre#google_map)

<https://www.english-heritage.org.uk/learn/school-visits/> Free School visits close to locality