



History overview from September 2021 – 2022

Area of learning	Nursery – <i>italics are the statements from the new framework</i>					
	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.	<i>Begin to make sense of their own life-story and family's history.</i> All about Me Home Task: Family Tree Grandparents Day (Oct)	<i>Begin to make sense of their own life-story and family's history.</i> Home Task: Family Tree	<i>Begin to make sense of their own life-story and family's history.</i> Share Christmas photos/memories Mothers Day - share something special about your Mum	<i>Begin to make sense of their own life-story and family's history.</i> Bring in baby photos/favourite toy/favourite teddy	<i>Begin to make sense of their own life-story and family's history.</i> Share Easter Holiday photos/memories	<i>Begin to make sense of their own life-story and family's history.</i> Fathers Day - share something special about your Dad
Area of learning	Reception— <i>Italics are the statements from the new framework</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Additional to <b>religious beliefs and celebrations</b>, which will take place throughout the year, these are the topics broken into terms.</p>	<p><b><u>People, Culture and Communities</u></b>  <i>'Talk about members of immediate family and community'</i>  <i>'Name and describe people who are familiar to them'</i> My Family -All about Me booklets.          Talk about people in the community and their jobs—trip to Gornal &amp; library          'Draw information from a simple map'          Map work of local area</p>	<p><b><u>People, Culture and Communities</u></b>  <i>'Understand that some places are special to members of their community'</i>          Places of Worship—trip to church  <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>  <i>'Comment on images of familiar situations in the past'</i>          Compare the past and present in terms of -          Objects—toys, household items          Events—Why do we celebrate Shrove Tuesday and Ash Wednesday?          Events—History of Chinese New Year.</p>	<p><b><u>Past and Present</u></b>          Places—how has the seaside changed?          Places—How has Gornal Changed?  <i>'Compare and contrast characters from stories, including figures from the past'</i>          Characters from stories          Figures such as artists (Andy Goldsworth), palaeontologist (Mary Anning), nurses (Florence Nightingale)</p>	<p><b><u>The Natural World</u></b>  <i>'Explore the natural world around them'</i>  <i>'Describe what they see, hear and feel whilst outdoors'</i>          - Plants          - Animals—observations of them during trip to Safari park          Senses outdoors—link to Ezone trip          Nature—link to Ezone trip          Link to Friends of Gornal visit and recycling          Natural processes such as—ice melting          - Vibrations          - Light travel          - Shadows          - Magnets          - Floating and sinking</p>	<p><b><u>The Natural World</u></b>  <i>'Recognise some environments that are different to the one in which they live'</i>          Contrasting environments with the UK          Features of natural environment  <i>'Understand the effect of changing seasons on the natural world around them'</i>          "Tree: Seasons Come, Seasons Go" Patricia Hegarty"          - Seasons          - Weather</p>
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<p><b>Yr. group</b></p>	<p><b>Yearly cycle</b></p>	<p><b>How does this link to previous learning?</b></p>
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Year 1	Autumn	<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>BIG QUESTION – Fire! Friend or foe?</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><a href="#">Link to Himley Hall and Himley train station (1925 – 1932)</a></li> </ul> <p>BIG QUESTION – What effect has the railway had on the way that we travel?</p>	Reception – looking at images of familiar situations in the past. How has Gornal changed? Visit to Gornal village.
	Spring	<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>BIG QUESTION – Would you love a bear from the past?</p>	Reception toys – past and present toys and household items. Year 1 autumn – comparing past and present (creating a chronological timeline)
	Summer	<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>Children working and mining (local study) - looking at the mine that used to be directly outside of Red Hall</li> <li>Earl of Dudley</li> </ul> <p>BIG QUESTION – The woods – is it a good place to live?</p>	Reception – looking at members of the community and how Gornal has changed. Year 1 autumn/spring - comparing past and present
Year 2	Autumn	<p>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 <a href="#">Dudley Castle (early 1000 – current day)</a></li> <li>Jobs in a castle</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) Queens and Kings from the past timeline</li> </ul> <p>BIG QUESTION: How has the Monarchy changed how we live in the UK?</p>	Build on knowledge of Queen Elizabeth 2 <sup>nd</sup> from Year One
	Spring	<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>Christopher Columbus (1451 – 1506)(1492, 1493, 1498, 1502)</li> </ul> <p>Big Question: How did aeroplanes change the way we travel around the world?</p>	Previous learning from Year 1 history of trains. Similarities and differences from past and present transport
	Summer	<p><b>Crashing Waves</b> (significant historical events, people and places in their own locality)</p> <ul style="list-style-type: none"> <li>Grace Darling- ship wrecks.</li> <li>The story of the Titanic</li> <li>1912</li> <li>Link to local history with Netherton having made the anchor and chains for the Titanic.</li> </ul> <p>BIG QUESTION: Were the anchors and chains to blame for the Titanic disaster?</p>	Previous learning from Year 1 history of trains.

	Cycle A	Cycle B	
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Year 3/4	Autumn	<p><b>The Mysterious Maya</b> [ a study of a non-European society that provides a contrast with British History]</p> <ul style="list-style-type: none"> <li>Pyramid construction (1000 B.C. – 400 B.C.)</li> <li>Links to famous discovery of chocolate or xocolatl</li> </ul>	<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.)</li> </ul>	Reference made to previous learning - History of Kings and Queens.
	Spring	<p><b>The Roman Empire &amp; impact on Britain</b> (27BC – 476AD) 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><b>Britain’s settlement by the Anglo –Saxons and Scots</b> (British history unit)</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	
	Summer	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> (3000 B.C. – 2000 B.C.) <i>Local study with support from English Heritage</i></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> <li><a href="#">School Sessions   Birmingham Museums</a></li> </ul>	<p>Local study – tbd</p> <p>Industrial Revolution? - mining,</p>	Year 2 link -chain makers – Titanic
		<b>YEAR 5</b>	<b>YEAR 6</b>	
Year 5/6	Autumn	<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>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>	<p><b>The Vikings and Anglo-Saxons</b> These eras are also studied in LKS2. This unit builds on the knowledge of invasion and settlers</p> <p><b>Ancient Greece</b> Follows Yr 3 / 4 topics of Stone Age and Ancient Egypt chronologically. Alexander the Great has links to the Roman Empire</p>
	Spring	<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)</a>, <a href="#">Lower Gornal, West Midlands Co-ordinates 52.516807, -2.134058 (archiuk.com)</a> <i>Local study with support from English Heritage</i></p>	<p><b>‘Windrush’ immigration</b> and race relations/multiculturalism today] (1948 - 1971)(a study that extends chronological knowledge beyond 1066 – a significant turning point)</p> <ul style="list-style-type: none"> <li><a href="#">How did the Empire Windrush change London?   Museum of London</a></li> <li><a href="#">Windrush Stories teaching pack (primary students): Creative writing activities - The British Library (bl.uk)</a></li> </ul>	<p><b>Local Study</b> TBC</p> <p><b>Windrush</b> Pupils will have studied the Battle of Britain topic in Yr 5 and have an understanding of the British Empire and Commonwealth from Victorian topic</p>

<b>Summer</b>	<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>Crime and punishment</b> from the Anglo-Saxons to the present [a study that extends chronological knowledge beyond 1066](British History Unit)</p>	<p><b>Battle of Britain</b> This unit links to previous learning</p> <p><b>Crime &amp; Punishment</b> 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>
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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)