




Lytham Church of England Primary School

History Overview

	<p>Our intent is to:</p> <ul style="list-style-type: none"> ensure that each child has an understanding of their place in the world; locally, nationally and globally. promote curiosity, whilst developing a perception of the world and an ability to make judgements about the facts before them. give children an understanding of chronology and a cultural awareness based on historical heritage. help the children make their own life choices, by studying how people lived in the past. guide the children in their investigation of past events and to develop the skills of enquiry, analysis, interpretation and problem-solving. 	<p>We will:</p> <ul style="list-style-type: none"> ensure that all aspects, knowledge and skills of History are being taught across all year groups. ensure that children in EYFS have an ‘understanding’ of the world; past and present, its people, cultures and communities. use a progression document to show clear progression in skills, knowledge. aim to bring the curriculum to life for the children, through the use of artefacts and workshops, and by inviting visitor. ensure all lessons are sequenced around an enquiry question. 	<p>Our children will:</p> <ul style="list-style-type: none"> communicate their understanding and knowledge of History, as well as the skills they have been taught, through both discussion and written work. learn from history and influence decisions in their own lives. have the skills of a historian. be inquisitive about the world around them. make good progress in History. know and understand how people’s lives have shaped how Britain’s live today. understand abstract terms. understand historical enquiry. 		
	 <h3 style="color: purple;">Autumn</h3>	 <h3 style="color: purple;">Spring</h3>	 <h3 style="color: purple;">Summer</h3>		
<h3 style="color: purple;">Nursery</h3>	<p>One in a Million All about our families - Begin to make sense of their own life-story and family’s history</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Begin to make sense of their own life-story and family’s history <p>Fireworks – Guy Fawkes (Significant people)</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. <p>Remembrance – Poppies</p> <ul style="list-style-type: none"> Recognises and describes special times or events for family or friends 	<p>People who help us – Significant individuals. Ambulance/Fire/Police Occupations in the community.</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life. 	<p>Special Times How do you celebrate special times?</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. <p style="text-align: right;">*Bullet points taken from Development Matters</p>		
<h3 style="color: purple;">EYFS</h3>	<p>Our Home Town</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. 	<p>Welcoming Others</p> <ul style="list-style-type: none"> Observe – show an interest in significant events and experiences in the lives of others, including friends and family members. Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. 	<p>People who help us</p> <ul style="list-style-type: none"> Communication – talk about key events, in own lives, about family, friends, other people including significant people. Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. 	<p>Family history</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Describe – features of objects, people, places at different times, make comparisons. Vocabulary – language of time when talking about past/present events in their own lives. Chronology – order simple experiences in relation to themselves, and others 	<p>Keeping things fair/safe</p> <ul style="list-style-type: none"> Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences. <p style="text-align: right;">*Bullet points taken from Development Matters</p>

			including stories, events, experiences.	
Year 1	<p>Key question-What does it take to be a great explorer?</p> <ol style="list-style-type: none"> 1. What makes someone significant? 2. How do we find out about the past? 3. What is an explorer? 4. To learn about the lives of significant individuals. 5. To learn about the lives of significant individuals. 6. To compare the lives of significant individuals. 	<p>Key question-What did Florence Nightingale and Mary Seacole do that was significant?</p> <ol style="list-style-type: none"> 1. How can we find out about the past? 2. Who was Florence Nightingale and why was she important? 3. Who was Mary Seacole and why was she important? 4. When did Florence and Mary become significant? 5. Why did Florence and Mary act the way they did? 6. How was the past represented? 7. What did Florence Nightingale and Mary Seacole do that was significant? 	<p>Key question – How have holidays for children changed over time?</p> <ol style="list-style-type: none"> 1. How can we find out about the past? 2. What was a typical day at the seaside like in Victorian Britain? 3. Were Victorian beach holidays similar to modern-day beach holidays? 4. What were seaside resorts in the north of England like in Victorian Britain? 5. How have holidays changed over time? 	
Year 2	<p>Key question-Has Lytham windmill been important to the people of Lytham?</p> <ol style="list-style-type: none"> 1. What is a windmill? 2. How has Lytham Windmill changed over time? 3. Why is Lytham Windmill important to the people of Lytham? 4. How does Lytham Windmill compare to ..? 5. What is Lytham windmill currently used for? 6. Has Lytham Windmill been important to the people of Lytham? 	<p>Key question-Why was Learie Constantine awarded the Trinity cross?</p> <ol style="list-style-type: none"> 1. What is significance and how does a person become significant? 2. Who is significant in our own time? 3. What was the Trinity Cross? 4. Who was Learie Constantine and what is he remembered for? 5. How did Learie Constantine become a significant cricketer? 6. How did Learie Constantine adjust to life in Lancashire/ England? 7. Why was Learie Constantine awarded the Trinity Cross? 	<p>Key question- What features of London, a long time ago, might have helped cause the Great Fire of London?</p> <ol style="list-style-type: none"> 1. What was London like before the Great Fire? 2. What caused the Great Fire of London? 3. How do people study the fire? 4. How did building design change because of the fire? 5. What features of London, a long time ago, might have helped cause the Great Fire of London? 	
Year 3	<p>Key question-How did children’s lives change from the Stone Age to the Bronze and Iron Age?</p> <ol style="list-style-type: none"> 1. What are the Stone, Bronze, and Iron Ages, and when did they happen? 2. What was life like for children in the Stone Age? 3. How did the development of bronze change children’s lives? 4. How did farming and settlements impact children’s lives during the Bronze Age? 5. What was life like for children during the Iron Age, and how did the development of iron change their world? 6. What did children learn about beliefs, rituals, and the world around them in the Bronze and Iron Ages? 7. How did children’s lives change from the Stone Age to the Iron Age? 	<p>Key question-What were the consequences of Boudica’s resistance of the Roman invasion?</p> <ol style="list-style-type: none"> 1. Who was Boudica? 2. Why did Boudica lead a revolt against the Romans? 3. What were the key battles of Boudica’s revolt? 4. How did the Romans respond after the revolt? 5. What were the long-term consequences of Boudica’s revolt on its people? 6. What were the consequences of Boudica’s resistance of the Roman invasion? 	<p>Key question- How significant are the Clifton family to the history of Lytham?</p> <ol style="list-style-type: none"> 1. What can we learn about the Clifton family from historical sources? 2. Why is Lytham Hall an important historical building? 3. How did the Clifton family change and develop Lytham? 4. What was life like for people in Lytham during the Clifton family’s time? 5. What is the legacy of the Clifton family in Lytham? 6. How significant were the Clifton family to the history of Lytham? 	
Year 4	<p>Key question-What can we learn about the Anglo Saxons from the evidence left behind at Sutton Hoo?</p> <ol style="list-style-type: none"> 1. Who were the Anglo-Saxons and what is the significance of Sutton Hoo? 	<p>Key question-Is it fair to describe all Vikings as brutal invaders?</p> <ol style="list-style-type: none"> 1. Who were the Vikings and why did they travel? 2. What was life like for the Vikings? 	<p>Key question –</p> <ol style="list-style-type: none"> 1. Where do our clothes come from in the present and the past? 2. How significant was the Lancashire Cotton Industry for the people of Lancashire? 3. Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time. 	

	<p>2. What does the Sutton Hoo ship burial tell us about Anglo-Saxon beliefs and practices?</p> <p>3. What can we learn about art and craftsmanship from Sutton Hoo?</p> <p>4. What was the social structure during the Anglo-Saxon period?</p> <p>5. What have we learned about the Anglo-Saxons from Sutton Hoo and its legacy today?</p>	<p>3. Why did the Vikings raid Lindisfarne and what was the impact?</p> <p>4. How did the Vikings settle in Britain and what was their influence?</p> <p>5. Were the Vikings only invaders, or were they also traders and explorers?</p> <p>6. Were the Vikings really brutal invaders?</p>	<p>4. What was life like for the cotton factory workers?</p> <p>5. How did the 1862 Cotton Famine affect the people of Lancashire?</p> <p>6. Did the cotton grow here? Where did it come from? Who was involved? What was their life like?</p>
Year 5	<p>Key question-How did drought affect the life of the Ancient Mayans?</p> <p>1. Who were the Ancient Maya and why were they successful?</p> <p>2. How did the geography and climate of Mesoamerica shape the lives of the Maya?</p> <p>3. How did the Maya manage their water supply and why was it so important?</p> <p>4. How did the Maya use religion to respond to drought?</p> <p>5. Did drought cause the collapse of Mayan cities?</p> <p>6. What can we learn from the Maya about the impact of drought?</p>	<p>Key question-How have punishments for crime changed in Lancashire over time?</p> <p>1. What is crime and punishment, and why has it changed over time?</p> <p>2. What were the crimes and punishments in medieval Lancashire?</p> <p>3. How did punishments change in Tudor Lancashire, and why?</p> <p>4. How did the Industrial Revolution impact crime and punishment in Lancashire?</p> <p>5. How have crime and punishments in Lancashire changed in the 20th century and beyond?</p> <p>6. How can we tell the story of crime and punishment in Lancashire through a museum exhibit?</p>	<p>Key question - What can we learn about different forms of leadership in ancient Athens and Sparta?</p> <p>1. What was life like in Ancient Greece?</p> <p>2. How did leadership work in Ancient Athens?</p> <p>3. How was leadership different in Sparta compared to Athens?</p> <p>4. What was the role of women in leadership and society in Athens and Sparta?</p> <p>5. Who were the key leaders of Athens and Sparta, and what impact did they have?</p> <p>6. What can we learn from Ancient Athens and Sparta about leadership today?</p>
Year 6	<p>Key question-Why were children evacuated during World War 2?</p> <p>1. What happened during WW2 and what was the impact on Britain?</p> <p>2. Why did the British government decide to evacuate children during WW2?</p> <p>3. How was the evacuation organised and carried out?</p> <p>4. What was life like for children that were evacuated?</p> <p>5. What was the social and emotional impact of children evacuated?</p> <p>6. What is the historical significance and legacy of the evacuation during WW2?</p>	<p>Key Question-What were the greatest achievements of the Ancient Egyptians?</p> <p>1. Where did Ancient Egypt fit into the timeline of early civilizations?</p> <p>2. How did the Nile River contribute to the achievements of the Ancient Egyptians?</p> <p>3. What does the invention of writing tell us about Ancient Egyptian achievements?</p> <p>4. How did the construction of the pyramids demonstrate the skill and power of the Ancient Egyptians?</p> <p>5. What do tombs and mummification reveal about Ancient Egyptian beliefs and their influence on their achievements?</p> <p>6. What is the lasting legacy of the Ancient Egyptians on the modern world?</p>	