

History Overview		
EYFS – Foundation Stage One		
Within Living Memory	Lives of Significant People	
<b>Period of History – Living Memory</b> <b>Key Concept – Changes in daily life</b> <b>Curricular Goal</b> Begin to make sense of own life-story and family's history <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To know who they are</li> <li>To know who is in their family</li> </ul>		
EYFS – Foundation Stage Two		
Within Living Memory	Lives of Significant People	
<b>Period of History – Living Memory</b> <b>Key Concept – Changes in daily life</b> <b>Curricular Goal</b> Describe some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To know that things were different in the past</li> <li>To know things that are the same now as they were in the past</li> </ul>	<b>Period of History – Living Memory</b> <b>Key Concept – Technology / Changes in daily life</b> <b>Curricular Goal</b> Describe the lives of the people around them and their roles in society Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To talk about people's roles in society</li> <li>To describe the lives of people in their family</li> <li>To be able to name an important person</li> </ul>	
Year 1		
Lives of significant people	Changes Within living memory	Lives of significant people
<b>Period of History – Living Memory – Tim Berners-Lee</b> <b>Key Concept – Technology</b> <b>Curricular Goal:</b> Describe how Tim Berners-Lee changed the world. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> <li>To know that a person's actions can help change the world.</li> </ul>	<b>Period of History – Living Memory</b> <b>Key Concept – Technology</b> <b>Curricular Goal</b> Describe the similarities and differences about the lifestyle of their grandparents as children and their own. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To know and understand that everyday items have changed over time</li> <li>To know that technology and the internet have changed people's lifestyle</li> <li>Know how and why the toys that their grandparents played with are different to their own</li> <li>To know how leisure time has changed in living memory</li> </ul>	<b>Period of History – The Space Race: 1955 - 1969</b> <b>Key Concept – Technology</b> <b>Curricular Goal</b> Recall how space travel has changed over time in a chronological framework. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous – Neil Armstrong</li> <li>Know that advances in technology have changed travel over time</li> <li>Know how space travel has changed the over time.</li> </ul>
Year 2		
Significant person in own locality	Beyond living memory	Lives of significant people
<b>Period of History – Significant historical figure: Amy Johnson (Early - mid 1900s)</b> <b>Key Concept – Technology / Changes in daily life</b> <b>Curricular Goal</b> Explain how the actions of Amy Johnson, inspired women and girls. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> <li>To know how women were seen in society during this time period.</li> <li>To know that a person's actions can help change the world.</li> </ul>	<b>Period of History – The Great Fire of London 1666</b> <b>Key Concept – Settlement / Technology</b> <b>Curricular Goal</b> Explain how the Great Fire of London changed Britain forever. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To know how the Great Fire of London had an impact on life in London.</li> <li>To know why the Great Fire of London started and the impact it had on life in London</li> </ul>	<b>Period of History – Significant historical figure: Rosa Parks</b> <b>Key Concept – Changes in daily life</b> <b>Curricular Goal</b> Compare how Rosa Parks' and Emily Davison have influenced the civil rights. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To know that a person's actions can help change the world.</li> <li>Name a famous person from the past and explain why they are famous</li> </ul>
Year 3		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
<b>Period of History – Hull in the 20<sup>th</sup> Century</b> <b>Key Concept – Changes in daily life / Technology</b> <b>Curricular Goal</b> Compare the work of Lillian Bilocca and Phillip Larkin and explain which famous Hullensian has had the greatest impact in Hull. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To be able to describe work of Lillian Bilocca and the impact on the city of Hull</li> <li>To be able to describe the work of Phillip Larkin made an impact on the city of Hull</li> <li>Know the differences between the works of each famous Hullensian and talk about the importance of their work</li> </ul>	<b>Period of History – The Stone Age to the Iron Age (9000BC – 1000AD)</b> <b>Key Concept – Settlement</b> <b>Curricular Goal</b> Demonstrate an understanding of how and why settlements have developed throughout the ages. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the Stone Age and the Iron Age</li> <li>Know the main differences between the Stone, Bronze and Iron Ages</li> <li>Know why life was different and why changes occurred through these ages.</li> </ul>	<b>Period of History – Ancient Egypt (3100 BC – 332 BC)</b> <b>Key Concept – Settlement / Technology / Beliefs</b> <b>Curricular Goal</b> Demonstrate an understanding of how the Ancient Egyptians lived and what they believed. <b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Know when the ancient Egyptians lived and where in the world it is.</li> <li>Know that the Egyptians believed in Gods and how this belief shaped their lives</li> <li>Know about the Egyptian mummification process and why the pyramids were built.</li> <li>Know that Egypt had a ruling system and that the Pharaoh was the leader.</li> <li>Know what life was like in Ancient Egypt and compare this to the lives of people from different historical periods.</li> </ul>

Year 4		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
<p><b>Period of History – Hull in the 1800s</b>  <b>Key Concept – Changes in daily life</b>  <b>Curricular Goal</b>            To make connections between the impact of William Wilberforce and the actions of Rosa Parks.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know how the actions of William Wilberforce impacted on civil rights</li> </ul>	<p><b>Period of History – The Romans (753 BC – 476 AD)</b>  <b>Key Concept – Settlement / Technology / Beliefs</b>  <b>Curricular Goal</b>            Describe how the Romans' technology changed life in Britain.            Describe the Romanisation of Britain and analyse the impact on Britain today.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know that the Romans believed in Gods and how this belief shaped their lives</li> <li>Know that the Romans built an Empire by AD 42</li> <li>Know what life was like in Ancient Rome and compare this to the lives of people from different historical periods.</li> <li>Know that the Romans invaded Britain with emperor Claudius and the lasting evidence of this - Hadrian's Wall</li> <li>Know that the British resisted the Roman invasion - Boudica</li> <li>Know about the 'Romanisation' of Britain</li> </ul>	<p><b>Period of History – The Ancient Greeks</b>  <b>Key Concept – Settlement / Technology / Beliefs</b>  <b>Curricular Goal</b>            Demonstrate an understanding of how the Ancient Greeks lived, what they believed and answer the question 'Who were the most advanced ancient society?' justifying their answer by drawing on knowledge from life in Ancient Egypt.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know how Ancient Greece has had a major influence of the world - democracy</li> <li>Know why the Ancient Greeks were considered an advanced society in relation to that period of time in Europe - democracy</li> <li>Know about the influence the gods had on Ancient Greece</li> <li>Know that the Ancient Greeks believed that after you die you enter the underworld.</li> </ul>
Year 5		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
<p><b>Period of History – Hull's history of fishing – from early development to decline</b>  <b>Key Concept – Settlements / Changes in daily life / Technology</b>  <b>Curricular Goal</b>            Demonstrate a chronological understanding of the changes to the fishing industry in Hull over time, giving reasons for these changes.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know how the fishing industry changed in Hull over time</li> <li>Know why the fishing industry changed in Hull.</li> </ul>	<p><b>Period of History – The Anglo-Saxons &amp; Scots (410 AD – 1066 AD)</b>  <b>Key Concept – Settlement / Changes in daily life / Invasion</b>  <b>Curricular Goal</b>            Compare, contrast and identify trends in the lifestyle of the Anglo-Saxons and life in Britain during the Roman rule.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know where the Anglo-Saxons came from and when they first arrived in Britain</li> <li>Know what life was like for the Anglo-Saxons and draw similarities and differences between life in this period and daily life during other periods studied</li> <li>Know how the Anglo-Saxon occupation in Britain has impacted Britain today</li> <li>Know how the Anglo-Saxon occupation of Britain ended, including the Battle of Hastings in 1066.</li> </ul>	<p><b>Period of History – The Mayans (2600 BC – 950 AD)</b>  <b>Key Concept – Settlement / Technology / Beliefs</b>  <b>Curricular Goal</b>            Compare, contrast and identify trends in the lifestyle of the Ancient Maya and Ancient Egyptians drawing conclusions about what makes a civilisation great.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know about the impact that the ancient Mayans had on the world</li> <li>Know why the Maya were considered an advanced society in relation to that period of time in Europe</li> <li>Know when, where and how the Mayans lived.</li> <li>Know what the ruins of Chichen Itza tell us about the lives of ancient Maya.</li> <li>Know why historians know so much about ancient Maya society.</li> </ul>
Year 6		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
<p><b>Period of History – World War Two (1939 – 1945 AD) The Blitz in Hull</b>  <b>Key Concept – Invasion / Technology</b>  <b>Curricular Goal</b>            Assess how the second world war impacted the city of Hull.            Investigate how the Battle of Britain was won.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know how Hull was impacted by WWII</li> <li>Know how the Battle of Britain was won</li> </ul>	<p><b>Period of History – The Vikings (793 AD – 1066 AD)</b>  <b>Key Concept – Settlement / Changes in daily life / Invasion</b>  <b>Curricular Goal</b>            Report on the impact of invasions drawing on the knowledge from the Battle of Britain, the Scot's invasion and Viking invasions.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know about the impact that invasions have on society and make connections between the Battle of Britain, the Scot's invasion and Viking invasion.</li> </ul>	<p><b>Period of History – Ancient Civilisations</b>  <b>Key Concept – Settlement / Technology / Beliefs</b>  <b>Curricular Goal</b>            Critically evaluate a period of British history when Britain could have been considered a great civilisation, drawing on their knowledge of what makes a civilisation great and the long arc of British history.  <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to use historical evidence to support a point of view</li> <li>To be able to compare and contrast historical periods with a specific focus</li> <li>To be able to critically evaluate, drawing on judgement from different perspectives to make a reasoned argument.</li> </ul>