



Year 3 History Medium Term Overview

Topic		Spring 2 A Step Back In Time	Summer 2 Raiders and Invaders
Unit and Outcome		Stone Age to Iron Age Key Historical Question: What does the present tell us about the past? <i>Investigate changes in Britain from the Stone Age to the Iron Age.</i>	The Roman Empire Key Historical Question: The Romans – did they fight or forge civilisations? <i>Investigate the Roman Empire and its impact on Britain.</i>
Topic Specific Vocabulary		prehistoric	settlement
Subject Specific Vocabulary		archaeologist	empire
General Vocabulary		artefact	invasion
Prior Learning		In Year 2, pupils were taught: About events beyond their living memory that are significant nationally or globally.	In Year 2, pupils were taught: About the lives of significant individuals in the past who have contributed to national achievements, used to compare aspects of life in different periods. About events beyond their living memory that are significant nationally or globally. In Year 3, pupils were taught: About changes in Britain from the Stone Age to the Iron Age.
Later Learning		In Year 4, pupils will be taught: To investigate the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor. In Year 5, pupils will be taught: About the achievements of the Earliest Civilisations (Ancient Egypt)	In Year 4, pupils will be taught: To investigate the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor. In Year 5, pupils will be taught: About the achievements of the Earliest Civilisations (Ancient Egypt)
Year 3 National Curriculum Objectives		To investigate changes in Britain from the Stone Age to the Iron Age.	To investigate the Roman Empire and its impact on Britain. To investigate Britain's settlement by Anglo-Saxons and Scots
Essential Knowledge (Substantive Knowledge)		- The Stone Age took place over 10,000 years ago, followed by the Bronze and Iron Age. - Otzi was a person who lived during the Stone Age. - The materials for weapons and objects changed between the Stone and the Iron Age. - People lived in roundhouses during the Stone Age. - The materials used to make roundhouses changed between the Stone and the Iron Age. - Boudicca was a Celtic queen who tried to defeat the Romans.	- The Romans came to Britain at the end of the Iron Age. - The Romans came to Britain to take their materials. - The Romans brought many things to Britain (such as plumbing, straight roads). - The Anglo Saxons came to Britain after the Romans left.
Year 3 Historical Skills Learning Strands	Chronology and Sequencing	- Accurately use the historical vocabulary: decade and century. - Understand that the past can be divided into different periods of time. - Place events, artefacts and historical figures in order. - Recognise some similarities and differences between periods of time. - Use dates and historical terms to describe events.	
	Understanding of events, people and changes in the past	- Make comparisons between life during historical periods. (e.g. Stone Age to Iron Age, Celts versus Romans). - Identify and explain why Britain would be a good place to settle. - Begin to recognise that there are reasons why people in the past acted as they did.	
	Historical Enquiry/ Interpretation	- Recognise the role of archaeologists in helping us understand the past. - Use evidence to ask and answer questions about the past on the basis of simple observations. - Use more than one source of evidence in order to gain a more accurate understanding. - Show some understanding that aspects of the past have been interpreted in different ways	

Famous Historical Figures	• Key Historical Figure – Boudicca (Celtic queen when the Romans were attempting to invade, in around 60 CE) • Julius Caesar (tried to invade Britain to end the prehistoric figure) • Agricola (the roman invader who ended the prehistoric age and allowed the Romans to conquer Britain) • 'Amesbury Archer' – this man's grave was found two miles from Stonehenge buried with over 100 objects, including arrowheads and wrist-guards used by archers. He was possibly a Bronze Age metal worker and it was believed he would use these objects that were with him in his grave in the afterlife.	• Key Historical Figure – Julius Caesar (considered the greatest Roman general. He wanted to rule Rome like a king, whereas it was a republic, which meant that there was not one person in control of the whole city. Senators shared power). • Agricola (the roman invader who ended the • prehistoric age and allowed the Romans to conquer Britain) • Romulus and Remus (Roman legend tells that the twin brothers, Romulus and Remus, were the founders of Rome. They were the sons of the god Mars). • Tarquin the Proud – the last king of Rome before it became a republic in 509 BCE. • Octavius – Julius Caesar's adopted son, who took power after Caesar died and became the first Emperor of Rome. • Romulus Augustus – the last Roman emperor, who lost power in CE476.
Linked Texts Purple – Fiction Blue – Non-Fiction	Boudicca, Brilliant Biographies of the Dead Famous (History VIP text) – A non-fiction text based on Boudicca and her life. Accessible, full of pictures and unusual facts that the children may enjoy The Boy With The Bronze Axe - Kathleen Fiddler Stone Age Boy - Satoshi Kitamura (picture book about a boy who 'falls' into the Stone Age!) 24 Hours in the Stone Age by Lan Cook (picture information book)	Julius Caesar and the Romans (History Starting Points text) – An illustrated journey through Roman civilization and Romans in Britain. Features lots of the most well-known figures in this historical period. Romans on the Rampage - Jeremy Strong Queen of Darkness - Tony Bradman (linked to Boudicca's revolt) A Roman Adventure (The Histronauts) - Frances Durkin & Grace Cooke – A hybrid of graphic novel, activity book and information book which tells a story of a group of children who travel back in time to visit Ancient Rome. The Thieves of Ostia - Caroline Lawrence (chapter book about a young girl called Flavia who investigates a mystery in a Roman port)



Year 4 History Medium Term Overview			
Topic		Autumn 2 Villagers and Pillages	Spring 2 Tragic Titanic
Unit and Outcome		Vikings and Anglo-Saxons Key Historical Question: Pillaging pirates or misunderstood migrants? <i>Investigate the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i>	The Titanic Key Historical Question: What impact did the sinking of The Titanic have on Southampton? <i>Carry out a local history study of The Titanic.</i>
Topic Specific Vocabulary		danelaw	iceberg
Subject Specific Vocabulary		Scandinavia	maiden voyage
General Vocabulary		raid	memorial
Prior Learning		In Year 3, pupils were taught: To investigate the changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain.	In Year 2, pupils were taught: To investigate changes within living memory, that are used to reveal aspects of change in national life. About significant historical events, people and places in their own locality.
Later Learning		In Year 5 pupils will be taught: To investigate the achievements of the earliest civilizations (Ancient Egypt).	In Year 6, pupils will be taught: To study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
Year 4 National Curriculum Objectives		To investigate the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	To carry out a local history study (impact of the Titanic on Southampton). To study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
Essential Knowledge		• The Viking era took place after Anglo-Saxon settlement in Britain. • The Viking era began with the raid and invasion of Lindisfarne, which was an Anglo-Saxon settlement. • The Vikings were a skilled group of people who came because Britain was wealthy. • Alfred the Great was an Anglo-Saxon king who tried to defeat the Vikings.	• The Titanic sailed out of Southampton, England, on its maiden voyage on April 10th, 1912. • Many people from Southampton worked on board the Titanic. • The Titanic sank after colliding with an iceberg. • The sinking of the Titanic created a legacy that improved the safety of boats and cruises. • The Captain of the Titanic was Edward Smith.
Year 4 Historical Skills Learning Strands	Chronology and Sequencing	• Describe events and periods using the historical vocabulary: BCE (Before Common/Current Era) and CE (Common/Current Era). • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and historical terms to describe events.	
	Understanding of events, people and changes in the past	• Identify similarities and differences between life during the same time period. (e.g. Vikings versus Anglo-Saxons). • Explain how different factors can cause differences in people’s life experiences (e.g. poor vs wealthy). • Identify and explain why Britain would be considered an important place to conquer. • Compare an aspect of life with the same aspect of a different group of people e.g. food for rich and poor, jobs for men and women. • Begin to give a few reasons for, and results of, the main events and changes.	
	Historical Enquiry/ Interpretation	• Appreciate how historical artefacts have helped us understand more about British lives in the present and past. • Use evidence to ask and answer questions about the past that go beyond simple observation e.g. make deductions. • Suggest suitable sources of evidence for historical enquiries. • Begin to evaluate the usefulness of different sources. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	

Famous Historical Figures	• Key Historical Figure: Alfred the Great (How 'great' really was Alfred? Alfred was the king of the Anglo-Saxons and promoted literacy in his people. He made peace with the Vikings and encouraged people to learn, governing fairly. • Edward the Confessor – was the King from 1042- 1066. He died in 1066 without an heir, causing a bloody struggle for control in England. • Athelstan – Alfred the Great's grandson, was considered the first 'King of all England'. He had many famous victories in battle.	• Key Historical Figure: Captain Edward Smith (was the Captain of the Titanic). • Walter Lord (author of A Night to Remember). • Major FW Prentis (gave a famous historical account of the sinking). • J. Bruce Ismay – English businessman who was the managing director of the White Star Line. He survived the sinking of the ship. • Lauren Tarshis and Scott Dawson (authors of I Survived the Sinking of the Titanic, 1912)
Linked Texts Purple – Fiction Blue – Non-Fiction	Alfred the Great and the Anglo Saxons (History Starting Point text) – really accessible text on Alfred and his influence in Britain. Includes a portion on the story of Beowulf. The Saga of Erik the Viking - Terry Jones & Michael Foreman (illustrated chapter book that mirrors the style of a Viking Saga. Follows a crew of Viking sailors encountering mythical creatures on a voyage) Viking Boy - Tony Bradman (story of a Viking chief's son) A Viking Adventure (The Histronauts) - Frances Durkin & Grace Cooke (combination of graphic novel, activity book and information book)	50 things you should know about the Titanic – a really comprehensive text featuring a page per different fact/aspect of the Titanic. Moves chronologically through the story, too. A good starting point to introduce key vocabulary. Kaspar, Prince of Cats - Michael Morpurgo & Michael Foreman (tells the story of a bellboy at the Savoy and his cat who end up on the Titanic)



Year 5 History Medium Term Overview		
Topic	Spring 1 Walk Like An Egyptian	Spring 2 The Golden Age
Unit and Outcome	Ancient Egypt Key Historical Question: Were Howard Carter's discoveries the most significant source of evidence about Ancient Egypt? <i>Explore the achievements of the Earliest Civilisations - investigate what life was like in Egypt.</i>	Ancient Islamic Civilisation Key Historical Question: How did Ancient Islam become one of the leading civilisations in trade, maths and science? <i>A study of a non-European society that provides a contrast with British history.</i>
Topic Specific Vocabulary	hieroglyphics	Caliph
Subject Specific Vocabulary	Pharaoh	wisdom
General Vocabulary	civilisation	Trade
Prior Learning	In Year 3, pupils were taught: About the Roman Empire and its impact on Britain. About the changes in Britain from the Stone Age to the Iron Age.	In Year 5, pupils were taught: About the achievements of the Earliest Civilizations (Ancient Egypt)
Later Learning	In Year 6, pupils will be taught: A study of Greek life and achievements and their influence on the western world.	In Year 6, pupils will be taught: A study of Greek life and achievements and their influence on the western world.
Year 5 National Curriculum Objectives	To gain an overview of where and when the first civilisations appeared and to carry out an in-depth study of Ancient Egypt.	To investigate a non-European society that provides contrast with British history - early Islamic civilization, including a study of Baghdad c. CE 900.
Essential Knowledge	• The Ancient Egyptians ruled Egypt at the same time the Stone Age was in Britain. • Tutunkhanun was an Egyptian King who died in mysterious circumstances. • Ancient Egyptians believed in many gods and mummified bodies in order to reach the afterlife. • Howard Carter was a significant figure who discovered Tutunkhamun's tomb. • The Ancient Egyptians lived along the River Nile so that they could grow crops and support cattle.	• Ancient Islamic Civilization took place at the same time as the Dark Age in Britain. • The 'Golden Age' means that the Islamic empire grew rapidly and became a centre of knowledge. • A caliph is the word used for a ruler of an Islamic Empire. • Caliph Harun-Al Rashid was a Caliph of Baghdad. • The Silk Road was an ancient network of trade routes, linking China and the Far East with the Middle East and Europe. • Baghdad became the cultural capital of the world during The Golden Age.
Year 5 Historical Skills Learning Strands	Chronology and Sequencing	• Place events, artefacts and historical figures on a timeline using dates, in relation to other periods of time studied. • Describe the main changes in a period of history. • Understand the concepts of continuity and change over time. • Use dates and terms accurately in describing events.
	Understanding of events, people and changes in the past	• Identify similarities and differences with life today and life during any of the historical studies. • Consider the impact of early civilizations on life today. • Find out about the beliefs, behaviour and characteristics of people. • Give reasons for, and results of, the main events and changes.
	Historical Enquiry/ Interpretation	• Use a range of sources to retell an event in history. • Use sources of evidence to deduce and infer information about the past. • Select suitable sources of evidence, giving reasons for their choices. • Begin to select and combine information from a range of evidence to find out about an aspect or event. • Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. • Understand that no single source of evidence gives the full answer to questions about the past.

Famous Historical Figures	• Key Historical Figure: Howard Carter (archaeologist who discovered the intact tomb of Tutankhamun) • Tutankhamun – famous Egyptian Pharaoh whose tomb was found intact by Howard Carter in 1922. It was believed he took the throne at the age of 8 or 9. • Hatsheput – Pharaoh who ruled in the 15th century BCE and commissioned the Deir el-Bahri Temple, constructed by the banks of the Nile river and near the entrance to the Valley of the Kings. • Cleopatra – a ruler of Ancient Egypt who co-ruled with her 10 year old brother. She was considered to be friendly with Julius Caesar, Roman General.	• Key Historical Figure: Caliph Harun al-Rashid (considered to be the ruler at the beginning of the Islamic Golden Age, establishing the House of Wisdom library in Baghdad. He encouraged cultural and scientific progress and was very fond of arts and music). • Al-Khwarizmi – Persian mathematician who helped to invent ‘algebra’. • Avicenna – doctor and philosopher who wrote the <i>Canon of Medicine</i>, helping doctors diagnose diseases such as cancer. • Ibn al-Haytham – inventor who created the first ‘camera’ and also was able to form an explanation of how the eye sees.
Linked Texts Purple – Fiction Blue – Non-Fiction	You Wouldn't Want to Be a Pyramid Builder! - Jacqueline Morley The God Catcher – Scott Peters I Was There, Tutankhamun’s Tomb – Sue Reid. A fiction retelling from the point of view of Howard Carter’s water carrier as he discovers the Pharaoh's tomb. Secrets of a Sun King- Emma Carroll Marcy and the Riddle of the Sphinx - Joe Todd Stanton (graphic novel style picture book which tells the story of a girl who is on a mission to save her father from being trapped inside a Sphinx) The Legend of Tutankhamun - Sally Morgan and James Weston-Lewis. A non-fiction text about the discovery of Tutankhamun and his legend.	Malala's Magic Pencil – Malala Yousafzai I Am Malala – Malala Yousafzai and Patricia McCormick The Adventures of Harun Al-Rashid, Caliph of Baghdad – retold by Kelley Townley (An Arabian Nights Adventures book). Retelling of stories from <i>The Arabian Nights</i>



Year 6 History Medium Term Overview			
Topic		Autumn 1 Meet the Greeks	Spring 2 Lest We Forget
Unit and Outcome		Ancient Greeks Key Historical Question: How have the Ancient Greeks influenced the modern world? <i>Investigate Ancient Greece - a study of Greek life and achievements and their influence on the western world.</i>	D-Day and World War 2 Key Historical Question: Why was D-Day so important and how were Southampton and Portsmouth involved? <i>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - D-Day and its impact on Southampton and Portsmouth.</i>
Topic Specific Vocabulary		democracy	Axis
Subject Specific Vocabulary		legacy	Propaganda
General Vocabulary		Myth	Occupied
Prior Learning		In Year 5, pupils were taught: The achievements of the earliest civilizations: Ancient Egypt. Contrasting a non-European society with British History (Ancient Islamic civilization)	In Year 4, pupils were taught: The impact of The Titanic disaster on Southampton as part of a local history study.
Later Learning		In Key Stage 3, pupils will be taught about: Ideas, political power, industry and empire: Britain, 1745-1901	In Key Stage 3 pupils will be taught: Challenges for Britain, Europe and the wider world 1901 to the present day. A local history study linked to a British area of study in the curriculum.
Year 6 National Curriculum Objectives		To investigate Ancient Greece - a study of Greek life and achievements and their influence on the western world.	To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (D-Day and its impact on Southampton and Portsmouth)
Essential Knowledge		• Ancient Greek civilization took place at the same time as the Romans and Egyptians. • The Ancient Greeks brought ideas such as democracy to Western Civilization. • Sthens and Sparta were two Ancient Greek city states. • The Ancient Greeks believed in many Gods and Goddesses. • Pythagorus and Aristotle were influential Greek figures who had an impact in the world of science and art.	• WW2 began in 1939 and lasted for 6 years. • WW2 was a battle between the Allied and the Axis powers. • The D-Day landings took place in 1944 and soldiers departed from Southampton to land in Normandy. • D-Day was historically significant because it was a turning point in the war that marked the beginning of the end of WW2. • Winston Churchill was the Prime Minister of the United Kingdom during the D-Day landings.
Year 6 Historical Skills Learning Strands	Chronology and Sequencing	• Describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Show an awareness of events happening in similar times, but in different places. • Use dates and terms accurately in describing events.	
	Understanding of events, people and changes in the past	• Recognise factors and causes for similarities and differences between people during the same time period. (e.g. Athens and Sparta). • Recognise the legacy of an ancient civilization on the modern day. (e.g. democracy). • Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • Examine causes and results of great events and the impact on people.	
	Historical Enquiry/ Interpretation	• Recognise the importance of different perspectives of a historical event. • Explain why there may be different interpretations of a historical event. • Begin to evaluate sources of information and identify those that are useful for particular tasks. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	

Famous Historical Figures	• Key Historical Figure: Aristotle (philosopher and scientist who was interested in anatomy, classifying animals and observation) and Pythagoras (Greek mathematician who contributed to modern ideas of geometry) • Archimedes – scientist who was notable for his discoveries in mathematics, science and engineering, notably working on ideas to do with the physics of ‘floating and sinking’.- • Homer – Greek poet who was the author of the Odyssey and the Iliad, telling the story of the Trojan War through writing.	• Key Historical Figure: Winston Churchill (prime minister of the United Kingdom and considered one of the best ‘wartime’ leaders. He was in charge of the UK during the majority of WW2, coming into power after Chamberlain in 1940). • Neville Chamberlain – prime minister of the UK at the beginning of WW2. • Adolf Hitler – leader of the German Republic and the Nazi Party. • Charles De Gaulle – French army officer who lead the French resistance to German occupation during WW2.
Linked Texts Purple – Fiction Blue – Non-Fiction	What’s your Angle, Pythagoras? A Math Adventure – Julie Ellis. A book detailing the impact of Pythagoras through a narrative of his life. Picture book. The Ancient Greek Mysteries - Saviour Pirotta & Freya Hartas (groups of short stories) Who Let the Gods Out? - Maz Evans (comedy chapter book, most similar to Percy Jackson and the Lightning Thief) The Life and World of Aristotle – Brian Williams. A biography about Aristotle and his work.	Usborne Famous Lives, Winston Churchill – Katie Daynes. A non-fiction chapter book detailing Churchill’s life and role in WW2. Once – Morris Gleitzman (Rich read for Year 6 and the whole series is a great read for Year 6 children). Carrie’s War - Nina Bawden (story about evacuation) Goodnight Mister Tom -Michelle Magorian The Emergency Zoo - Miriam Halahmy (chapter book from a new angle: what happened to pets as the war broke out?).