

History—Long Term Overview

Year Group	Autumn	Spring	Summer
Year 1	<p>How do our favourite games and toys compare to those of children in the 1960's?</p> <p>Investigating toys and games is ideal for enabling pupils to comprehend the key historical concepts of continuity and change. They are able to make links with familiar and tangible aspects of their lives and learn from those who lived in the era.</p>	<p>Great Explorers</p> <p>This enquiry focuses on the achievements of Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong. It encourages children to think about why these achievements were so significant, as well as considering personal qualities required to become a 'great explorer'.</p>	<p>Local Area Study: Why is the Spanish City important to Whitley Bay?</p> <p>The overriding aim of this enquiry is to support pupils to understand the connections between local and national and international history.</p>
Year 2	<p>History Makers</p> <p>This enquiry provides an opportunity for young historians to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers'.</p>	<p>The Great Fire of London</p> <p>This enquiry focuses on developing skills in piecing together information from different historical sources to gain a clear understanding of historical events. As well as learning about the famous fire of 1666, children will learn of a similar event which took place in Newcastle and Gateshead in 1854.</p>	<p>Why was Charles sent to prison?</p> <p>This enquiry enables pupils to interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas, to develop key historical concepts such as continuity and change and cause and consequence.</p>
Year 3	<p>How did the lives of Ancient Britons change during the Stone Age?</p> <p>The primary aim of the investigation is for pupils to understand that, although the lives of early humans in Britain remained much the same for long periods of time during the Stone Age, this period was also marked by perhaps the greatest change ever to occur in British society – that of the creation of permanent farming-based settlements and the birth of agriculture.</p>	<p>How did the lives of Ancient Britons change during the Bronze Age?</p> <p>This investigation allows pupils to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society. The first of these was the arrival of metal-smelting skills carried by Bell Beaker people from Europe and the ability of communities to create alloys such as bronze.</p>	<p>How did the lives of Ancient Britons change during the Iron Age?</p> <p>The Iron Age represents the last period of prehistory in Britain and a time of both great change and significant progress in society. It is also an ideal context for pupils to explore the importance to archaeologists and historians of artefactual evidence as a means of interpreting the past.</p>
Year 4	<p>Ancient Civilisations: Case Study—Ancient Egypt</p> <p>In this enquiry, children will explore the achievements of one of the earliest human civilizations. They will hone their archaeological skills and begin to be able to learn how to draw conclusions through the study of artefacts rather than written historical sources.</p>	<p>What did the Romans do for Britain?</p> <p>Pupils are encouraged to investigate in-depth questions about some of the important changes that occurred during the Roman Invasion of Britain, as well as studying aspects of Roman life they already have some awareness of.</p>	<p>Local History Study: How have boats influenced our local area?</p> <p>Boats and ships have been built on the Tyne for over 1000 years. Inspired by art, tales of heroism and local industry, children will investigate the significance of boats to our local area.</p>