

Masefield Primary School History Long Term Overview

| End of EYFS | Key Stage 1 | Key Stage 2 |
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| <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know 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; | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • 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; Ancient Egypt; The Shang Dynasty of Ancient China |

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| | <ul style="list-style-type: none">• significant historical events, people and places in their own locality. | <ul style="list-style-type: none">• Ancient Greece – a study of Greek life and achievements and their influence on the western world• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |
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| Year 1 | | | Old & New Toys | | Famous People | |
| Year 2 | Rosa Parks & other Significant People | | | | Victorians | |
| Year 3 | Stone Age | | Ancient Greece | | Samuel Crompton – Local Study | |
| Year 4 | | | Romans | | Ancient Egypt | |
| Year 5 | Anglo-Saxons | | | | Slavery | |
| Year 6 | Vikings | | | | Islamic Civilization (Golden Age) | |