

## By Brook CE Primary School Whole School History Overview (Year B)

Reception		Year 1 & 2	Year 3 & 4	Year 5 & 6
<p><b>T1 – Amazing me (Our school)</b>  <b>T2 – Celebrations (Our locality)</b>  <b>Own history</b>                      Know how they have changed over their lifetime.                      Talk about events in their lives (nursery, weekend etc.)                      History of their own teddy bear (why is it special to you? When did you get it?)  <b>My family</b>                      Understand how life has changed</p>	<p><b>T1 &amp; T2</b></p>	<p><b>Geography focus</b></p>		

over time for their family.

**Celebrations**

Understand why we celebrate

Bonfire Night

(Guy Fawkes).

Understand why we celebrate

Remembrance Day.

Understand why some people

celebrate Diwali

(Diwali story)

Understand why we celebrate

Christmas (Nativity story).

Understand how Christmas

celebrations have changed over time.

Understand why we celebrate

birthdays.

**Key vocabulary**

Family

New

Old

Past

Before

After

Baby

Child

Adult

History

Then

Now

Remember

Remembrance

Poppy

<p>Celebrate Bonfire Diwali Nativity</p>				
<p><b>T3 – What is a superhero?</b> (Recycling) T4 – Around the world (Locality comparison)</p>	<p><b>T3 &amp; T4 Continuity &amp; change</b></p>	<p><b>What did the Victorians achieve?</b></p>	<p><b>What did the Ancient Egyptians achieve?</b></p>	<p><b>Why did the Ancient Maya change the way they lived?</b></p>

<p><b>Recycling</b> Discuss what we can do about climate change. Recycle, reduce, reuse.</p> <p><b>People who help us</b> History of police and fire brigade (how has this changed over time? Transport &amp; facilities) Roles of people in wider community (How do they help &amp; support the community?)</p> <p><b>Celebrations</b> Why do we celebrate Chinese New Year? (The Great Race) Why are the years named after animals? Why do we celebrate Easter? (the Easter story)</p> <p><b>Own History</b> Create personal timeline (slightly before birth and after). Talk about events in their own life.</p> <p><b>Key vocabulary</b> Recycle</p>	<p><b>Sticky knowledge</b></p>	<ul style="list-style-type: none"> <li>• The Victorians were the people who lived during the reign of Queen Victoria.</li> <li>• The poor were very poor - they worked in workhouses and factories.</li> <li>• Children were made to work in dangerous places such as in coal mines or as chimney sweeps.</li> <li>• Queen Victoria made all children go to school.</li> <li>• Many inventions were created that transformed life and led to the development of new technologies.</li> <li>• Mary Anning is a famous Victorian palaeontologist and fossil hunter.</li> <li>• Isambard Kingdom Brunel is a famous Victorian engineer who designed the Great Western Railway, the Clifton Suspension Bridge, the Box Tunnel and London Paddington Station.</li> </ul>	<ul style="list-style-type: none"> <li>• 6000 B.C. People settle near the River Nile</li> <li>• 3100 B.C. King Menes founded Egyptian empire</li> <li>• 2500 B.C. Sphinx and Giza Pyramids built</li> <li>• 1500 B.C. Valley of the Kings tombs built</li> <li>• 30 B.C. Death of Cleopatra ended the Ancient Egyptian empire</li> <li>• Ancient Egyptians worshiped many gods</li> <li>• Ancient Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were alive, so families would put those things in their graves. Egyptians paid vast amounts of money to have their bodies properly preserved. Those who were poor were buried in the sand whilst the rich were buried in a tomb.</li> <li>• Egyptians grew many crops, the most important being grain used to make bread, porridge and beer. They also grew vegetables and used irrigation to their advantage.</li> </ul>	<ul style="list-style-type: none"> <li>• The location of the countries and cities of modern Central America</li> <li>• The way of life of modern Maya people</li> <li>• The natural features of the environment and climate of Central America</li> <li>• Who the ancient Maya were and some of their achievements</li> <li>• The features and purpose of the structures of Chichen Itza</li> <li>• The social and religious importance of the ball game pok-a-tok</li> <li>• How the ancient Maya farmed</li> <li>• The likely cause of the abandonment of ancient Maya cities</li> <li>• How the way of life for the ancient Maya compared with Anglo-Saxons living in Britain at the same time</li> </ul>
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<p>Climate Uniform Equipment Transport Community</p> <p>New Year Birthday Timeline Before After Easter</p>	<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• <b>Reign</b></li> <li>• <b>Queen Victoria</b></li> <li>• <b>Workhouses</b></li> <li>• <b>Factories</b></li> <li>• <b>Coal mines</b></li> <li>• <b>Chimney sweep</b></li> <li>• <b>Blackboards</b></li> <li>• <b>3Rs</b></li> <li>• <b>Inventions</b></li> <li>• <b>Mary Anning</b></li> <li>• <b>Palaeontologist</b></li> <li>• <b>Isambard Kingdom Brunel</b></li> <li>• <b>Engineer</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>canopic jar</b> - Jars with intestines, stomach, lungs and liver, which were thought to be needed in the afterlife.</li> <li>• <b>Cartouche</b> - An oval containing hieroglyphics with a horizontal line underneath indicating a royal name.</li> <li>• <b>Hieroglyphics</b> - A writing system where picture symbols stood for meanings or sounds. It meant 'sacred carving'.</li> <li>• <b>Irrigation</b> - Using the Nile, Egyptians would use annual flooding to channel water to dry areas to helping crops grow.</li> <li>• <b>Mummy</b> - A body prepared for burial according to ancient Egyptian practice.</li> <li>• <b>Sarcophagus</b> - A stone coffin adorned with a sculpture or inscription containing a mummy.</li> <li>• <b>Scarab</b> - The use of the common scarab beetle was often used as a symbol for rebirth.</li> <li>• <b>Tomb</b> - A chamber or vault to protect the dead, the most elaborate built within pyramids or underground.</li> <li>• <b>Papyrus</b> - A type of plant grown in abundance in ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chichen Itza</b> - a major archaeological site of a large Maya city located in southern Mexico</li> <li>• <b>Palenque</b> - ruined ancient Maya city once ruled by King Pakal</li> <li>• <b>Tikal</b> - once called 'Yax Mutal', a powerful city of the Ancient Maya</li> <li>• <b>Reconstruct</b> - to rebuild or make again</li> <li>• <b>Conquest</b> - gain control of a place or people by force</li> <li>• <b>Ceremonial</b> - an act or series of acts done in a set way on a special occasion</li> <li>• <b>City-state</b> - a small nation with a single large settlement surrounded by the territory it rules</li> <li>• <b>Abandon</b> - to leave behind with no plan ever to return</li> <li>• <b>Expedition</b> - a journey undertaken by a group of people to explore a place</li> <li>• <b>Rediscover</b> - find something that has been lost, hidden or forgotten for a long time</li> <li>• <b>Famine</b> - a serious shortage of food which may result in illness or death caused by hunger</li> <li>• <b>Priest</b> - someone with the authority to carry out the sacred rites of a religion</li> </ul>
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			<p>turned into a paper-like material for writing.</p> <ul style="list-style-type: none"> <li>Pyramids - Over 130 giant pyramids were created as tombs for pharaohs, mostly built west of the River Nile.</li> </ul>	<ul style="list-style-type: none"> <li>Flash flood - a very sudden local flood caused by heavy rain</li> </ul>
	Learning Qs	<ol style="list-style-type: none"> <li>What do we know/ want to find out about the Victorians? (Introduce &amp; explore knowledge organiser then create a poster for beginning of unit)</li> <li>Who was Queen Victoria?</li> <li>What are the Victorians? (General life, jobs, inventions, toys/games) <b>(2 lessons?)</b></li> <li>What were Victorian schools like?</li> <li>What were the expectations of Victorian children? Do we still do anything they did now? <b>(Sevington school trip – mid-point review)</b></li> <li>Who was Mary Anning? What did she accomplish?(link to Y3 science on rocks &amp; fossils)</li> <li>Who was Isambard Kingdom Brunel? What did he accomplish?</li> <li>What did the Victorians achieve? <b>(answer big Q)</b></li> </ol>	<ol style="list-style-type: none"> <li>What is mummification? (Hook – write instructions and mummify a tomato)</li> <li>Where is Egypt and when did the Ancient Egyptians live? (Use world map and history timeline)</li> <li>Why was The Nile so important to Ancient Egyptian life?</li> <li>Who built the pyramids and why? <b>(mid-point review)</b></li> <li>Who were the pharaohs?</li> <li>What were hieroglyphics and how did we decipher them?</li> <li>What did the Ancient Egyptians believe?</li> <li>What did the Ancient Egyptians achieve? <b>(answer big Q)</b></li> </ol>	<p>Who are the Maya and where do they live?</p> <ol style="list-style-type: none"> <li>What are the main occupations of Maya people today?</li> <li>What did John &amp; Frederick rediscover in 1839?</li> <li>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</li> <li>Why did ancient Maya use terraced farming? – produce labelled diagram <b>(mid-point review)</b></li> <li>Why do historians know so much about ancient Maya society?</li> <li>Why was pok-a-tok more than just a ball game?</li> <li>Why did the ancient Maya leave their jungle cities?</li> <li>Why did the ancient Maya change the way they lived? – double page spread <b>(answer big question)</b></li> </ol>

<p><b>T5 – New life (How do plants &amp; animals grow?)</b>  <b>T6 – Tell me a story (Map work)</b></p>	<p><b>T5 &amp; T6</b></p>	<p><b>Geography focus</b></p>
<p><b>Growing</b>  Sequence stages of a plant growing.  Explore changes over time (plants).  Sequence life cycle of an insect.  Explore changes over time (insects – caterpillars to butterflies)</p> <p><b>Own history</b>  Add to personal timeline (slightly before birth and after).  Talk about events in their own life.</p> <p><b>Traditional tales from the past</b>  Begin to understand the past through settings, characters and events.  Compare similarities and differences between now and then (using images from books)</p> <p><b>Castles</b>  What was it like to live in a castle?  Who would live in a castle?</p>		

How did castles  
change over time?

**Key vocabulary**

Life cycle

Mini-beasts

Changes

Old

New

Clothing

Character

King

Queen

Moat

Drawbridge

Dungeon

Arrow slits