

Brockenhurst C of E Primary School History overview

Year		Autumn	Spring	Summer
1	Enquiry	How do our favourite toys and games compare to those of children in the 1960's?	Man on the moon	Why did the GFL cause so much damage and what happened as a result?
	National Curriculum links	Identify similarities and differences between ways of life in different periods. Changes within living memory.	Know where the people and events they study fit within a chronological framework. The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally and locally
	Assessment Focus Nos:	1, 2, 6, 7	1, 3, 5, 7	3, 4, 5, 6, 7
	Skills	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry
2	Enquiry	Titanic – Tragedy or Triumph?	What does it take to be a great explorer?	What is the history of our school and why is it important?
	National Curriculum links	Events beyond living memory that are significant nationally and locally. Significant historical events, people and places in their own locality.	Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. 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.	Identify similarities and differences between ways of life in different periods. Identify similarities and differences between ways of life in different periods. Changes within living memory.
	Assessment Focus Nos:	3, 4, 5, 6, 7	1, 2, 3, 4, 7	1, 2, 3, 7
	Skills	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry
3	Enquiry	How did the lives of ancient Britons change during the Stone Age?	What is the secret of the standing stones? (Bronze Age Britain)	How do artefacts help us understand the lives of people in Iron Age Britain?

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	National Curriculum links	Changes in Britain from the Stone Age to the Iron Age.	Changes in Britain from the Stone Age to the Iron Age.	Changes in Britain from the Stone Age to the Iron Age.
	Assessment Focus Nos:	1, 3, 5, 6, 7	1, 2, 3, 4, 6, 7	1, 2, 3, 5, 7
	Skills	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history
4	Enquiry	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want and how did Alfred help to stop them getting it?
	National Curriculum links	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.
	Assessment Focus Nos:	1, 3, 4, 7	1, 3, 4, 5, 7	1, 4, 5, 7
	Skills	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history
5	Enquiry	Why did the ancient Maya change the way they lived?	Why did Britain once rule the largest empire the world has ever seen?	How did the railway line change Brockenhurst as a village? (a model enquiry which teachers can use as a framework for designing their own local historical study based on a nearby town or city)

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	National Curriculum links	A non-European society that provides contrasts with British history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
	Assessment Focus Nos:	1,1,4,5,6,7	1,2,4,5,6,8	1,1,3,6,7,8
	Skills	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history
6	Enquiry	Why was winning the Battle of Britain in 1940 so important?	Should more people know about Ancient Sumer?	The story of The Trojan Horse: historical fact, legend or classical myth?
	National Curriculum links	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	Ancient Greece – a study of Greek life and achievements and their influence on the western world
	Assessment Focus Nos:	1,4,5,6,7,8	1,1,3,6,7	1,1,4,6,7,8
	Skills	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history 	<ul style="list-style-type: none"> • Chronology • Characteristic features • Change & continuity • Cause & Consequence • Significance • Interpretation of the past • Historical Enquiry • Connections local/national/ international, cultural, economic, military, political religious and social history