



Green recurring theme
Blue areas of contention and linked to PSHE

Overchurch Junior School History Subject Content and Long-Term Plan 2021-22

Key Stage 2

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

OVERCHURCH HISTORY LONG TERM PLAN 2021-22

Year To be completed in a series of blocks over the year

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| 3 | <p>Black History Month Suggested Rosa Parks</p> <p>Changes in Britain from the Stone Age to the Iron Age and the Celts</p> <p><i>Suggested Stone age visitor/day</i></p> <p><u>Stone Age to the Iron Age and the Celts</u></p> <ul style="list-style-type: none"> ● Timeline using the terminology of AD and BC and BCE (Before the Common Era) and CE (The Common Era) ● Developing a community from hunter gatherers, to Skara Brae, to hill forts ● Homes. What would life have been like? ● Looking at artefacts and what they tell us. Significant changes in tools. ● Festivals ● Crime and Punishment ● Communication and how it developed from the evidence of cave paintings as a form of recording history and communicating to others ● Achievements such as the control of fire and the wheel. | <p>Ancient civilisations</p> <p>The Egyptians– the achievements of the earliest civilisations.</p> <p><i>Possible visit to Liverpool Museum</i></p> <p><u>The Egyptians</u></p> <ul style="list-style-type: none"> ● Timeline of events and where it fits into world history using large school time line ● Looking at the Ancient Egyptian way of life ● Focus on the gods, pyramids, beliefs, the afterlife and mummification ● Howard Carter and the evidence provided by archaeologists to piece together the way of life in Ancient Egypt ● Use artefacts to develop the children's understanding about what happened in the past. |
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Historical Skills across the topics

Chronological understanding -

- describe events and periods using the words: BC, AD and decade
- describe events from the past using dates when things happened, use a timeline within a specific time in history to set out the order things may have happened.
- use mathematical knowledge to work out how long ago events in recent and local history would have happened

Knowledge and interpretation -

- appreciate that people in history would not have communicated as we do or have eaten as we do
- begin to picture what life would have been like for the early settlers
- suggest why certain events happened as they did in history
- explain how events from the past have helped shape our lives including work on justice and crime and punishment

Historical enquiry -

- recognise the part that archaeologists have played in helping us understand more about what happened in the past
- use various sources of evidence to answer questions
- research a specific event from the past to then write about this

OVERCHURCH HISTORY LONG TERM PLAN 2021-22

| Year | To be completed in a series of blocks over the year | | | | | |
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| 4 | <p>Black History Month Suggested Martin Luther King</p> <p>Ancient Greece – a study of Greek life and their influence on the western world</p> <p><i>Suggested Greek Day</i></p> <p style="text-align: center;"><u>Greece</u></p> <ul style="list-style-type: none"> ● Timeline/chronology of ancient Greece ● Schooling comparison between Sparta and Athens and the differences in teaching fighting skills and the academic subjects. Discuss the role of girls in education ● Beliefs: research into Mount Olympus where the 12 most powerful gods lived and looking at some of those who didn't such as Hades ● Myths e.g. Perseus and Medusa. The Greek gods was a world full wars, compromise, punishment and love. Many were based on the fact that gods, like mortal men, could be punished or rewarded for their actions ● Democracy, meaning, system, The Ekklesia, The Boule and The Dikastria. Who was left out? How this influences our political system today | <p>The Roman Empire and its impact on Britain</p> <p><i>Possible visit to Chester</i></p> <p style="text-align: center;"><u>Romans</u></p> <ul style="list-style-type: none"> ● Local links trip to Chester to the museum and a tour from a Roman soldier. Looking at artefacts and how they help to build an accurate picture of the past ● Time line of main events of the Roman Empire and use mathematical skills to work out how long-ago events occurred and to round up time differences into centuries and decades ● Crime and punishment ● Life of a Roman soldier using a variety of research resources ● Roman Empire linked to the invasion of Britain and why they invaded ● Legacy: how has this shaped our lives ● Hadrian's Wall. Why was it built and where? ● Looking at Vesuvius and Pompeii | | | | |
| | <p><u>Historical Skills across the topics</u></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <p>Chronological understanding -</p> <ul style="list-style-type: none"> ● describe events from the past using dates when things happened ● describe events and periods using the words ancient and century ● use a timeline within a specific time in history to set out the order things that may have happened ● use mathematical knowledge to work out how long ago events would have happened and to round up time differences into centuries and decades ● begin to recognise and quantify the different time periods that exists between different groups that invaded/inhabited Britain </td> <td style="vertical-align: top; width: 33%;"> <p>Knowledge and interpretation -</p> <ul style="list-style-type: none"> ● recognise that Britain has been invaded by several different groups over time ● suggest why certain events happened as they did in history ● suggest why certain people acted as they did in history ● explain how events from the past have helped shape our lives ● begin to appreciate why Britain would have been an important country to have invaded and conquered ● appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past including looking at justice and crime and punishment </td> <td style="vertical-align: top; width: 33%;"> <p>Historical enquiry -</p> <ul style="list-style-type: none"> ● recognise the part that archaeologists have had in helping us understand more about what happened in the past ● use various sources to piece together information about a period in history ● use information finding skills to help write about historical information through research, ● identify similarities and differences between given periods in history ● research two versions of an event and say how they differ </td> </tr> </table> | | | <p>Chronological understanding -</p> <ul style="list-style-type: none"> ● describe events from the past using dates when things happened ● describe events and periods using the words ancient and century ● use a timeline within a specific time in history to set out the order things that may have happened ● use mathematical knowledge to work out how long ago events would have happened and to round up time differences into centuries and decades ● begin to recognise and quantify the different time periods that exists between different groups that invaded/inhabited Britain | <p>Knowledge and interpretation -</p> <ul style="list-style-type: none"> ● recognise that Britain has been invaded by several different groups over time ● suggest why certain events happened as they did in history ● suggest why certain people acted as they did in history ● explain how events from the past have helped shape our lives ● begin to appreciate why Britain would have been an important country to have invaded and conquered ● appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past including looking at justice and crime and punishment | <p>Historical enquiry -</p> <ul style="list-style-type: none"> ● recognise the part that archaeologists have had in helping us understand more about what happened in the past ● use various sources to piece together information about a period in history ● use information finding skills to help write about historical information through research, ● identify similarities and differences between given periods in history ● research two versions of an event and say how they differ |
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OVERCHURCH HISTORY LONG TERM PLAN 2021-22

| Year | Autumn in blocks | Spring in blocks | Summer in blocks | | | |
|---|---|--|--|---|---|---|
| 5 | <p>Black History Suggested Nelson Mandela</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Suggested Anglo Saxon Day</i></p> <p><u>Anglo Saxon / Scots</u></p> <ul style="list-style-type: none"> ● Timeline of key events, use of dates and historical language of time as well as mathematical skills ● Reasons for invasion and the seven Kingdoms ● Key characters including Vortigan, Hengest and Horsa and their battle to keep the Scots and Picts out. Debate why Vortigan felt he needed help protecting Britain ● Settlements and place names. What they mean and how many remain in the local area ● The hierarchy of society: king, ceorl, thanes and slaves ● Crime and Punishment: Weregild, trial by ordeal and the beginning of the justice system ● The story of Beowulf ● Comparisons with Roman Britain | <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward confessor</p> <p><i>Suggested Visit from a Viking</i></p> <p><u>Vikings</u></p> <ul style="list-style-type: none"> ● Investigate artefacts and how they have informed us about the past ● Raids and Invasion: why and where? Long ships and their importance for raiding, trade and exploration Learn about the goods traded by the Vikings and the extent of their trading network across Europe and beyond ● Beliefs and Gods such as Odin, Thor, Loki and Frey and their belief in Valhalla ● Viking Place names, the connection to Wirral ● The introduction of Danegeld by King Ethelred to pay off the Danes when they attacked ● Alfred The Great, the Anglo-Saxon King of Wessex, and his fight against the Vikings and eventual peace making so they could live alongside each other. | <p>Monarchs A study of an aspect or theme in British history extends chronological knowledge beyond 1066</p> <p><i>Possible visit to Chirk Castle</i></p> <p><u>Monarchs</u></p> <ul style="list-style-type: none"> ● Death of Edward the Confessor up to coronation of William Sequencing events of 1066 ● Compare information from different historical sources e.g. events of the Battle of Hastings as depicted in Bayeux Tapestry compared to other sources. A recount of the Battle of Hastings ● What it means to be a monarch ● Time line of British monarchs over the last 1000 years ● Tudors – symbolism in portraits of Henry VIII and Elizabeth I ● Henry's wives – changes to the church, treatment of women. | | | |
| | <p><u>Historical Skills across the topics</u></p> <table border="0"> <tr> <td data-bbox="145 1406 651 1848"> <p>Chronological understanding -</p> <ul style="list-style-type: none"> ● place episodes of history on a timeline showing periods of time ● use mathematical skills to work exact time scales and differences as need be ● use dates and historical language in work ● begin to build up a picture of what main events happened in Britain/the world during different centuries ● plot recent history on a timeline using centuries </td> <td data-bbox="651 1406 1112 1960"> <p>Knowledge and interpretation –</p> <ul style="list-style-type: none"> ● describe historical events from the different periods studied ● make comparisons between historical periods; explaining things that have changed and things which have stayed the same ● appreciate that how we make decisions has been through a Parliament for some time ● appreciate that significant events in history have helped shape the country we have today ● gain a good understanding as to how crime and punishment has changes over the years </td> <td data-bbox="1112 1406 1541 1848"> <p>Historical enquiry -</p> <ul style="list-style-type: none"> ● appreciate how historical artefacts have helped us understand more about British lives in the present and past ● give more than one reason to support an historical argument ● communicate knowledge and understanding orally and in writing and offer points of view based upon what is found out </td> </tr> </table> | | | <p>Chronological understanding -</p> <ul style="list-style-type: none"> ● place episodes of history on a timeline showing periods of time ● use mathematical skills to work exact time scales and differences as need be ● use dates and historical language in work ● begin to build up a picture of what main events happened in Britain/the world during different centuries ● plot recent history on a timeline using centuries | <p>Knowledge and interpretation –</p> <ul style="list-style-type: none"> ● describe historical events from the different periods studied ● make comparisons between historical periods; explaining things that have changed and things which have stayed the same ● appreciate that how we make decisions has been through a Parliament for some time ● appreciate that significant events in history have helped shape the country we have today ● gain a good understanding as to how crime and punishment has changes over the years | <p>Historical enquiry -</p> <ul style="list-style-type: none"> ● appreciate how historical artefacts have helped us understand more about British lives in the present and past ● give more than one reason to support an historical argument ● communicate knowledge and understanding orally and in writing and offer points of view based upon what is found out |
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| 6 | <p>Black History Month looking at the pre-Victorian 'Slave Trade'</p> <p>The British Empire <i>Possible visit to Maritime Museum for study of the enslaved.</i></p> <ul style="list-style-type: none"> • The formation of the British Empire – why did the British create an Empire? • The Transatlantic Slave Trade • Inspirational Figures from the British Empire – Kingdom Brunel, Nightingale & Wilberforce • Comparing and contrasting the Roman Empire with British Empire • The inventions of the Victorians and their influence on the rest of the world • The outcome of the British Empire – the commonwealth • Was the British Empire something to be proud of? • What it means to be enslaved and the history of the Slave Trade • Understand how people became enslaved • The journey, the markets and the work • Resistance and abolition (William Wilberforce) • Links to Liverpool, remembering and links to Black Lives Matter | <p>Local History Study World War II – the impact on the local area</p> <p><i>Possible World War II Day and visit to the Imperial War Museum North</i></p> <p>WWII</p> <ul style="list-style-type: none"> • Summarise the main events of the war, explaining the order in which they happened • Britain's influence on world history and what has Britain learned from other countries. • Impact on the local area including Wallasey and Upton • Identify and explain propaganda • Evacuation • The Blitz • Rationing • Battle of Britain • The role of women in the war and of the soldiers of the Commonwealth. • The Holocaust – highlighting ALL the people who suffered. | <p>A non-European society Islamic civilisation a non – European society that provides contrasts with British history.</p> <p><i>A possible trade market drama of all the goods we take for granted now that have come through the trade routes</i></p> <p>Early Islamic Civilisation</p> <ul style="list-style-type: none"> • Track the development and history of an early Islamic civilisation – Baghdad, the centre of a trade network. Illustrate maps with trade routes, transportation methods and goods traded. (Silk Road and Spice Routes) • Compare and contrast these developments with Western Europe at the same time. • Compare the spread of Christianity across the Middle East, Africa and Europe to the spread of Islam in overlapping areas • Use a range of sources to discover more about the life of Muhammad (pbuh); put together a chronological account of the life of Muhammad (pbuh) • Discover the legacy of early Islam and the continuing influences we see today. Highlight where Islamic thought has influenced Europe e.g. universities, art, architecture, maths etc. |
| | <p><u>Historical Skills across the topics</u></p> <p>Chronological understanding -</p> <ul style="list-style-type: none"> • say where a period of history fits on a timeline • place a specific event on a timeline by decade • place features of historical events and people from past societies and periods in a chronological framework • appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them | <p>Knowledge and interpretation -</p> <ul style="list-style-type: none"> • summarise the main events from a specific period in history, explaining the order in which key events happened • summarise how Britain has had a major influence on world history • summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently • describe features of historical events and people from past societies and periods studied • recognise and describe differences and similarities/changes and continuity between different periods of history including looking at crime and punishment | <p>Historical enquiry -</p> <ul style="list-style-type: none"> • identify and explain an understanding of propaganda • look at more than one version of events and say how the author may be attempting to persuade or give a specific viewpoint • describe a key event from Britain's past using a range of evidence from different sources • communicate knowledge and understanding orally and in writing and offer points of view based upon what has been found out |