







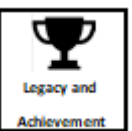

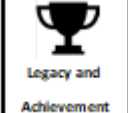





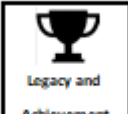

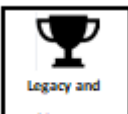







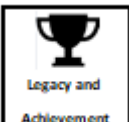










Y1 History overview








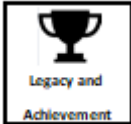


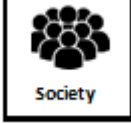

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| <p>Term 1/2 (Harvest/Homes) Changes within living memory</p> <p>Homes -Now and in the past</p> <p>Local history-Using photographs to explore places, buildings in Boston (geography Link)</p> <p>Remembrance</p> <div style="display: flex; justify-content: space-around;">     </div> | <p>Prior Learning: EYFS</p> <p><u>Understanding the World— Past and Present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Children have discussed special events and celebrations throughout the year.</p> | <p>Next Steps:</p> <p>Year 1 Term 3/4 extend understanding beyond living memory when looking at significant people who lived a long time ago.</p> <p>Year 2- term 4/5 Transport and travel topic significant individuals</p> |
| <p>Term 3/4 (Superheroes) Chronology/ Significant People/ Changes within living memory</p> <p>Me now and then – changes within living memory.</p> <p>Nurses- Florence Nightingale and Mary Seacole,</p> <div style="display: flex; justify-content: space-around;">    </div> | <p>EYFS: Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p> | <p>Year 1- term 5/6 extending personal experiences (within living memory) of the seaside to beyond living memory</p> |
| <p>Term 5/6 (Seasides) Significant People</p> <p>The seaside now and in the past</p> <p>Grace Darling</p> <div style="display: flex; justify-content: space-around;">    </div> | <p>EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p> | <p>Year 2- term 4/5 Transport and travel topic significant individuals</p> |
| <p>Visits and Outdoor learning: Visit to Boston</p> <p>Significant historical events, people, and places in their own locality: Visit to Boston, looking at important buildings and the high street now</p> | | |

| Year 2 | | |
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| <p>Term 1/2 Travel and Transport</p> <p>Significant people who have contributed to national and international achievements:</p> <p>Inventors– transport and travel (flight, cars, trains) The Wright Brothers, Amy Johnson</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Legacy and Achievement </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Society </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Location and Movement </div> </div> | <p>Prior Learning: Year 1- significant individuals and their impact National and international life. Year 1 Sea sides. How did people travel to the seaside in the past?</p> | <p>Next Steps: Year 5- Journeys. The legacy of individuals and nations- Greece and the impact they have on our lives today.</p> |
| <p>Term 3/4 Events beyond Living memory (significant nationally and globally)</p> <p>Castles (comparing to how we live) (Lincoln / Tattershall castle)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Society </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Settlements </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Power and Conflict </div> </div> <p>Sir Joseph Banks (Local History)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Legacy and Achievement </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Location and Movement </div> </div> | <p>Year 1 – talk about events within living memory and beyond living memory (approx 100years)</p> | <p>Year 3 Chorology, extending their understanding of chronology further to BC/ AD Year 6- How was London changed after the Blitz</p> |
| <p>Term 5/6 Fire and Ice</p> <p>Events beyond Living memory (significant nationally and globally)</p> <p>The Great Fire of London</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Legacy and Achievement </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Society </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Settlements </div> </div> | <p>Year 1- Homes and the high street, use of artefacts and replicas. How their grandparents used to live?</p> | <p>Continue the theme of what were homes like (and how people lived) Year 3 Stone to Iron age (round houses) Roman villas.</p> |



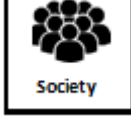


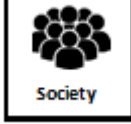



| Year 3 | | |
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| <p>Term 1/2</p> <p>Changes from the Stone Age to the Iron age</p>  | <p>Prior Learning: Year 2 using sources. Placing events and time periods on a timeline</p> | <p>Next Steps: Year 3 Roman study. Romans- comparing and contrasting. Continuing the narrative of British history and changes in ways of life through the ages.</p> |
| <p>Term 3/4</p> <p>Roman Empire and its impact on Britain</p>  | <p>Year 3 Autumn term- Stone age to Iron age, narrative of British History</p> | <p>Year 4- Anglo Saxons, Viking, and Scots settlements</p> |
| <p>Term 5/6</p> <p>Local History study - Has Boston always been here? (Using Maps)</p> <p>Buildings</p>  | <p>Year 1 Where I live/ homes</p> | <p>Year 4- Medieval trade and Hansa league</p> |
| <p>Visits and Outdoor learning: Visit to Flag fen and or The Collection at Lincoln, Creating Celtic round house structures DT link</p> <p>Local History/ Visits: Fieldwork around the town and school area to notice changes over time</p> | | |
| Year 4 | | |
| <p>Term 1/2</p> <p>Where did the earliest civilizations appear?</p> <p>In depth study about Ancient Egypt</p> | <p>Prior Learning: Year 3- chronology, placing time periods on a timeline</p> | <p>Next Steps: - Year 5= The Greeks Year 6 - Mayan civilisation Compare and contrast ancient civilisations.</p> |

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| <p>Term 3/4 Anglo Saxons, Vikings, and Scots settlements in Britain</p>    | <p>Year 3- Stone to Iron age The Romans</p> | <p>.</p> <p>Year 5-The Victorians-ways of life in Britain</p> <p>Year 6- continuing the narrative of British history</p> <p>Year 5-Pilgrim Fathers/ journeys</p> <p>Year 6-enquiry study of The Stump</p> |
| <p>Term 5/6 Local Study Medieval Boston and the Hansa Traders (the importance of water to the town)</p>    | <p>Year 1- Home and the high street topic Year 3 – has Boston always been here (maps)</p> | <p>Year 5-Pilgrim Fathers/ journeys</p> <p>Year 6-enquiry study of The Stump</p> <p>Year 5-Journeys and the Pilgrim Fathers. Comparing why people have come to and left Britain</p> |
| <p>Visits and Outdoor learning: Local History/ Visits. Hansa day workshop</p> | | |

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| <p>Year 5</p> | | |
| <p>Term 1/2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War II</p> | <p>Prior Learning: Continuing the narrative of British history</p> | <p>Next Steps: Journeys year 5: Journeys related to the WW2 and after the war</p> |

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|     | Remembrance | |
| <p>Term 3/4 Ancient Greece (a study of their life and achievements and the impact on the western world)</p>      | Year 4- Year 4 – Ancient Egypt, comparing ways of life in ancient civilisations. | Year 6- Year 6- Maya study, comparing ways for life in different civilisations |
| <p>Term 5/6 Local history Journeys/ Pilgrim Fathers</p>    | Building on the knowledge and understanding of our locality in the past across each year group. Anglo Saxon, Viking, and Scot's settlements- why people have invaded and settled | Year 6- Local study- developing a broader understanding across a longer period of time |
| <p>Visits and Outdoor learning: Local History/ Visits. Guild Hall / Pilgrim Fathers memorial</p> | | |

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| <p>Year 6</p> | | |
| <p>Term 1/2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War II</p> | <p>Prior Learning: Continuing the narrative of British history</p> <p>Remembrance</p> | <p>Next Steps: KS3 History curriculum area: Challenges for Britain, Europe, and the wider world, 1901-present. Ideas, political power, industry, and empire in Britain, 1745-1901.</p> |

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| <p>Term 3/4 A non-European society that provides a contrast with British history</p> <p>The Mayan Civilization</p>     | <p>Year 4 Egyptians and overview of ancient civilisations</p> | <p>Next Steps: KS3 History curriculum area: At least one study of a significant society or issue in world history and its interconnections with other world developments.</p> |
| <p>Term 5/6 Local Study</p> <p>Boston Through the Ages – events, significant people and buildings</p> <p>What can the buildings of Boston tell us about life in the town through the ages?</p> <p>Focus on St Botolph’s church as a site full of primary and secondary sources</p>   | <p>During the key stage the children will have been building knowledge of their locality and the historical skills to engage in an enquiry-based topic</p> | <p>Next Steps: KS3 History curriculum area: The development of the Church, state and society in Britain, 1509-1745.</p> <p>A local history study.</p> |
| <p>Visits and Outdoor learning: Visits into Boston to use The Stump as a source for enquiry Local History/ Visits. WWII museum Freiston Shore</p> | | |