

History coverage across topics and year groups

Golden thread – To be able to understand historical events in order to learn from the mistakes & successes of the past.

Green: Skills Blue: Knowledge

	Topic Title	EYFS objective	What it looks like at Meadowside
Reception	Meadowside explorers	Begin to make sense of their own life-story and family's history.	Look at our own family.
	Marvellous monsters	Begin to make sense of their own life-story and family's history.	In marvellous me talk about our families.
	What's the story?	Compare and contrast characters from stories, including figures from the past.	Learn about differences in the past- no cars/ no electricity. was it better/ worse? Compare how Jack in Jack and the beanstalk lives to how we live.
	How can we help?	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now.	Learn about different jobs people do to help us eg Police/ paramedics/ Drs Nurses vets etc. Look at how we have changed as we have got older. Compare picture of now with baby pic. What would we like to be when we are older?
	Where shall we go? How shall we get there?	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.	Brief history of cars/ bikes. How have they changed? Look at and compare bikes they rode when younger eg tricycle/ balance bike and bikes they can ride now. Books- Mrs Armitage on wheels/ Mr Gumpys outing.

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Year 1	Meadowside explorers		
	A Toys' Story	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<p>Use Magic Grandad videos to look at how toys have changed from later 1800s to 1970s.</p> <p>Compare to modern toys now by bringing in and sharing our favourite toys.</p> <p>Visit the Museum in the Park in Stroud to have a hands on toys session and make a small toy (spinner)</p> <p>Get a museum loans box to explore Victorian toys by handling in more detail, making predictions and using our prior knowledge to support our thinking</p> <p>Use a range of methods to learn about the past – videos, artefacts, discussion with adults in our lives</p>
	A Tale of Tails	<p>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]</p> <p>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</p> <p>Significant historical events, people and places in their own locality</p>	<p>Learn about the lives of people in the past, especially how different life was for women.</p> <p>Learn who Beatrix Potter was and why she is so significant. Learn about her life, art, entrepreneurship, activism and conservationism.</p> <p>Compare changes from Beatrix Potter's time to now – including people's lives and everyday objects (for example modern washing machines vs washboard and mangle, electric irons and kettles vs those used on an open fire.)</p>
	Setting Sail	<p>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]</p> <p>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</p> <p>Significant historical events, people and places in their own locality</p>	<p>Learn about life in the Victorian era (compare to what we found out about life in Beatrix Potter's time)</p> <p>Learn about Titanic – what was it? Why was it such an important ship? What happened to it? Why did it sink? Create a time line of the night Titanic sank. Learn about Edward Smith, captain of Titanic. Draw a conclusion about whether he was responsible for the sinking of Titanic.</p> <p>Learn about Christopher Columbus and Sir Francis Drake. Compare them and draw a conclusion about whether what they did was right. Was Francis Drake a pirate?</p> <p>Learn about Grace Darling. Why is she considered so important? Create a time line of her life.</p>

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Year 2	Meadowside explorers		
	Step back in time	<p>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 diff periods</p> <p>Significant historical events, people and places in their own locality</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Learn about the lives of:</p> <ul style="list-style-type: none"> - Guy Fawkes (and how Tudor life was diff), - Florence Nightingale, Mary Seacole and Edith Cavell, comparing their experiences (and know why they did not have the opportunities we have today- inc gender and race), (Also know that they had an impact on health services provided), - Queen Elizabeth II (and know she was the longest reigning British monarch) - Shakespeare (and how he altered the English language) - Edward Jenner (and that he contributed to medicine development) (and know that he grew up near to Gloucester) <p>Learn about the events</p> <ul style="list-style-type: none"> - Gunpowder plot (and that this links to Bonfire Night) - Remembrance Day (and that this is to commemorate wars) - Emigration of Pilgrims to America and colonisation of N America - Britain's role in colonisation of diff countries around the world - The Great Plague/ Smallpox/ COVID19 (and compare what measures were put in place) <p>Use a range of methods to learn about the past- paintings and photographs/ news reports/ videos AND documentaries- comparing which of these are from the time and which have been made recently about the person/event</p>
	Let's pretend		
	Buckets and spades	<p>•hanges within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Learn how holidays have altered in the past 100 years</p> <p>-study 3 time periods- 1900-1930// 1930-1970// 1970-2000 focussing on HOW we know about these time periods AND WHY changes to holidays occurred</p> <p>1900-1930- ppl did not go on hols unless very rich. Hols were a 1 day trip to local seaside- use photographs (and BBC's Magic Grandad programmes) to learn about this era. Trains made it more affordable to travel to beach within this time. Our local was Weston super Mare</p> <p>1930-1970- ppl began to have more disposable income- short (UK only) trips</p>

			<p>possible. Ppl had a car. Discuss hols with visitor- Mrs mellersh!- compare her hols and ours.</p> <p>1970-2000- Aeroplane travel became more affordable. Going abroad was popular. Ppl could go on hols any time (link to sch hols and how they were set up in Victorian times linked to farming) We can find out about these hols from our older relatives (parents/ grandparents) Use their old holiday photos to investigate hols from this era</p> <p>Compare and contrast destination/ accommodation/ entertainment/ transportation/ clothing btwn these times and nowadays.</p>
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Year 3	Meadowside explorers		
	History Hunters	<p>Changes in Britain from the Stone Age to the Iron Age Including (non- statutory) Late Neolithic hunter gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Use a range of methods to Learn about the past</p> <p>Understand Chronology</p> <p>Compare</p>	<p>When was the Stone Age? What was life like in the Stone Age? How do we know – evidence and interpretation, sources of evidence. look at The Red Lady of Paviland. Look at images of artefacts, how can they be interpreted? What changed and what stayed the same?</p> <p>Skara Brae – use images and artefacts to make own interpretations. What about house 7?</p> <p>How did life change in the Bronze age? And why. Cause and consequence – look at Beaker people and the spread of new ideas through the world. Look at changes in technology, religion and clothing. - create a double page spread</p> <p>How did life change in the Iron Age? Children to look at round houses / hillforts</p>
	Planes, trains and automobiles	<p>Use a range of methods to Learn about the past</p> <p>Understand Chronology</p>	<p>Learn about Isambard Kingdom Brunel and the advancement of transport and engineering. How has transport changed over time – discussions Bessie Coleman – how have attitudes changed over time towards women and Race –through English and discussion</p>
	Tomb Raiders	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Use a range of methods to Learn about the past</p> <p>Understand Chronology</p>	<p>How do we know about life in Ancient Egypt – who was Howard Carter and what did he do? -Egyptian society -Egyptian gods and goddesses -The importance of the Nile Rosetta stone / hieroglyphics</p> <p>What can we learn from tomb paintings and discoveries Order a time line of Ancient Egypt and compare with timeline of Britain</p>

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Year 4	Meadowside explorers		
	Ancient Greeks	A study of Greek life and achievements and their influence on the western world.	<p>Contrast Athens and Sparta</p> <p>Investigate how amphitheatres were made and their purpose</p> <p>Democracy in Ancient Greece and Modern Britain</p> <p>Comparison with the Olympic Games in modern times.</p>
	We are Scientists	Understand that knowledge of the past is constructed from a range of sources	Learning about the achievements of Swann and Edison
	A Tale of Two Cities	<p>A local history study of an aspect of history from a period beyond 1066.</p> <p>‘Romanisation’ of Britain with reference to the locality.</p>	<p>Why did the Roman's Invade Britain? Invasions by Julius Caesar and then the successful invasion by Emperor Claudius.</p> <p>British resistance: Boudicca. Study remaining accounts and consider their validity/ bias.</p> <p>‘Romanisation’, such as impact on technology, culture, beliefs, language, referencing Gloucester and locality where possible.</p> <p>How did the locality change due to Roman occupation? Why? Trip to Gloucester to study Romans.</p> <p>Study drawings, maps and artefacts to help build a picture.</p>
	Let Me Entertain You!		

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Year 5	Meadowside explorers	A local history study	How has Gloucester Docks changed over time? Visit to docks (Geog link) Timeline of Docks
	Watch this space		
	The Battle for Middle England	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Use a range of methods to learn about the past: artefact enquiry, Viking runes, Viking place names Understand Chronology via timeline for context Viking religion vs Saxon religion Why the Vikings left Scandinavia Viking democracy Viking and Saxon trade Struggle for middle England and Alfred the Great 1066 and the Bayeux tapestry
	Curious cases		

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Year 6	Meadowside explorers		
	Murderous Maya	A non-European society that provides contrasts with British History: one study chosen from early Islamic civilisation, including a study of Baghdad c AD 900, Mayan civilisation c AD 900, Benin (West Africa) c AD 900-1300	<p>To understand who the Maya were.</p> <p>To be able to place the Maya on a timeline along with other periods of History learned in KS1 and KS2</p> <p>To gain an understanding of the Mayan Calendar</p> <p>To understand how the beliefs of the Maya influenced the way they lived their lives</p> <p>To understand the reasons for the decline of the Maya</p> <p>A typical day in life of a Mayan lady (virtual visitor) using a range of methods to learn about the past</p> <p>The study of the evidence left behind in the form of sculpture and ancient carvings</p>
	The origin of species	<p>A study of an aspect or theme in British history that extends the pupils' chronological knowledge beyond 1066</p> <p>Eg the changing power of monarchs using case studies such as John, Anne and Victoria</p>	<p>To be able to place the Victorian era as a period of history on a timeline</p> <p>To understand the impact of travel during this period of history</p> <p>To gain a greater understanding of what education and schools were like at this time.</p> <p>To know about the literature of the time.</p>
	A child's war	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Eg a significant turning point in British history, for example the first railways or the Battle of Britain</p>	<p>To be able to explain why WW2 began and order events from early WW2 on a timeline</p> <p>Understand chronology</p> <p>Compare life as a child in WW2 to a child of today similarities and differences</p> <p>Comparing diets and understanding concept of rationing</p> <p>Finding out about wartime recruitment and the role of women</p> <p>Learn how Anderson shelters were used in Britain</p> <p>Know why and how propaganda posters had impact</p> <p>...</p>
	Dreams and aspirations		