



Fowey Primary School

History Learning overview

	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
EYFS Past and present	I can share information about myself, my experiences and family	I can begin to identify some similarities and differences between themselves and others	I can use my senses to explore objects from the past and comment on familiar situations in the past	I can share information about figures from the past (people from the community and wider world) and what life was like in the past	I can share information about the past learned through settings, characters and events encountered in books read in class and story telling	I can explain some similarities and differences between things in the past and now, drawing on experiences and what has been read in class
Year 1/2 Year A	How was school different in the past? Pupils will compare schools from the past and present using photographs, artefacts, and classroom routines to understand how education has changed over time. They will learn about different time periods in schooling, including Victorian classrooms, and identify similarities and differences across eras.		How have toys changed? Pupils will talk about their own toys and learn that toys are part of personal history and change over time. They will explore toys from the past using interviews, artefacts, and photos to see how materials and designs have changed.		How have explorers changed the world? Pupils will learn what explorers do and study famous explorers using photographs, maps, and simple timelines. They will sequence key events from exploration stories, including Columbus and Henson, to understand the past. Pupils will compare exploration then and now and recognise the	

	Pupils will share personal views about past and modern schooling and explore the story of Walter Tull through photographs and discussion.		Pupils will compare old and modern toys, including teddy bears, and summarise how toys have developed over time.		significance of explorers and their achievements.	
Year 1/2 Year B	Personal History Children to learn about what their past is and how this is important when learning about themselves	Geography unit	The history of flight How did we learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	Geography Unit	Year 1 Monarchy and Castles What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time. Year 2 – The Stone Age – Introduction unit for Opening Worlds	Geography Unit
Year 3 Year A	Ancient Egypt To identify location and origin in settlements	Cradles of Civilisation	The Indus Valley How do we know about the Indus	Persia and Greece What did the Greek city state have in common?	Ancient Greece How did historians learn about the Greeks love of	Alexander the Great

	around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time.	To study the land between two rivers: Ancient Mesopotamia –the unique ‘cradle’. To consider the geographical overview of ancient civilisations of the world. Study of the ancient Sumer in Mesopotamia via rivers and settlements and via art of ancient civilisations.	Vale Civilisation – Children learn to use the ‘source’ and Evidence’ and the term ‘archaeologist’ and ‘historian’ correctly	Using historical sources the children can identify similarities and differences between city states	stories? Using sources the children should be able to answer What evidence could we find in Greek temples that the Greeks loved stories? What do Sophocles’ plays tell us about the stories that the ancient Greeks’ loved? What evidence about Greeks’ love of stories do we find in masks and in theatres? Why do you think the ancient Greeks loved Homer’s Odyssey so much?	How did Alexander conquer so much land? Alexander the Great is famous for creating a vast empire. It stretched from Greece in the west, to Egypt in the south, to the River Indus in the East. This was a vast area of land to conquer, especially at a time when travel was difficult and took a long time. So how and why did it happen? Children to be able to use historical knowledge to answer this question
Year 3/4 Year B	The Roman Republic • Foundation myth of Romulus and Remus • River Tiber civilization • The early kings of Rome Development of the Roman Republic • Punic wars, • Hannibal, • Roman army • Roman religion, • Roman myths & legends • Roman roads	The Roman Empire • Roman army • Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), • Jewish-Roman war (links to Judaism in Y3; and Christianity in Year 4 so far, re Roman province of Judea).	Roman Britain • The ancient Britons – a land of diversity, a land of migrants (eg Celts). • Celtic language, • Celtic culture. • Rebellions: • Caractacus, • Boudicca. • Roman town: Aquae Sulis	Christianity in three empires (300-600CE) • This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture.	Islamic civilisations (1) • Arabia and early Islam • Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. • An oral culture and a land of poetry.	Islamic civilisations (2) • Muslim Cordoba • Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and

	• Roman politics and government during the Republic • Disciplinary focus: similarity and difference • How much power did the senate have in the Roman Republic?	• Persecutions of Christians in Rome (links to Christianity 1 and 2) • Amphitheatres and games • Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography) • Disciplinary focus: evidential thinking • What can sources reveal about Roman ways of life?	• Life on the frontier: Hadrian's Wall • Black Romans in Britain • Disciplinary focus: evidential thinking • What kinds of knowledge about Roman Britain have historians been able to build from the sources?	• Stories examine the role of rulers in the spread of Christianity. • Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becomes official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and	• Stories about the birth of Muhammad. • Makkah, Medina and the birth of Islam. • Disciplinary focus: change and continuity • What kind of change did Muhammad bring about in Arabia?	science in Cordoba. • How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. • The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions. • Disciplinary focus: similarity and difference • How did worlds come together in Muslim Cordoba?
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				other cultural artefacts; importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum. • Disciplinary focus: similarity/difference • What made each early Christian state special?		
Year 5	The Roman Republic • Foundation myth of Romulus and Remus • River Tiber civilization • The early kings of Rome Development of the Roman Republic • Punic wars, • Hannibal, • Roman army • Roman religion, • Roman myths & legends • Roman roads	The Roman Empire • Roman army • Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), • Jewish-Roman war (links to Judaism in Y3; and Christianity in Year 4 so far, re Roman province of Judea). • Persecutions of Christians in Rome (links to	Roman Britain • The ancient Britons – a land of diversity, a land of migrants (eg Celts). • Celtic language, • Celtic culture. • Rebellions: • Caractacus, • Boudicca. • Roman town: Aquae Sulis • Life on the frontier: Hadrian's Wall	Christianity in three empires (300-600CE) • This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. • Stories examine the role of rulers in the	Islamic civilisations (1) • Arabia and early Islam • Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. • An oral culture and a land of poetry. • Stories about the birth of Muhammad.	Islamic civilisations (2) • Muslim Cordoba • Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.

	• Roman politics and government during the Republic • Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?	Christianity 1 and 2) • Amphitheatres and games • Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography) • Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?	• Black Romans in Britain • Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?	spread of Christianity. • Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becomes official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts;	• Makkah, Medina and the birth of Islam. • Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?	• How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. • The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions. • Disciplinary focus: similarity and difference How did worlds come together in Muslim Cordoba?
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Year 6	The Roman Republic • Foundation myth of Romulus and Remus • River Tiber civilization • The early kings of Rome Development of the Roman Republic • Punic wars, • Hannibal, • Roman army • Roman religion, • Roman myths & legends • Roman roads • Roman politics and government during the Republic	The Roman Empire • Roman army • Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), • Jewish-Roman war (links to Judaism in Y3; and Christianity in Year 4 so far, re Roman province of Judea). • Persecutions of Christians in Rome (links to Christianity 1 and 2)	Roman Britain • The ancient Britons – a land of diversity, a land of migrants (eg Celts). • Celtic language, • Celtic culture. • Rebellions: • Caractacus, • Boudicca. • Roman town: Aquae Sulis • Life on the frontier: Hadrian's Wall • Black Romans in Britain	Christianity in three empires (300-600CE) • This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. • Stories examine the role of rulers in the spread of Christianity. • Narrative as follows: 1.Revisit	What was the impact of WW2 on the people of Britain? • Pupils who are secure will be able to: • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make deductions about the Blitz from photographs. • Describe how children may have felt when evacuated.	Local History Study: The China Clay Industry and the Industrial Revolution • ? Pupils learn about life in Britain before industrialisation and why the Industrial Revolution was a major turning point. • ? They explore why the china clay industry developed locally and how it

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