

History Long Term Overview

Fordcombe C of E Primary School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS + Y1 Class (Even year start)			Peek into the past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.		Adventures through time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.	
EYFS + Y1 Class (Odd year start)	How am I making History? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.		How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.		How have explorers changed the world? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.	
Year 2	How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.		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.		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.	
Y3 + 4 Cycle 1 (Even year start)	Ancient Egypt Egypt's location, the origin of settlements around the black river and the importance of the River Nile. Ancient Egyptian religion, government, art, beliefs about death and how Egyptians farmed.	Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique 'cradle'. The development of writing to record trade. A brief look at other developing civilisations including the Indus valley and Shang (ancient China). A	The Indus Valley The location of the Indus valley and why it was a good place for settlement. Potential early written script and a comparison to innovation in Egypt and Sumeria. Using historical sources to work out about the past.	Persia and Greece Darius the Great, his empire and his conquests. The ancient city of Babylon and how it was captured by Cyrus. Persian government (satrapy), taxes and how Darius kept ruled his empire.	Ancient Greece Athenian democracy and empire and the Peloponnese War. Greek architecture including the Parthenon. Greek literature, including a brief introduction to the types of plays (tragedy, comedy and satire).	Alexander the Great Where did Alexander come from? The backstory of Philip of Macedon and the Macedonian empire. Alexander's childhood and education (link to Aristotle), his early battles, the conquest of Persia and his death.

		comparison between ancient Egypt & Mesopotamia via rivers and settlements (reinforcing geographical knowledge so far) and via the art of ancient civilisations.	Buildings in the Indus valley, compared to Egypt. How people lived and how they farmed. What people in the Indus valley traded, how they traded and who they traded with (link to Mesopotamia). The uncertainty of who governed in the Indus valley and their religion.	The Greek city states (Athens and Sparta). The Greek gods and how each city state laid claim to one of them. The Greek language and the story of Homer's Iliad. The Greek-Persian wars including the battle of Marathon, Thermopylae and Salamis.	Homer's Odyssey and some of the stories from within it. An overview of philosophy and who helped shape it: Socrates, Plato and Aristotle.	Alexander the 'Great', his reputation through history. The Ptolemy's in Egypt and the library at Alexandria.
Y3 + 4 Cycle 2 (Odd year start)	The Roman Republic The founding of Rome (the story of Romulus and Remus). The Roman Republic and the power of the senate. Carthage – power struggles between Rome. Hannibal attacks Rome with elephants. Scipio saves Rome. Roman life in the centre of the Empire.	The Roman Empire The Roman army: the world's first professional fighting unit. Julius Ceasar and how he came to power. The first emporer, Augustus. Claudius and Nero. The tragedy of Pompeii. The Jewish Roman war.	Roman Britain The Romans invade Britainnia and Caratacus fighting back. Boudicca's revolt against Roman rule. A look at the town of Aquae Sulis (Bath), as well as how and why Hadrian's Wall was built. Black Romans in Britain.	Christianity in three Empires Christians in the Roman Empire, how early Christianity spread and how Christians were persecuted. Emperor Constantine's conversion to Christianity and an official Roman religion. The Byzantine Empire / The Holy Roman Empire and Justinian's Christian laws. A Christian Empire in Aksum, Ethiopia, trade and where those in Aksum worshipped. How Aksum became a Christian state, and the development of the Roman Catholic, The Greek Orthodox and Ethiopian Orthodox church.	Arabia and early Islam Makkah: the city on the desert. Muhammad grows up in the desert. Arabian worlds and what this meant for a young Muhammad. Muhammad escapes to Yathrib and returns to Makkah. A new religion grows.	Cordoba: the City of Light Cordoba (its geography, trade, its climate and where it is located). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together and how they collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba.
Y5 + 6 Cycle 1 (Even year start)	The Round City of Baghdad Baghdad – the round city – how we know about it through art, artefacts and written sources. Comparing cities in the early medieval world: Baghdad, Cordoba, Constantinople, and Timbuktu (linking to Africa's geography and location).	Anglo-Saxon Britain Anglo-Saxon migrants and Anglo-Saxon kingdoms. Christianity arrives in the British Isles including St. Augustine. Link back to Romans the mission to the Angles to conversion to Christianity. How archaeologists learn about Anglo-Saxons – their art, everyday life, villages and the treasures of Sutton Hoo.	Lady of the Mercians The Mercian kingdom and the first Viking raids. Wessex stands alone: King Aethelred and King Alfred. The wedding of Aethelflaed and the re-building of Mercia. Pushing the Vikings back.	Norse Culture The god Freydis and her courage. The Viking saga of Erik the Red. The Great tree and the Viking gods. The Vikings and how they traded across Europe. Beowulf: an early English saga.	Changing rulers, changing worlds Jorvik in 910: a Viking city. Viking warriors return to Jorvik after defeat. Aethelflaed unites the English kingdoms as one. Athelstan: the first king of England. The Viking legacy in England.	Local History Study Local map studies. Local area study looking at the Victorian census. Fordcombe during WWII: who lived here and why they came. Evacuees + Excursion to the Bluebell Line.
Y5 + 6 Cycle 2 (Odd year start)	The Maya The Mayan Kings and Queens: a ritual to crown a queen. Who were the Maya? Where di they live (geography and locational review). Where do the Maya	Ethiopia and Benin Persia fails; Christianity spreads. The growth of the Aksumite Empire. Rules about the Royal camp. Art and power.	Changing Birmingham A focus on human geography, in particular urbanisation (the growth of urban areas). A case study of Birmingham, the second largest city in the UK. Children will consider how Birmingham has changed in the past, how it is changing in the present and how it might change in the future. Following		Unit of work (tbc)	Unit of work (tbc)

	fit with other ancient civilisations (Egypt + Mesopotamia)? Mayan architecture. Finding evidence through primary sources. Chocolate: the food of the gods + Maize. Foodstuffs that shape modern agriculture. Mayans, maths and the Mayan calendar. Why the Mayan civilisation ended.	A rainforest kingdom (locational geography and topography): a look at primary sources from the Aksumite Empire. Benin and their rulers. Societal organisation (cities and government). Benin's rules, rituals and regalia.	from the <i>Ethiopia</i> unit, children will also consider various challenges and opportunities in urban planning.		
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