



History Long-term Overview	AUTUMN	SPRING	SUMMER
Nursery	<p>How Have I Changed Since I Was a Baby? Children will learn:</p> <ol style="list-style-type: none"> 1. to briefly talk about some members of their family using everyday language related to time. 2. to sequence family members by size and name. 3. to be curious about people and show interest in stories. 4. to notice a change e.g., that someone is wearing glasses or had a haircut. 5. about similarities and differences between themselves and others. 6. to recognise special times or events for family. 	<p>Why Do We Wear Different Clothes at Different Times of the Year? Children will learn:</p> <ol style="list-style-type: none"> 1. to begin to sequence events, real or fictional, using words such as 'first' and 'then'. 2. to be able to talk about events and figures they have learned about by describing main story settings, events and principal characters. 	<p>How Have Toys Changed? Children will learn:</p> <ol style="list-style-type: none"> 1. to compare and contrast toys from the past and present by looking at similarities and differences, using everyday language related to time. 2. to ask appropriate questions. 3. to ask why things happen. 4. to answer 'how and 'why' questions in response to stories and events. 5. to develop their understanding of changes over time.
Reception	<p>How Have I Changed and Developed Over Time? Children will learn:</p> <ol style="list-style-type: none"> 1. to talk about members of immediate family in more detail using everyday language related to time. 2. to talk about past, present and upcoming events with their immediate family. 3. to sequence family members explaining who they are. 4. to say what they can do now and what they couldn't do as a baby. 	<p>How Have Children's Clothes Changed Over Time? (Also Seasonal Clothing) Children will learn:</p> <ol style="list-style-type: none"> 1. to say how something is different or the same. 2. to understand ordering language such as first, next after that, in the end. 3. to say what might happen on special days and sometimes remember what happened last year on that day. 4. to order and sequence stories and events. 5. to answer 'how and 'why' questions in response to stories and events. 	<p>How Has Transport Changed? (Bikes and Boats) Children will learn:</p> <ol style="list-style-type: none"> 1. to compare and contrast items from the past by looking at similarities, differences, patterns and change using everyday language related to time. 2. to talk about why they think something is from the past or present by extending their vocabulary. 3. to develop their understanding of growth, decay and changes over time.

	<ol style="list-style-type: none"> 5. to begin to narrate their daily routines and weekly activities. 6. about similarities and differences between themselves and others, and among families, communities and traditions. 7. to recognise and describe special times or events for family and friends. 	<ol style="list-style-type: none"> 6. to record using marks they can interpret and explain. 	<ol style="list-style-type: none"> 4. to explain their own knowledge and understanding and ask appropriate questions. 5. to ask why things happen and give explanations. 6. to know that information can be retrieved from books and computers.
Year 1	<p style="text-align: center;">Significant People Nationally</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Who was Walter Tull and when did he live? 2. Did Walter have a happy or terrible childhood? 3. Using historical sources, can we spot the differences between Walter's life and the lives of footballers today? 4. What was it like for Walter when he played football at a match in Bristol? 5. How did Walter help our country during WWI? 6. What is special about Walter Tull and Nicola Adams? 7. to develop an awareness of the past. 8. to use parts of stories and other sources to show understanding of significance. 9. to use parts of stories and other sources to show understanding of similarity and difference. 10. to talk about who was important in a simple historical account. 	<p style="text-align: center;">Significant Events Nationally</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. What was Stuart London like? 2. Could anyone have stopped what happened on 2 September 1666? 3. What did people do first? 4. What was it like at the height of the fire? 5. What was left of London? 6. What did the King do to make London better? 7. a vocabulary of everyday historical terms. 8. to use parts of stories and other sources to show understanding of cause and consequence. 9. to recognise why events happened and what happened as a result. 10. to make simple observations about different types of people, events, beliefs within a society. 	<p style="text-align: center;">How have shops and shopping changed?</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. What was the High Street like before? 2. How has the High Street changed? 3. What was in these shops before? 4. What was it like to shop for food? 5. How were my goods packaged or stored? 6. How did I pay for my purchases? 7. common words and phrases relating to the passing of time. 8. to ask questions. 9. to use parts of stories and other sources to show understanding of continuity and change.
Year 2	<p style="text-align: center;">Significant People Internationally</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Who are explorers and where have some explorers travelled in different periods of time? 2. Who was Ibn Battuta and when did he travel? 3. How important was Ibn Battuta? 	<p style="text-align: center;">The Coming of the Railways</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Chronology and Vocabulary 2. Using chronological vocabulary with a timeline 3. Who was George Stephenson? 4. When was George Stephenson alive? 5. What did George Stephenson do? 	<p style="text-align: center;">Events, People & Places in Birmingham</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Is there any difference between Birmingham today and in the time of their parents and grandparents? 2. Would you prefer to have lived in Birmingham in the past or now?

	<ol style="list-style-type: none"> 4. where the people studied fit into a chronological framework. 5. some ways that we find out about the past. 6. ways in which the past is represented. 7. to choose and use parts of stories and other sources to show understanding of significance. 8. to choose and use parts of stories and other sources to show understanding of similarity and difference. 9. to recognise why people did things and what happened as a result. 10. to talk about who was important in an historical account. 	<ol style="list-style-type: none"> 6. Stephenson's Rocket 7. Changes in railways and trains 8. Stephenson's impact locally and nationally 9. Enquiry – Was George Stephenson all that significant? 10.a wide vocabulary of everyday historical terms. 11.to choose and use parts of stories and other sources to show understanding of significance. 	<ol style="list-style-type: none"> 3. Were there times in the past when life in Birmingham was particularly unusual and why was this? 4. where the events studied fit into a chronological framework. 5. to identify similarities/differences between periods. 6. to ask and answer questions. 7. to choose and use parts of stories and other sources to show understanding of continuity and change. 8. to choose and use parts of stories and other sources to show understanding of cause and consequence. 9. to identify similarities and differences between ways of life at different times.
Year 3	<p style="text-align: center;">Stone Age to Iron Age</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. What was 'new' about the New Stone Age? 2. Which was better, bronze or iron? 3. If you were Julius Caesar, would you have invaded Britain in 55BC? 4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age? 5. to construct informed responses. 6. to develop the appropriate use of historical terms. 7. to regularly address and sometimes devise historically valid questions. 8. to select and organise relevant historical information. 9. to describe/make links between main events, situations and changes within and across different periods/societies. 10.to describe social diversity in Britain. 11.to identify historically significant people in situations. 	<p style="text-align: center;">Ancient Egypt</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Where is ancient Egypt located in time and place? 2. What impact did the River Nile and the Egyptian landscape have on people's lives in Ancient Egypt? 3. Why was the discovery of Tutankhamen's tomb such a significant historical discovery? 4. What can artefacts teach us about the past? 5. What was everyday life like in ancient Egypt? 6. What can objects that have survived tell us what ancient Egyptians believed about life and death? 7. Why is studying past civilisations so important? 8. to construct informed responses. 9. understand how knowledge of the past can be constructed from a range of sources. 10. 11.to describe religious and ethnic diversity in the wider world. 	<p style="text-align: center;">Staying Healthy: A history of Medicine – Warts and All</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. How do the medical practices of prehistoric civilisations and the Ancient Egyptians compare? 2. How was the Roman attitude towards health and medicine influenced by the Greeks? 3. How was Medieval medicine used to try and combat the events during the Black Plague? 4. How were the medical practices of the Tudor period different from previous times? 5. What were the medical advancements and significant people who contributed to them during the Victorian period? 6. What has made advancements in medicine in the 20th and 21st century possible? 7. to establish clear narratives within and across periods studied. 8. to note connections, contrasts and trends over time.

		12. to identify historically significant events in situations.	<p>9. to continue developing a chronologically secure knowledge of history.</p> <p>10. to describe/make links between main events, situations and changes within and across different periods/societies.</p> <p>11. to identify and give reasons for and results of historical events, situations and changes.</p> <p>12. to describe social diversity in Britain and the wider world.</p> <p>13. to identify historically significant people and events in situations.</p>
Year 4	<p>Ancient Greece</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. How can we find out about the civilisation of Ancient Greece? 2. Can we thank the Ancient Greeks for anything in our lives today? 3. to construct informed responses. 4. to develop the appropriate use of historical terms. 5. to regularly address and sometimes devise historically valid questions. 6. to identify and give reasons for and results of historical events, situations and changes. 7. to describe social and cultural diversity in Britain and the wider world. 	<p>Roman Britain</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. When did the Romans invade and why? 2. Did the native Britons welcome or resist the Romans, and why? 3. How did the Romans influence the culture of the people already here? 4. to construct informed responses. 5. to select and organise relevant historical information. 6. to describe social and cultural diversity in Britain and the wider world. 7. to identify historically significant events in situations. 	<p>Education</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. What do the sources tell us about the way education has changed? 2. How much would you have enjoyed going to schools in the past? 3. Did education help everyone? 4. to continue developing a chronologically secure knowledge of history. 5. to establish clear narratives within and across periods studied. 6. to note connections, contrasts and trends over time. 7. understand how knowledge of the past can be constructed from a range of sources. 8. to describe/make links between main events, situations and changes within and across different periods/societies. 9. to describe social, cultural and religious diversity in Britain. 10. to identify historically significant people and events in situations.
Year 5	<p>Saxons & Vikings</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? 	<p>The Maya</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Where and when did the Maya live? 2. What was Maya writing like? 3. How did the Maya tell the time? 	<p>Migration: A Study of Those Who Have Journeyed to the UK - the Windrush Generation</p> <p>Children will learn:</p>

	<ol style="list-style-type: none"> 2. How well did the Anglo-Saxons and Vikings get on with each other? 3. What was life really like in Anglo-Saxon and Viking Britain? 4. What did the Anglo-Saxons and Vikings leave behind? 5. to construct informed responses. 6. to develop the appropriate use of historical terms. 7. to regularly address and sometimes devise historically valid questions. 8. to describe/make links between main events, situations and changes within and across different periods/societies. 9. to describe social, cultural and religious diversity in Britain. 	<ol style="list-style-type: none"> 4. What numbers did the Maya use in Maths? 5. Did the Maya play football like us? 6. How do we know about the Maya? 7. to construct informed responses. 8. understand how knowledge of the past can be constructed from a range of sources. 9. to describe social, cultural, religious and ethnic diversity in the wider world. 	<ol style="list-style-type: none"> 1. What are the links between Britain and parts of the Caribbean? 2. What were the experiences and contributions to society achieved by the African and Caribbean people? 3. What part did African-Caribbean service men and women play during World War Two? 4. Why was the arrival of the Empire Windrush such an important story? 5. What were the experiences and challenges faced by the people if the Caribbean as they arrived and tried to settle in Britain? 6. How has British society changed as a result of the migration of people of African and Caribbean descent to Britain? 7. to continue developing a chronologically secure knowledge of history. 8. to establish clear narratives within and across periods studied. 9. to select and organise relevant historical information. 10. that different versions of the past may exist and give reasons for this. 11. to identify and give reasons for and results of historical events, situations and changes. 12. to describe social, cultural, religious and ethnic diversity in Britain and the wider world. 13. to identify historically significant people and events in situations.
<p>Year 6</p>	<p>Victorian and Edwardian Birmingham Children will learn:</p> <ol style="list-style-type: none"> 1. Who were the monarchs during the Victorian and Edwardian era? 2. What was the impact of the Industrial Revolution on the people of Birmingham? 	<p>World War Two West Midlands Children will learn:</p> <ol style="list-style-type: none"> 1. How significant was the Blitz? 2. World War II: whose war? 3. What was the impact of World War II on people in Birmingham? 	<p>Crime and Punishment Children will learn:</p> <ol style="list-style-type: none"> 1. What do we mean by crime and punishment and what have been some of its main features over time?

	<ol style="list-style-type: none"> 3. What was being invented and manufactured in Birmingham during the Victorian and Edwardian era. 4. What changes in social welfare occurred in Birmingham during the Victorian and Edwardian era, especially in public health and medical care? 5. How were the lifestyles of people different because of their wealth and status during the Victorian and Edwardian era? 6. to construct informed responses. 7. to establish clear narratives within and across periods studied. 8. to develop the appropriate use of historical terms. 9. to regularly address and sometimes devise historically valid questions. 10. to describe social, cultural and religious diversity in Britain. 11. to identify historically significant events in situations. 	<ol style="list-style-type: none"> 4. How well does a fictional story tell us what it was like to be an evacuee? 5. Evacuee experiences in Britain: is this all we need to know about children in World War II? 6. New opportunities? How significant was the impact of World War II on women in Birmingham? 7. What did men do in World War II? Did all men have to fight? 8. When was the most dangerous time to live? How different was the Blitz? 9. to construct informed responses. 10. understand how knowledge of the past can be constructed from a range of sources. 11. to select and organise relevant historical information. 12. that different versions of the past may exist and give reasons for this. 13. to identify and give reasons for and results of historical events, situations and changes. 14. to describe social, cultural and ethnic diversity in Britain and the wider world. 15. to identify historically significant people and events in situations. 	<ol style="list-style-type: none"> 2. What have been some of the main changes over time to the types of crime committed? 3. How and why have punishments changed over time? 4. How have crimes been investigated over time? 5. How have our views about crime changed over time? 6. How realistic are stories about crime and punishment in the past? 7. Over time, which main types of crime have been the most worrying? 8. to continue developing a chronologically secure knowledge of history. 9. to note connections, contrasts and trends over time. 10. to describe/make links between main events, situations and changes within and across different periods/societies. 11. to describe social and cultural, diversity in Britain and the wider world.
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