









## History Long Term Overview

### Key Stage One

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		<p>Study of <b>'The Gunpowder Plot'</b> Children learn about events beyond living memory that are significant nationally or globally.</p> 	<p><b>Houses through the ages</b> Children study how houses have changed through time and why. Exploring changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b>Amazing Animals</b> Children study the life of <b>David Attenborough</b> as a significant individual who has contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> 		<p><b>Be Beside the Seaside</b> Children consider Victorian past times and how that is different from leisure activities today. Considering events beyond living memory that are significant nationally or globally. Comparing the changes in locality of beaches now and then. <b>Grace Darling</b> –Children study 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 <b>Lionel Lukin</b> - Significant historical events, people and places in their own locality – Lionel Lukin invented the lifeboat and whilst he was from Essex, he spent much of his time in Kent and lived in Hythe.</p> 
Year 2	<p><b>Florence Nightingale/Mary Seacole/Nurses today</b> - Children study 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><b>Christopher Columbus/Neil Armstrong/Cholita Climbers</b> – Children study 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><b>The Great Fire of London</b> – Children learn about events beyond living memory that are significant nationally or globally.</p>			



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### Lower Key Stage Two

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p><b>Passage of time – Fossils</b> - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is</p>  <p>constructed from a range of sources.</p>	<p>Britain's settlement by <b>Anglo-Saxons</b> and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>			<p>Changes in Britain from the <b>Stone Age to the Iron Age</b>.</p> 	
Year 4	<p><b>The Romans by 49AD</b> – The Roman Empire and its impact on Britain</p> 		<p><b>Ancient Egypt</b> – An in depth study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p>			<p><b>Local History study of Dover</b> - a study over time tracing how several aspects of national history are reflected in the locality.</p>

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### Upper Key Stage Two

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 5</b>			<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.</p> 	<p><b>Local History Study</b> – Fortifications An in-depth study into an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Looking at fortifications in the local area. Studying local defences which include Dover castle, Martello Towers and Western Heights.</p>	<p><b>Changes in Social History</b> –A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <b>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present in the 20th Century.</b></p>	
<b>Year 6</b>		<p><b>World War 1</b> – an in-depth study a study of an aspect of British history that extends pupils' chronological knowledge beyond 1066.</p> 	<p><b>Mayans</b> - a non-European society that provides contrasts with British history – a chosen study of Mayan civilization.</p>	<p><b>World War 2</b> an in-depth study a study of an aspect of British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>World War 2</b> – How did WW11 impact the lives of people within our community? A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	