



## HISTORY LONG TERM OVERVIEW 2020-21

	Autumn 'Heroes'	Spring 'Explorers'	Summer 'Our Environment'
<b>YEAR ONE</b>	<p><i>As historians, children will:</i></p> <ul style="list-style-type: none"> <li>-discuss an event beyond living memory (Gunpowder Plot) and consider how it changed aspects of national life</li> <li>-learn about historical events in their own locality that are significant nationally (Remembrance Day)</li> <li>-develop an awareness of the past, using common words and phrases related to the passing of time</li> <li>-understand where the heroes studied (William Wilberforce, Rosa Parks, Nelson Mandela, Malala Yousafzai) fit into a chronological framework</li> <li>-use stories to show that they know and understand key features of significant events and the lives of inspirational people</li> </ul>	<p><i>As historians, children will:</i></p> <ul style="list-style-type: none"> <li>-use different sources and specifically stories to discover the historical significance of commemorative events (Chinese New Year)</li> <li>-identify similarities and differences between ways of life at Chester Zoo in different periods</li> <li>-understand some of the ways in which we find about the past and identify different ways in which it is represented</li> <li>- understand where the people and events they study fit within a chronological framework</li> <li>-learn about the significance of George Mottershead and his family by asking and answering questions</li> <li>-use a wide vocabulary of historical terms</li> </ul>	<p>As historians, children will:</p> <ul style="list-style-type: none"> <li>-revise their historical learning from previous terms through retrieval activities and quizzes</li> <li>-consider the national/global significance and influence of famous naturalists:</li> </ul> <p>e.g. Steve Irwin Wangari Maathai</p>
<b>VOCABULARY</b>	Remembrance Day, soldier, poppy, memorial, Guy Fawkes, Houses of Parliament, gunpowder, treason, James 1, past, present, slavery, discrimination, prejudice, inequality, race, culture, similarities, differences	China, Chinese New Year, festival, animal, past, present, similar, different, years, history, documentary, sources (and other incidental vocabulary encountered during learning)	Revise previous vocabulary through quizzes
<b>ENHANCEMENTS</b>		Visit to Chester Zoo for History/Science focused learning MEAS visit for Chinese New Year	



## HISTORY LONG TERM OVERVIEW 2020-21

	Autumn 'Heroes'	Spring 'Explorers'	Summer 'Our Environment'
<p><b>YEAR TWO</b></p> <p>Florence Nightingale Mary Seacole Edith Cavell Marie Curie Edward Jenner Joseph Lister</p>	<p><i>As historians, children will:</i></p> <ul style="list-style-type: none"> <li>-learn about significant individuals from the past who have inspired and influenced others and retell their stories using appropriate vocabulary</li> <li>-learn about Remembrance Day, an event which is significant globally and commemorated</li> <li>-discuss significant people, places and events in their own locality (Upton war heroes)</li> <li>-understand the events and people they study (Florence Nightingale, Mary Seacole and others) fit within a chronological framework</li> <li>-compare similarities and differences between ways of life in different periods (modern nursing and nursing by Florence Nightingale and Mary Seacole)</li> <li>-learn about the life of Florence Nightingale and Mary Seacole as significant individuals in the past who have contributed to international achievements</li> <li>-discuss aspects of changes (in nursing and hygiene) in national life</li> </ul>	<p><i>As historians, children will:</i></p> <ul style="list-style-type: none"> <li>-learn about significant individuals from the past who have inspired and influenced others and retell their stories using appropriate vocabulary (Neil Armstrong, female astronauts in Hidden Figures and Mae c. Jemison)</li> <li>-develop an awareness of the past using common words and phrases relating to the past (space travel timeline)</li> <li>-develop vocabulary of historical terms</li> <li>-ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>-understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>-compare and contrast space travel in different periods</li> </ul>	<p>As historians, children will:</p> <ul style="list-style-type: none"> <li>-revise their historical learning from previous terms through retrieval activities and quizzes</li> <li>-consider the national/global significance and influence of famous naturalists:</li> </ul> <p>e.g. Steve Irwin Wangari Maathai</p>
<p><b>VOCABULARY</b></p>	<p>timeline, decade, century, remembrance, cenotaph, conflict, memorial, First World War, Second World War, Wirral place names and meanings, settlement, history, similarities, differences, hero, nurse, Florence Nightingale, hospital, soldier, lamp, Crimea, wounded, 19<sup>th</sup> century, Victorian, profession, cleanliness, hygiene, Mary Seacole, Jamaica</p>	<p>timeline, decade, century, past, present, before, during, after, similarities, differences, Space, Solar System, space station, mission, Apollo 11, Neil Armstrong, Buzz Aldrin, Michael Collins, Mae C. Jemison, lunar, module, sources....</p>	<p>Revision of previous vocabulary through quizzes</p>
<p><b>ENHANCEMENTS</b></p>	<p>Visit to War Memorial Now Press Play – Hi Impact</p>	<p>Trip to World Museum, Library and Art Gallery</p>	