

# History

## Summer Curriculum overview



<b><u>Summer</u></b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><b><u>Pirates</u></b></p> <p>Explore the natural world around them.</p> <p>Compare and contrast characters from stories.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the past through settings, characters and events encountered in books.</p>	<p><b><u>What were seaside holidays in the past really like?</u></b></p> <p>Use photographs and paintings to start to look for clues about what seaside holidays were like in the past.</p> <p>Order photographs chronologically to create a timeline of seaside holidays and use them to help identify what seaside holidays were like during the Victorian and Edwardian periods.</p> <p>Discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from seaside holidays of today.</p> <p>Form questions about why people went on holidays to the seaside and what they thought about their holiday.</p> <p>Write postcards as if they were on holiday in Victorian times or 1960s</p>	<p><b><u>Nurses throughout history: Florence Nightingale and Mary Seacole</u></b></p> <p>Study the key events of the lives of Florence Nightingale and Mary Seacole.</p> <p>Recount changes in their own life over time and put people, events or objects in order using a given scale.</p> <p>Use evidence to explain reasons why people in past acted as they did.</p> <p>Compare the lives of Mary Seacole and Florence Nightingale.</p> <p>Complete a timeline of one of their lives.</p>	<p><b><u>Roman Britain</u></b></p> <p>Investigate when and how the Romans invaded Britain.</p> <p>Look at the spread of the Roman Empire on a map of the world.</p> <p>Understand the terms 'invade' and 'settle'.</p> <p>Explain reasons why people have invaded and settled in Britain in the past.</p> <p>Know when the Celts lived in Britain and use sources to find out about their lives.</p> <p>Explain some of the things the Romans invented or introduced to Britain.</p> <p>Identify aspects of our lives that are affected by the Roman rule in Britain.</p> <p>Suggest what life would have been like in Britain if the Romans had never arrived.</p> <p>To complete a timeline of key events of Roman Britain.</p>	<p><b><u>The Industrial Revolution: North West focus</u></b></p> <p>Study what life was like in Britain during the Industrial Revolution</p> <p>To explore what the Industrial Revolution was and why it happened.</p> <p>To write letters from two different perspectives (workhouse master and workhouse child).</p> <p>To use various sources to see how life changed during the Industrial Revolution.</p> <p>Perform a drama piece based on life in the Workhouse.</p> <p>Look at how the Industrial Revolution influenced modern society today.</p>	<p><b><u>The Vikings vs Anglo Saxons</u></b></p> <p>Study how the Vikings invaded Britain and how that affected the reign of the Anglo-Saxons.</p> <p>Explore what Britain was like before the first Viking invasions.</p> <p>Explore Viking culture including art, music and legends.</p> <p>To find out about the Viking invasions of Britain.</p> <p>Find out why King Alfred was dubbed 'Alfred the Great'</p> <p>Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</p> <p>Use a variety of sources to gather information about Viking life.</p> <p>Complete a timeline of the Vikings.</p>	<p><b><u>Civil Rights and Human Rights – Famous Activists</u></b></p> <p>Order events on a timeline.</p> <p>To explore the meaning of the word, 'injustice' by thinking about scenarios in our own lives.</p> <p>To study the lives of influential Civil Rights Activists: Rosa Parks, Nelson Mandela and Emmeline Pankhurst.</p> <p>To explore the importance of equality and what it means to be civilised.</p> <p>To compare different activists and the causes they were fighting for.</p> <p>How have Civil Rights changed over time?</p>

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