

Chetwynde School- Whole School History Overview

Substantive Knowledge:	Knowledge	Local History	Invasion	Civilisation	Power	Monarchy
Disciplinary Knowledge:	Chronology	Cause & Consequence	Change and Continuity	Similarity and Difference	Evidence/analysing sources	Significance

Prior KS1 Knowledge	Changes within living memory Significant historical events	Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements
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EYFS	Understanding the World (Past and Present)		
	History in the Early Years develops an awareness of time, change and the past. Through stories, family experiences, artefacts and play, children begin to understand how the world has changed over time. Children will talk about past and present events in their own lives and those of family members. We will use language related to time and notice differences between old and new objects.		
		Knowledge	Community
	I name and describe people who are familiar to me. Sharing family images and photos. I talk about members of my immediate family and community. Including people who are important in our community and how they help us. I understand the past through settings, characters and events encountered in books read in class and storytelling. Sharing traditional tales. I know some similarities and differences between in the past and now. Exploring toys and artefacts from the past and how they are different to now. I comment on images and familiar situations in the past. Reviewing the year in Reception and how we have changed over time. Enrichment: Family members invited into class, visiting places of worship, a local care home and emergency services into school.		
Year 1	Changes Within Living Memory		The Lives of Significant People
	Community	Community	Knowledge

	What's happened so far in my life? To know what it is like around here. To know what the shops are in my community. To know what shops were like in the past. To know how shops have changed. To compare modern shops with shops from the past.		Who is James Ramsden? To know who James Ramsden is To know what James Ramsden did To know the effect that James Ramsden had on Barrow-in-Furness Link to local history		
Year 2	Events Beyond Living Memory		Significant Historical Events, People & Places (Locality) Chetwynde School		
	Community	Democracy	Community		
	What happened during the Great Fire of London? To know how the fire started and how it spread so quickly. To know where the fire spread to. To understand how we know about the Great Fire of London. To know about the Barrow Shipyard Fire Link to local history		What is the history of Chetwynde School? To understand the history of Chetwynde School To understand the changes that have taken place around Chetwynde School To use maps to understand the History of Chetwynde School Link to local history		
	Stone Age to the Bronze Age		Bronze Age to Iron Age		The Roman Empire
Year 3	Knowledge	Community	Knowledge	Community	Invasion
	Evidence, Similarity & Difference		Evidence, Similarity & Difference		Civilisation
					Change & Continuity, Significance
	What were the changes from the Stone Age to the Iron Age? To know the three periods of time in the stone age. To know and understand what the Mesolithic period is. To know what the Neolithic times were like. To know the difference between the Stone Age periods. To know when the Bronze Age is and what it was like.		What were the changes from the Stone Age to the Iron Age? To know how the Bronze Age was different to the Stone Age. To know when the Iron Age was and what it was like. To know how artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age. To know what changes in artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age.		What was the impact of the Roman Empire on Britain? To know who the Romans are. To know what it was like to live in Rome. To recap the Celts and know what it was like to live in the Iron Age. To know when the Romans invaded Britain. To know who resisted the Roman invasion. To know how Britain changed under Roman rule.

	ENRICHMENT: WoodMatters Trip- Stone Age focus.			
Year 4	Anglo-Saxons & Scots		Viking & Anglo-Saxon Struggles	
	Invasion	Power	Invasion	Power
	Cause & Consequence, Change & Continuity		Cause & Consequence, Significance	
	Who were the Anglo-Saxon's To know why the Anglo Saxon's came to Britain. To know where the Anglo Saxons came from. To know what like was like in Anglo Saxon Britain. To know what kingdoms were formed by the Anglo Saxons. To know how we know about the Anglo Saxons. To know how religion influenced the Anglo Saxons.		The Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. To know what life was like for the Vikings. To know when the Vikings attacked Britain. To know where the Vikings invaded and settled. To know why the Vikings were so feared and successful. To know when the Vikings were most powerful. To know what peace was agreed between the Anglo-Saxons and Vikings. To know what happened to the Vikings in England. To know why the Normans and Vikings both thought they had the right to the throne of England. ENRICHMENT: Visiting Yorvik on York residential	
			Ancient Egypt	
			Civilisation	Power
			Evidence, Significance	
			Achievements of an ancient civilisation To know who the earliest civilizations were and what they achieved. The know who the ancient Egyptians were and where they lived. The Old Kingdom: To know who was significant and what did they achieved. The Middle Kingdom: To who was significant and what did they achieved. The New Kingdom: To who was significant and what did they achieved. Achievements: To know how and what the ancient Egyptians wrote. Achievements: To know how the ancient Egyptians used the River Nile? Gods: To know what the ancient Egyptians believed in? Evidence: To know who Tutankhamun is.	
Year 5	Ancient Greeks		The Tudors, Henry VIII & Furness Abbey	
	Power	Democracy	Community	
	Evidence, Significane		Evidence, Significance	

	A study of Greek life, achievements and their influence on the western world. To know who the Ancient Greeks were and when they ruled. To know what beliefs the Ancient Greeks hold. City-states: To know the different between Athens and Sparta. To know what democracy was like in Athens. To know why theatre was important to he Ancient Greeks. To know what myths and fables the Ancient Greeks created. To know what happened at the Battles of Marathon and Salamis. To know why the Ancient Greeks invented the Olympic games. To know who Alexander the Great was and why he was renowned.		To know who the Tudors were To understand what life was like during the Tudor period To know who Henry VIII was To understand what Henry VIII's character was like To understand the reasons why Henry VIII wanted to move away from the Papacy To understand what life was like at Furness Abbey To understand effects of the Desolution of the Abbeys on Furness Abbey			
Year 6	How did conflict change our locality in WW2?		Windrush Generation		Monarchs Through Time	
	Local History	Knowledge	Power	Democracy	Power	Monarchy
	Knowledge, Cause & Consequence		Significance, Similarity & Difference		Significance, Similarity & Difference	
	To understand why Barrow was a target from German bombers. To understand where Barrow was bombed To understand what Barrow was like in WW2 To understand the ways in which we remember the brave women and men who defended our country		- Windrush Generation - The Caribbean. - The part Caribbean men and women played in World War 2. - The Windrush pioneers; their struggles and successes.		William the Conqueror, Henry VIII, Elizabeth I, Charles II, Queen Victoria To know how William I is remembered and what his legacy is. To know how Henry VIII is remembered and what legacy he left. To know how Elizabeth I is remembered and what legacy she left. To know how Charles II is remembered and what legacy he left. To know how Queen Victoria is remembered and what legacy she left. WEIGH-it In your opinion, who was the greatest past monarch? Why is that?	