**Rockcliffe CE School – Whole School History Overview**

Below is an overview of the geography learning focus for each term/half term in each class.

Class teachers may choose to adapt the schemes of work to suit their class but must ensure full coverage throughout the two-yearly cycle.

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| 2022-2023 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **EYFS** | **All about me**  **Understanding the world**  Explore the outdoor environment and talk about the local area – Thursby as a village and the neighbouring farm. Talk about key places and simple routes such as the journey from home to school.  Use simple geographical language. | **Alien Invasion**  **Understanding the world**  Explore changes in the weather and outdoor environment – leaves falling off trees, cold, frost.  Draw, write and create in response to what they see and learn about. | **Traditional Tales**  **Understanding the world**  Explore senses in different environments – indoors compared to outdoors. | **Spring has Sprung**  **Understanding the world**  Explore the wild area of school looking at physical features. Compare to other parts of the school/school grounds (human features).  Express views about how to look after our planet and local environment. Contribute to school led projects in the local area/school grounds. | **Sea Adventures**  **Understanding the world**  Explore and talk about forces they can feel.  Explore collections of materials with similar and different properties.  Talk about what they see using a range of vocabulary.  Explore how things work.  Know some similaities and differences between things in the past and now – drawing on experience and reading in class.  Understand the past through stories and character.  Understand some important processes including seasons and change of matter. | **Around the World**  **Understanding the world**  Follow instructions which include positional and directional language and simple maps to find hidden items and locations.  Use programmable toys to move along a set route. |
| **Year 1/ Year 2** | **War and Rememberance**  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.  Significant historical events, people and places in their own locality.  Identify similarities and differences between ways of life in different periods. | | **Capital Detectives: London**  Why is London such an important city? What can we learn from both its past and present structure? How has the Monarchy changed, who is the queen and what is her role?  Changes within living memory.  Significant historical events, people and places. | | **Superheroes**  The lives of significant individuals in the past who have contributed to national and international achievements from different time periods.  Compare aspects of life in different periods. | |
| **Year 2/ Year 3** | **Romans**  **KS1**: Events beyond livng memory, what is the significance of Hadrian’s wall and our local area?  **KS2**: A local History Study.  The Roman Empire and its impact on Britain. | | **British Empire**  **KS1**: Changes within living memory.  Significant individuals – Queen Victoria and Prince Albert.  **KS2 :** A study of an aspect or theme in British history beyond 1066.  A significant turning point in British history. | | **Transport – (Victorians, Railways, Canals, Ocean liners etc).**  **KS1:** Events beyond livng memory. How has life been changed nationally and globally? Titanic, social class and changes made. Steam engines  **KS2:** A study of an aspect or theme in British history beyond 1066.  A significant turning point in British history. | |
| **Year 4** | **Egyptians**  Who were they and what did they achieve? The achievements of the earliest civilisations. | | **Local Study: Anglo Saxons/Border Reivers**  Britains settlement by Anglo Saxons and Scots. A local history Study. | | **Tudors**  A study of an aspect or theme beyond 1066. | |
| **Year 5** | **Gods and Mortals (Greeks)**  Ancient Greece – a study of Greek life and achievements and their influence on the western world. | | **Windrush**  What happened and what were the problems?  A study of an aspect or theme in British history extending past 1066. | | **Medicine and Disease**  Black Death study – how has disease been dealt with in the past? Foundations of the NHS. How has covid impacted the NHS?  A local history study.  A study of an aspect or theme in British history extending past 1066. | |
| **Year 6** | **Local Study: Industrialisation/ the changing role of women**  A local study.  A study of an aspect of British history beyond 1066. | | **Monarchy: The Elizabethans.**  A study of how monarchy has changed over time with an indepth study of the Elizabeathans.  A study of an aspect of British history beyond 1066. | | **Indus Valley**  The achievements of the earliest civilisations. | |

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| 2023-2024 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **EYFS** | **All about me**  **Understanding the world**  Know some similarities and differences between different religious and cultural communities in thei country, drawing on their experience and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and maps.  Talk about the lives of the people around them and their roles in society. | **Discovering Donaldson**  **Understanding the world**  Explore the natrual world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between different religious and cultural communities in thei country, drawing on their experience and what has been read in class.  Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **People who help us**  **Understanding the world**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between different religious and cultural communities in thei country, drawing on their experience and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class/ storytelling.  Talk about the lives of the people around them and their roles in society. | **The Bug Hotel**  **Understanding the world**  Explore the natrual world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between different religious and cultural communities in thei country, drawing on their experience and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and maps.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Dinosaurs Beware!**  **Understanding the world**  Explore the natrual world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between different religious and cultural communities in thei country, drawing on their experience and what has been read in class.  Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in thei country, drawing on their experience and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and maps. | **We are going to the zoo**  **Understanding the world**  Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in thei country, drawing on their experience and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and maps.  Explore the natrual world around them, making observations and drawing pictures of animals and plants.  Know some similariries and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Year 1/ Year 2** | **Childhood**  Changes within living memory, revealing change in national life. | | **Understanding the past: Travel and Transport**  Changes within living memory, revealing change in national life.  Compare aspects of life in different periods. | | **Explorers**  Lives of significant individuals – Christopher Columbus, Niel Armstrong, Amelia Earhart etc. | |
| **Year 2/ Year 3** | **Fantastic Firsts**  **KS1:** Events beyond living memory that are significant nationally or globally.  Compare aspects of life in different periods.  **KS2**: The Roman Empire and its impact on Britain.  A local History study – Hadrians wall, Vinderlander, Carlisle. | | **Local Study: Carlisle Castle**  **KS1:** What happened here and who were the famous faces who have visited here?  Significant historical events, people and places in their own locailty. Events beyond living memory?  **KS2**: A local History study.  A study of an aspect or theme of British history beyond 1066. | | **Communication then and now**  **KS1:** The lives of significant individuals who have contributed to national and international achievements. Comparing time periods.  **KS2**: A study of an aspect or theme of British history beyond 1066. A significant turning point in history. | |
| **Year 4** | **Norman Conquest**  The Viking and Anglo Saxon struggle for the Kingdom of England. | | **Vikings**  The Viking and Anglo Saxon struggle for the Kingdom of England. | | **Crime and Punishment**  Why do we have crime and punishement? How has the way we deal with crime changed?  A study of an aspect or theme beyond 1066. | |
| **Year 5** | **Local Study: Scottish Invaders**  Britain’s settlement by Anglo-Saxons and Scots.  Local study – Tullie House. | | **Mayans**  A non-European society that provides a contrast with British History. | | **Homefront and WW2**  A study that extends peoples knowledge beyond 1066. | |
| **Year 6** | **Stone Age to Iron Age**  Changes in Britain from Stone Age to the Iron Age. | | **Fields of the Fallen: WW1**  A local history study.  A study beyond developing chronological understanding beyond 1066. | | **Baghdad**  A non-European society that provides contrast with British History. | |