Priory Parish History Design

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group | Autumn | Spring | Summer |
| Year 1 | **What is History?**  N.C: Changes within living memory.  My History, my family tree. What was life like when my grandparents were children?  Why? To build an understanding of their place in the world and what their local area used to be like.  Idea - A scrapbook of childhood so far ‘My Family’. | **The Great Fire of London**  N.C: Events beyond living memory nationally/globally.  Why? Understanding the history behind the event. | **How have toys changed over time?**  N.C: Compare aspects of life in different periods.  Why? Relatable focus for our children. Link to the issues we have with too much screen time. How has play changed over time?  Idea - Host a toy fair/event. |
| Year 2 | **Who are our local heroes? Remembrance**  N.C: Local history study - Lives of significant individuals.  Why? To encourage pupils to feel proud of our local history/area. To enable pupils to have a greater knowledge of their local history.  Idea - Create wreathes, class museum, Wilfred Owen poetry. | **Why did so many people lose their lives on the Titanic?**  N.C: Events beyond living memory nationally/globally.  Why? Liverpool links with White Star Line and workers on board the Titanic.  Idea - Project books, models of Titanic. | **Who were the greatest explorers?**  N.C: Lives of significant individuals.  Why? Links with aspiration and dreaming big. Christopher Columbus, Neil Armstrong.  Idea - Create class documentary about great explorers. |
| Year 3 | **What changed from the Stone Age to the Iron Age?**  N.C: Changes within Britain form the Stone Age to the Iron Age.  Why? How Britain changed. The understanding of the history of Britain.  Idea - Giant class timeline showing significant changes. | **How much did the Ancient Egyptians achieve?**  N.C: Achievements of some of the earliest civilisations.  Why? To gain an understanding of the history of early civilisations.  Idea - Create a giant 3D pyramid. | **Is it better to be a child now or in the past?**  N.C: A study of an aspect/theme of British history that extends knowledge beyond 1066.  Why? Children can relate to the theme ‘childhood’. Links to family members and later.  Idea - Create a gallery of images for ‘A History of childhood’. |
| Year 4 | **Why should we thank the Ancient Greeks?**  N.C: Ancient Greece. A study of Greek life and achievements and their influence on the western world.  Why? Link to life today. What did the Greeks di for us?  Idea - An exhibition of the celebration of Greek achievements. | **What did the Romans do for us?**  N.C: The Roman Empire and its impact on Britain.  Why? The impact of the Romans on our daily lives.  Idea - A documentary highlighting how the Romans impacted daily life. | **What impact did the Anglo Saxons have?**  N.C: Britain's settlements by Anglo Saxons and Scots.  Why? Impact of the Anglo Saxons on our daily lives and country, |
| Year 5 | **Would the Vikings do anything for money?**  N.C: The Viking and Anglo Saxon struggle for the kingdom of England.  Why? To understand the History of Britain.  Idea - Write your own version of a Viking saga. | **Liverpool and the Slave Trade**  N.C: Local History study: A study of British history that extends knowledge beyond 1066.  Why? Links with Liverpool and the docks. | **What was important to our local Victorians?**  N.C: A study of an aspect/theme of British history that extends knowledge beyond 1066.  Why? Local area focus enabling the children to have a deep understanding of the history of their local area.  Idea - Develop a campaign to preserve a Victorian building. |
| Year 6 | **WW2 in Birkenhead**  N.C: A study of British history that extends knowledge beyond 1066.  Why? Significant to the local community, grandparents etc.  Idea - Create a project scrapbook. | **How should we remember the Maya?**  N.C: A non-European society that provides contrast with British history.  Why? Links to areas of interest– chocolate!  Idea - Maya flip fact book. | **How has communication changed over time?**  N.C: A study of a theme in British history (communication).  Why? Relevant to Year 6 children with phones, social media etc. (A good opportunity to discuss e-safety). How has it changed over time? |