

# History Unit Overviews 2023/2024

2023/24	Autumn Term	Spring Term	Summer Term
Year 1	<p><b>How have toys changed since our older relatives were little?</b></p> <p>This unit looks at the changes in toys over the past 60 years. The pupils will begin by looking at modern day toys and they will discuss and make comparisons between the toys they play with in the modern day. Each lesson then looks back a little further in time, with the pupils looking at the toys they played with when they were babies, the toys their parents had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger. The chronology of these events is clearly marked on a timeline to help their understanding of the past. Throughout these lessons, -pupils will discuss what things we do to help us find out about the past. They learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.</p>	<p><b>Local History Study: Who was Reginald Mitchell and why is he remembered locally?</b></p> <p>During this local history unit, pupils will learn about who Reginald Mitchell was and the ways his memory has been honoured locally. Pupils will learn about the key events of Reginald Mitchell's life and understand in what order these took place. They will look at the features of a Spitfire and understand why the Spitfire was successful during WWII. Using their understanding of the Spitfire, pupils will then compare its features to a modern-day fighter jet.</p>	<p><b>How did the Great Fire change London?</b></p> <p>In this history unit, the pupils will discover what London was like in 1666. They will make simple comparisons between then and the present day. The lessons will move on to discover what happened on the night of 2<sup>nd</sup> September 1666 when the Great Fire of London started. They will discuss why the fire spread quickly and how it was tackled. Pupils will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. The pupils will consider how we find out about the past. They will have the opportunity to study evidence, such as Samuel Pepys' diary and objects left behind after the fire, to help them form opinions about what happened over 350 years ago.</p>
Year 2	<p><b>How did Florence Nightingale and Mary Seacole help to improve hospitals?</b></p> <p>Pupils will begin by finding out about the past through pictures of old and new hospitals and healthcare workers. The lessons explore who Florence Nightingale and Mary Seacole were and why they were significant. The Pupils will build on their chronological understanding of the past by using timelines and constructing one themselves. The lessons then move on to looking at how the past has been represented. The pupils will compare the past and present and spot the difference between hospitals and healthcare over the years. At the end of the unit, the pupils will give a final response to the main historical enquiry question.</p>	<p><b>Local History Study: How did the Great Fire of London change how houses are built?</b></p> <p>During this local history unit, pupils will be learning about the Ford family and why they are still remembered in this area today. They will be recalling information about the Great Fire of London in order to consider how the fire had an impact on future architecture, particularly houses. Through their exploration, pupils will be examining the features of Tudor houses (including Ford Green Hall) and make comparisons to the houses we live in today.</p>	<p><b>Where did Kings and Queens live through time?</b></p> <p>In this unit, pupils will be introduced to some of the most famous and significant kings and queens of England, from King William I in 1066 to King Charles III in the present day. The pupils will consider how we learn about the past and will then think about castles and why they were built. Pupils will identify some of the features of a castle and what they are used for. The lessons then continue to look at each significant king or queen in turn, going back in time chronologically. Pupils will learn a little about their lives and which palaces and castles were significant to them. The pupils will compare monarchs of different times that lived in the same castle and have the opportunity to point out differences between the</p>

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			monarchs of the past. The unit ends with a final response to the main historical enquiry, 'Where did kings and queens live through time?'
<b>Year 3</b>	<p><b>How did daily life change in Britain from the Stone Age to the Iron Age?</b></p> <p>In this unit, pupils learn about prehistory in Britain and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Pupils find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can even see and walk today.</p>	<p><b>Local History Study: Why did Staffordshire become a coal mining area?</b></p> <p>In this unit, pupils will firstly learn about the formation of coal to build upon prior learning relating to the Stone Age and Rocks. They will then become familiar with the timeline of the coal mining industry and its purpose. Following on from this, pupils will then examine what the working conditions of a mine were like and what jobs were available. Pupils will also further their understanding of the mining industry as they head off for a local visit to Apedale Colliery.</p>	<p><b>What were the greatest achievements of Ancient Egypt?</b></p> <p>In this unit, pupils learn about how early civilisation started within Egypt. They shall discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. The pupils will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. Pupils will then discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history.</p>
<b>Year 4</b>	<p><b>What are the similarities and differences between the Maya civilisation and the Ancient Greeks?</b></p> <p>During this unit, pupils will compare the timelines of the key events during both the Maya civilisation and the Ancient Greeks. They will use enquiry questions to look closely at the differences and similarities between the two periods of time and offer suggestions about their findings. Pupils will discover the key achievements of the Maya and Ancient Greeks and how these continue to shape our lives today.</p>	<p><b>Local History Study: What made the pottery industry so successful?</b></p> <p>Pupils will be undertaking a local history study to understand what made the pottery industry so successful. Using photo analysis, pupils will discover why pottery was made in Stoke-on-Trent and how widespread the industry became. Pupils will explore the six main towns of the pottery industry and how they united to form Stoke on Trent. They will then examine the work of Josiah Wedgwood and the impact he had on the pottery industry. Stepping into the past, pupils will learn what it was like to work in the pottery industry, including a visit to a working museum. Finally, pupils will create a timeline which details how the industry has changed over time.</p>	<p><b>How did the Roman Empire impact Britain?</b></p> <p>This unit looks at the Romans and their achievements from 43 CE to 410 CE. The first lessons explore what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This moves onto the Roman invasion of Britain; a comparison between the existing Celtic villages and the new Roman settlements, alongside finding out how the Romans protected their new lands and an introduction to significant historical figures of the time such as Boudicca. The unit finishes with a study of the final years of the Roman Empire and the events that led to its downfall.</p>

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<p><b>Year 5</b></p>	<p><b>What were the Greatest Achievements of the Ancient Greeks?</b> This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The first lessons focus on the Minoans and how they began to trade in early Greece. The Pupils will also think about and discuss how we know about the early Greeks by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at the leadership of Ancient Greece under the rule of King Philip II and then Alexander the Great. Pupils will conclude their learning with a final response to the main historical enquiry, 'What were the greatest achievements of Ancient Greece?'</p>	<p><b>Local History Study: What did we learn from the Staffordshire Hoard?</b> Prior to their work on Anglo-Saxons, pupils will explore the Staffordshire Hoard. They will examine the locations of where the hoard was found as well as what was found. They will use their prior understanding of past the make inferences about the artefacts/sources and what they might tell us about the people they belonged to. Pupils will then select what objects they might leave behind in their own hoard so that people in the future could deduce how we might have lived. Finally, pupils will be given a chance to become treasure hunters to see if they can also unearth any artefacts.</p>	<p><b>How did England change during the settlement of the Anglo-Saxons and Vikings?</b> This unit looks at the Anglo-Saxons and Vikings and their achievements from 410 CE to 1066 CE. The first lessons explore life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decided to settle. This moves on to finding out how England was ruled during the settlement of the Anglo-Saxons and how they kept control of the seven different kingdoms across the land. It finishes with a look at who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time.</p>
<p><b>Year 6</b></p>	<p><b>Who were the Victorians?</b> In this unit, pupils will build on their knowledge of periods in history that they have studied through KS2. During their learning about the Victorians, the children will rresearch when the Victorian era was and key events during Queen Victoria's reign. They will eexamine the causes and impact of the Industrial Revolution and the effect this had on people in Great Britain. Pupils will consider what life was like for children living in Victorian Britain before exploring the work of influential Victorians including Dr. Barnardo, Mary Anning and William Morris .</p>	<p><b>Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?</b> This unit will explain in full how World War Two began and give the pupils a wider understanding of how concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe. The pupils will explore the significance of the Battle of Britain and complete a local study, looking at a range of sources from different areas in the West Midlands region such as Dudley, Wolverhampton and Stoke. They will then compare the inner cities with Shropshire and explore how Britain gained victory in World War Two.</p>	<p><b>Local History Study: How did the Sneyd Pit Colliery Disaster of 1942 affect the community?</b> During this local history study, pupils will discuss the role of coal mining during the Industrial Revolution and examine sources to deduce what it was like to work in a mine. Pupils will learn about the Sneyd Pit Colliery Disaster and make suggestions about the impact this may have had on the local community. They will reflect and develop informed judgements based upon the price of coal in both monetary terms and in relation to the sacrifices made.</p>