



Mansbridge Primary School - History Overview

	Autumn Term		Spring Term		Summer Tem	
Reception	<u>Amazing me</u>- history of me and my family Discuss why objects are old and new Observations about when our parents started school. <u>Disciplinary Concept:</u> Similarities and differences	<u>Pirates</u>- Old and new objects linked to pirates <u>Disciplinary Concept:</u> Change and continuity		<u>Castles</u>- monarchy traditional tales of the royal family. Sequence and order events <u>Disciplinary Concept:</u> Significance		
Year 1	From Sept 2022 <u>Changes within living memory- toys</u> <u>Disciplinary Concept:</u> Similarities and difference How are the toys I play with different from those 50 years ago? Links EYFS- similarities and differences life when their parents started school. Year 2- Transport unit.		<u>Mary Anning</u> <u>Disciplinary Concept:</u> Significant people Why should we remember Mary Anning? Links- Mary Seacole year 2 Year 4 Victorians			<u>Reginald Mitchel</u> <u>Disciplinary Concept:</u> Significant people and events in the local area. Why was the invention of the spitfire significant? How has the airport changed and why is it a significant local place? Children will acknowledge how these people and events contributed to the local area and wider world. Links- year 2 transport unit
Year 2		From Sept 2022 <u>May Seacole</u> <u>Disciplinary Concept:</u> Significant people/events		<u>Changes within living memory- transport</u> <u>Disciplinary Concept:</u> Change and continuity		<u>Events beyond living memory- Great Fire of London</u> <u>Disciplinary Concept:</u> Consequence

		What are the key achievements of Mat Seacole? Links- Mary Anning (same period). Build on understanding of significance. Year 4 Victorians		How is the transport I use different from the transport 150 years ago? From Sept 2022- how have these changes to transport contribute to the local area? Looking at the history of the docks as a local significant place. Links-EYFS changes through objects used by pirates Build from year 1 Reginald Mitchel topic. Geography- links to Caribbean comparison unit as they will look at trade and the docks. Links- year 4 Victorians		What did we learn from the Great Fire of London and how has this changed life today? Links- year 3 Romans as both units require children to understand the consequences of an events.
Year 3	<u>Stone Age/ Iron Age</u> <u>Disciplinary Concept: Similarities and difference</u> What was better the Stone Age, Bronze Age or Iron Age?				<u>Romans and Roman Britain</u> Significance <u>Disciplinary Concept: Consequences</u> How did the Romans influence the culture of people living in Britain? Links- year 2 GFL where children are exposed to the idea of 'consequence' following an event. Year 4 Vikings.	
Year 4	<u>Anglo Saxons</u> <u>Disciplinary Concept: Change and continuity</u>		<u>Vikings</u> <u>Disciplinary Concept: Consequence</u>		<u>The lives of Children in Victorian Britain (change and impact of Barnardo)</u> Significance <u>Disciplinary Concept: Consequences</u>	

	Was life better in Anglo- Saxon Britain or Roman Britain? Links- year 3 Romans Year 2- change and continuity during transport topic.		Did the Vikings do anything for us or were they really just brutal invaders? Links- year 3 Romans and Year 4 Anglo Saxons		How did the actions of key figures change the lives of children from 1839-1901? Links- Mary Anning year 1 and Mary Seacole year 2 Year 5- Titanic (similar era). Year 5- WW2 both unit require the children to understand the consequence of an event or actions of others.	
Year 5	Local history study- Titanic Disciplinary Concept: Cause What caused the Titanic tragedy in 1912? Links- year 4 Victorians Year 2- knowledge of the docks.			An aspect/ theme of British History (beyond 1066) changes of the lives of children during WW2 Disciplinary Concept: Consequence How did WW2 change the lives of women and children during and beyond ww2? Links- year 4 Victorians	Ancient Greeks Disciplinary Concept: Consequence What is meant by the Ancient Greek legacy? Links- year 4 Vikings both consequence units.	Ancient Egypt Disciplinary Concept: Similarities and difference What was it like to live in Ancient Egypt and how did the Ancient Egyptians affect the world we know? Links- year 3 Stone Age-Iron Age
Year 6		Mayan civilisation A non - European society that provide contrasts with British history. Disciplinary Concept: Cause Why did the Mayan empire end so quickly? Links- year 5 Titanic as both are a cause unit	The Battle of Britain A study of an aspect or theme in British history that extends pupils knowledge beyond 1066. Disciplinary Concept: Significance Why was the Battle of Britain a significant turning point and what would have happened if the			

			RAF didn't hold off the Luftwaffe? Links- year 1 Reginald Mitchel topic Year 5- WW2 topic			
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