



# History Long-Term Overview at Woodstock CE Primary School

Phase	Cycle	Autumn	Spring	Summer			
EYFS		<b>THIS IS ME!</b>	<b>I LIVE HERE</b>	<b>THE GREAT OUTDOORS</b>			
Nursery		<ul style="list-style-type: none"> <li>Our families - who is who, other families. Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life story and family.</li> <li>What we look like; now and then – photo display, names</li> <li>Develop language of time through sequencing events and daily routine</li> <li>Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>Different types of houses e.g. old &amp; new</li> <li>Features of different types of houses</li> </ul>	<ul style="list-style-type: none"> <li>Pictures from the past – Artwork related to the outdoors e.g. A Sunday Afternoon on the Island of La Grande Jatte. Look at differences and similarities. Famous artist e.g. Monet</li> <li>Holidays in the past</li> </ul>			
Reception		<b>OUR COMMUNITY</b>	<b>FOLLOW THE STAR</b>	<b>ONCE UPON A RHYME</b>	<b>SPLISH SPLASH SPLOSH</b>	<b>AT THE BOTTOM OF THE GARDEN</b>	<b>WHEELS, WINGS AND OTHER THINGS</b>
		<ul style="list-style-type: none"> <li>Hospitals now and then Alexander Flemming – invented paracetamol</li> <li>Black History month - Wilma Unlimited link to Mental Health week</li> </ul>	<ul style="list-style-type: none"> <li>Nativity – historical figure of Jesus</li> <li>Moon landing – Neil Armstrong 1969</li> <li>Trip to Chipping Norton Pantomime-theatrical conventions and genres through the ages</li> </ul>	<ul style="list-style-type: none"> <li>Clothing in the past – Elves and the Shoemaker (written 1806 by The Brothers Grimm)</li> </ul>	<ul style="list-style-type: none"> <li>Gertrude Ederle – Olympic medal winning swimmer – 1926. Swam across the channel</li> </ul>	<ul style="list-style-type: none"> <li>Famous Botanist: David Attenborough – Little Books/Big People series. Ecology and environmental link</li> </ul>	<ul style="list-style-type: none"> <li>William Morris – car designer and inventor (Trip link: Oxford Bus and Car Museum in Long Hanborough)</li> <li>Amelia Earhart solo journey across the Atlantic and attempted flight around the world</li> </ul>

## KEY STAGE 1: Years 1 & 2

Phase	Cycle	Autumn	Spring	Summer
KS1	A	<b>INTO THE WOODS</b>	<b>PASSPORT TO BRITAIN</b>	<b>MEMORY BOX</b>
		<p><b><u>BIG QUESTIONS:</u></b>            How has transport changed over time?            How have the inventions of Stephenson and the Wright brothers impacted our lives today?</p> <ul style="list-style-type: none"> <li>Children will find out how transport has changed over time use a timeline to represent their knowledge.</li> <li>Changes in past and present modes of transport will be discussed with a focus on boats, trains and cars.</li> <li>Focus famous people will include George Stephenson and the Wright brothers. Children will discuss how the lives of people have been impacted by the invention and improvement of different modes of transport.</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>            What made the Great Fire of London so great?            What does it mean to be a queen?            What can we learn from the legend of Gelert?            How did John Logie Baird change our lives today?            Why do they call it 'The Giant's Causeway'?</p> <ul style="list-style-type: none"> <li>Children will learn about events beyond living memory that are significant nationally.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>            How is my school day different from my parents' and grandparents'?            What are the similarities and differences between my toys and my grandparents' toys?            What toys did children play with over 100 years ago?            What special memories would I like to pass on?            What local memories can I find out about and how?</p> <ul style="list-style-type: none"> <li>A focus on everyday life in the past children use vocabulary such as 'past' 'before' and 'after' to describe when something happened.</li> </ul>

			<ul style="list-style-type: none"> <li>Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Samuel Pepys. Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Children learn the definition of chronological and investigate the Victorian, Edwardian, swinging 60/70s and finally 90/00's and now eras.</li> <li>Comparisons will be made between Woodstock today and the past so children can recall facts that happened locally in the past.</li> </ul>
		<b>AROUND OUR WORLD</b>	<b>CASTLES AND DRAGONS</b>	<b>FIGHTING FIT</b>
	<b>B</b>	<p><b><u>BIG QUESTIONS:</u></b>  <b>What knowledge have explorers helped us to gain about our world?</b>  <b>How did Simon Lacey's polar trip differ to that of Scott's and Amundsen's?</b></p> <ul style="list-style-type: none"> <li>Children gain knowledge and understanding of Britain's past and that of the wider world.</li> <li>They will find out about significant people and how these explorers have helped us to discover different parts of the world.</li> <li>Children will discuss and compare the achievements of two people.</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>  <b>Why were castles built and what was castle life like?</b>  <b>Why was the Battle of Hastings a significant moment in History? How do we know about it?</b></p> <ul style="list-style-type: none"> <li>Children will be exploring castles throughout time and how they changed and developed over time.</li> <li>They will be looking at the Battle of Hastings and how this is a key moment in history.</li> <li>Children should be able to discuss key figures and the roles that different people played within a castle.</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>  <b>Why did Mary Seacole want to help GB when she came from Jamaica?</b>  <b>How has our attitude to health and hygiene changed over time?</b>  <b>How have local significant figures (Bannister/Henman) guided our understanding about 'keeping healthy' today?</b></p> <ul style="list-style-type: none"> <li>Children will be looking at significant individuals with a focus on nurses (Florence Nightingale, Mary Seacole &amp; Edith Cavell).</li> <li>They will compare similarities and differences. Children will learn to compare the lives of different nurses and how nursing practises have changed over time.</li> <li>Using role play, children will act out taking the role of injured soldiers or a nurse within a past hospital environment.</li> </ul>

**ADDITIONAL BIG QUESTIONS:**

**Why do we remember the 5th of November?**

**Remembrance: Why do people remember the 1st WW with red poppies and other people with white ones?**

## KEY STAGE 2: Years 3 & 4

		FIELD TO FORK	TOMB RAIDERS	EUROPE EXPLORED
KS2 Y3&4	A	<p><b><u>BIG QUESTIONS:</u></b>                      How did my grandparents' shop?                      Who was J.S. Sainsbury?                      Is the modern-day supermarket a good thing for our planet?                      How will shopping change over the next 50 years?</p> <p><b>Events Beyond Living Memory</b></p> <ul style="list-style-type: none"> <li>Use research skills to find answers to specific historical questions and explain how shopping has changed over time.</li> <li>How diet/lifestyle has changed over time with influence of circumstance and travel.</li> <li>Meal plates - compare diet from the past to present – look at diseases associated with poor diet how has this changed over time</li> <li>Food transportation - how has this changed over time? What are the key differences? How has this affected the world we live in?</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>                      Why did Ancient Egypt last for 3000 years?                      Why were Ancient Civilisations so successful?</p> <p><b>Egyptian civilisation – how and why they lived over more than 5000 years ago</b></p> <ul style="list-style-type: none"> <li>Factual evidence – pyramids, mummies, pharaohs and artefacts to learn how they functioned and lived.</li> <li>Plot events on a Timeline</li> <li>Howard Carter – the original tomb raider</li> <li>What do BC and AD mean?</li> <li>Learn how to write in hieroglyphs with a reed pen</li> <li>Find ways to move a stone to build The Great Pyramid</li> <li>Daily life in Egypt, including the Nile and shadufs</li> <li>Oxfordshire Museum Outreach Workshop &amp; Box Loan British Museum.</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>                      What landmarks have historical significance?                      What customs and traditions have been passed through the generations?                      Should diversity of culture and tradition be celebrated?</p> <p><b>A European society that provides contrasts with British history</b></p> <ul style="list-style-type: none"> <li>Traditions and culinary dishes from the past</li> <li>How has Great Britain changed compared to another country of choice changed over time?</li> <li>Children will choose a contrasting European country and form their own research</li> </ul>
	B	<p><b><u>BIG QUESTIONS:</u></b>                      How has David Attenborough contributed to our understanding of our modern world?                      Who was Wangari Maathai and what influence did she have in Kenya and beyond?                      What would Greta Thunberg and Wangari Maathai agree on?                      Who Octavia Hill? What was life like when she was alive?                      How has she influenced our thinking today?</p> <ul style="list-style-type: none"> <li>Children to research the history of waste and how collection, storage and the 3R's have changed over time.</li> <li>The lives of <b>significant individuals</b> in the past who have contributed to national and international achievements</li> <li>Children will explore the history of major volcanic activity throughout time. Last year, 5 years, decade, 100 years and beyond.</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>                      What has made Oxford the city it is today?                      Why do 7 million tourists visit Oxford each year?                      How are the spires of Oxford different from the churches in Woodstock?</p> <ul style="list-style-type: none"> <li>Children to study the history of Oxford and how it has developed as a trading and University City.</li> <li>Historical buildings in Oxford</li> <li>How did the city of Oxford come about, including its name?</li> <li>Famous Oxfordshire people through history.</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>                      How did Britain change from the Stone Age to the Iron Age? Which change from Stone Age to the Iron Age impacted life most?                      How did the invaders and traders change England?                      Were the Vikings raiders or traders?                      When was the Roman Empire at its most and least powerful?                      What happened when the Romans came?</p> <p><b>Historical study of British history through the ages from stone age to iron age, The Roman Empire through to Norman Britain.</b></p> <ul style="list-style-type: none"> <li>Timeline and chronological ordering</li> <li>Visit from Archaeologist</li> <li>Stone Age living</li> <li>Iron Age Hill Fort</li> <li>Invasions and Settlements</li> <li>Romans</li> <li>Roman Food</li> <li>Boudicca</li> <li>Study cities, rule of law, Roman Numerals and the calendar we use today</li> <li>White-Horse Hill Fort Roman Residential to Cirencester &amp; Chedworth Roman Villa</li> </ul>

## KEY STAGE 2: Years 5 & 6

		MEET THE GREEKS	AMAZON ADVENTURE	WAR & PEACE
KS2 Y5&6	A	<p><b><u>BIG QUESTIONS:</u></b>                      What did the Ancient Greeks do for us?                      What does Oliver Stone want us to think of Alexander the Great?                      Why did Greek culture spread so far?                      How did the British Museum acquire the Benin Bronzes?</p> <ul style="list-style-type: none"> <li>• Study of Greek life and achievements and their influence on the western world.</li> <li>• <b>Ashmolean Museum:</b> Life in Ancient Greece session</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>                      Why are the Mayans remembered in different ways?                      Why was the Mayan civilisation so successful?                      In what ways were the Maya like the Stone Age (Y3/4) society?</p> <ul style="list-style-type: none"> <li>• Study of the Mayan Civilization and the origins of chocolate. Exploring the discoveries of Christopher Columbus.</li> <li>• <b>Pitt Rivers Museum:</b> The Maya session</li> <li>• The Living Rainforest</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>                      How did WW2 impact British life?                      Did Britain really fight alone in 1940?                      What should Blenheim Palace put in their new exhibit about Winston Churchill?</p> <ul style="list-style-type: none"> <li>• Local history study – with a focus on Winston Churchill, his life and his contributions to British history (WWII).</li> <li>• Town Trail</li> <li>• Blenheim Palace: Winston Churchill at Blenheim tour &amp; WWII at Blenheim tour</li> <li>• Blenheim Palace: Coronation &amp; Coronets tour</li> <li>• Soldiers of Oxfordshire Museum – interactive WW2 workshop (Woodstock)</li> </ul>
	B	<p><b><u>BIG QUESTIONS:</u></b>                      Anglo-Saxons – the ruin of Britain?                      How did the Vikings settle in England, Vinland, Russia and Constantinople?                      Why are the Vikings remembered in different ways?                      Were the Vikings pushed or pulled from Scandinavia?                      What evidence can help us to improve how we describe the Vikings?                      How has the power of the Monarchy changed over time?                      Land of Hope and Glory: What is empire? How and why are empires different?</p> <ul style="list-style-type: none"> <li>• Anglo Saxons &amp; The Vikings</li> <li>• Monarchy changes over time and their impact on law changes. Parliament – rules, laws, crime &amp; punishment.</li> <li>• Parliament Trip</li> <li>• Monarchy up to 1066 vs modern day monarchy</li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>                      Why might there be different accounts of history?                      How has Darwin’s work influenced our lives and thinking today?                      How does the fossil record explain the process of evolution?                      Do you agree with natural selection?                      How do some Christians marry the Genesis account in the Bible with Darwin’s theory of evolution?</p> <ul style="list-style-type: none"> <li>• Darwin’s theories of evolution by natural selection.</li> <li>• Creation theories.</li> <li>• <i>Oxford University Museum of Natural History: Evolve, Adapt, Survive Evolution session</i></li> </ul>	<p><b><u>BIG QUESTIONS:</u></b>                      How does what we buy and consume have an effect around the world?                      What impact did Thomas Edison have on the world around us today?                      What has the impact of the invention of electricity been on our world today?                      How can we safeguard our planet for future generations?</p> <ul style="list-style-type: none"> <li>• History of Light &amp; Electricity – Thomas Edison</li> <li>• Changes to energy over time</li> </ul>