



Hebden Royd History Overview

	Autumn	Spring	Summer
EYFS	It is expected that links to various aspects of all foundation subjects can be made and enhanced through all the ELG strands (communication & language; physical development; personal, social and emotional development; literacy, mathematics; understanding the world; expressive arts & design). However, the ELGs that most closely relate to knowledge & skills in history are those in communication and language and understanding the world . As Nursery & Reception has a 2-year cycle for topics (each topic occurring once while pupils are in EYFS), Nursery children will participate in teaching inputs for topic-based learning. The class teacher will use appropriate and effective questioning to develop reception pupils' history learning as set out in the ELGs below.		
	<p>Communication & language</p> <p>This involves giving children opportunities to speak & listen in a range of situations, asking questions to clarify their understanding and to develop their confidence & skills in expressing themselves. Opportunities through conversation, story-telling and role play, enabling children to share their ideas, allowing children to become comfortable using a rich range of vocabulary and language structures</p>		<p>Understanding the world</p> <p>This involves guiding children to make sense of past and present events, their natural world & their community through opportunities to explore, observe & find out about people, places, & the natural world.</p>
	<p>Listening and attention and Understanding</p>	<p>Speaking</p>	<p>Past and Present</p>
EARLY LEARNING GOAL	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>The Natural World</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	<p><i>Subject Leaders will monitor how their subject is taught in EYFS with reference to both the ELGs above and Characteristics of Effective Learning (summarised below) as they observe reception children within the provision. Full details of Characteristics of Effective Learning are in each subject leader file for staff to refer to as necessary.</i></p>		
	<p>Playing and exploring – children investigate and experience things, and ‘have a go’</p>	<p>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p>	<p>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
Characteristics of Effective Learning	<ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Make choices & explore different resources & materials. Plan & think ahead about how they will explore or play with objects. Guide their own thinking & actions by talking to themselves while playing. Make independent choices. 	<ul style="list-style-type: none"> Participate in routines Begin to predict sequences because they know routines. Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. Keep on trying when things are difficult 	<ul style="list-style-type: none"> Sort materials Review their progress as they try to achieve a goal. Check how well they are doing. Know more, so feel confident about coming up with their own ideas & make more links between those ideas Solve Real Problems Use pretend play to think beyond the ‘here and now’ & to understand another perspective. Concentrate on achieving something that’s important to them.



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	<ul style="list-style-type: none"> Do things independently that they have been previously taught. Bring their own interests & fascinations into early years settings. 					
EYFS (A)	The 3 Little Pigs <ul style="list-style-type: none"> Can I talk about who lives in my house? Can I discuss why the pigs' houses blew down? And why the last house did not? Can I talk about the simple properties of straw, brick and sticks? Can I compare different materials? Can I draw a map of the story? 	Lost in the Toy Museum <ul style="list-style-type: none"> Can I talk about how toys of the past are similar/different to my toys? Can I imagine who might have played with the old toys? Can I imagine a toy of the future? Can I spot clues on the page that show the toys are from the past? Can I explore how different mechanical toys work? 	Ice Bear <ul style="list-style-type: none"> Can I name some arctic animals? Can I find the arctic on a globe? Can I explain why the arctic is similar/different to Hebden Bridge? Can I discuss what it is like to live in the arctic? What happens to Ice when it gets warm? Can I describe what I can see, hear and feel on a winter's day? 	Handa's Surprise <ul style="list-style-type: none"> Can I find Africa on a globe? Can I talk about how living in Africa might be different to living in Hebden Bridge? Can I talk about why some fruit grows in hot places? Can I talk about where our fruit comes from? Can I plant a seed? Can I discuss the life cycle of a bean plant? 	Paddington at the Tower <ul style="list-style-type: none"> Can I talk about how London is similar/different to Hebden Bridge? Can I make a map for Paddington? Can I find London on a picture map? Can I make observations about paintings and photos of king and queens of the past? Can I talk about the roles of people who worked in castles in the past? 	Monkey Puzzle <ul style="list-style-type: none"> Can I match baby animals to their mums? Can I identify animals that hatch from an egg? Can I observe how I have changed since being a baby? Can I match the baby picture to my friends and teachers? Can I draw a simple family tree?
EYFS (B)	Harry and the dinosaurs go to school. <ul style="list-style-type: none"> Can I draw a simple map of my classroom? Can I talk about how Harry might be feeling in the story? Can I talk about my family? Can I draw a self-portrait? Can I talk about the past summer? 	Bear Snores On <ul style="list-style-type: none"> Can I explain what hibernation is? Can I identify some animals who hibernate? Can I describe things that happen in autumn and winter? Can I create an autumn picture using natural resources? Can I describe what I see, hear and feel on a winter's day? 	Little People, Big Dreams <ul style="list-style-type: none"> Can I observe similarities/differences in the life of myself and that of Frida Kahlo/Amelia Earhart/Maya Angelou/Coco Channel/Ada Lovelace? Can I show interest in the occupations of Frida Kahlo/Amelia Earhart/Maya Angelou/Coco Channel/Ada Lovelace? Can I spot clues the story is set in the past? 	The Very Hungry Caterpillar <ul style="list-style-type: none"> Can I observe the changes in a caterpillar? Can I draw the life cycle stages of a butterfly? Can I look after the minibeast in our playground? Can I describe what I see, hear and feel on a spring day? Can I talk about signs of spring? 	Around the world with Max and Lemon <ul style="list-style-type: none"> Can I discuss past holidays? What is a country? Can I spot one on a globe? Can I identify land and sea on a globe? Can I compare life in Hebden Bridge and life in Peru/Egypt/Papa New Guinea/Malaysia/Alaska? Can I use the correct tense when talking about the past? 	Tiddler <ul style="list-style-type: none"> What is a sea? Can I identify one on a globe? Can I identify creatures that live in the sea? Can I describe the habitat of a coral reef? Can I identify a simple food chain? Can I discuss the impact of pollution on the oceans? Can I describe the



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			<ul style="list-style-type: none"> Can I plant and care for a daffodil? 		properties of materials found polluting our oceans?
KS1 (A)	Changes within living memory – Transport <i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>		The lives of significant individuals – Explorers <i>The lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i>		Revisit and Review
	KEY QUESTIONS <ul style="list-style-type: none"> Can I find out what a longboat was and why the Vikings wanted to travel? Can I explain how the invention of the steam train impacted people's lives? Can I research how has transport changed? Can I place different transport chronologically on a timeline? Can I find out who invented the car? (comparing, cars from the past and the present day) What is the same and what is different? Can I find out who the Wright brothers were and how they contributed to modern day travel? 		KEY QUESTIONS <ul style="list-style-type: none"> Can I explain why some people in history are considered to be significant? Can I find out about Ibn Battuta? Why is he a significant explorer? Can I find out about Matthew Henson? What did he achieve and why is he significant? Can I find out about Felicity Ashton and explain how her polar expedition compares to Matthew Henson's of the past? Can I find out about Neil Armstrong and say why he was a significant explorer? Can I explain how his achievements as an explorer compare to Matthew Henson or Felicity Ashton? 		
	Chronology: Recount past changes from their own lives. Sequence some events in chronological order.		Chronology: Sequence some events in chronological order. Match objects to people of different ages.		
	Investigating and interpreting: Begins to use sources to identify some details and answer simple questions.		Investigating and interpreting: Begins to use sources to identify some details and answer simple questions.		



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<p>KS1 (B)</p>	<p>Revisit and review</p>	<p>Lavena Saltonstall - The Suffragettes</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <hr/> <p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • Can I find out who Lavena Saltonstall was? • Can I investigate why she was significant? • Can I describe what life was like for Lavena in Hebden Bridge? • Can I compare what is the same and what is different from the that time? • Can I explain what a suffragette is? <hr/> <p>Chronology: Place historical figures, events and artefacts in order on a timeline, using dates</p> <hr/> <p>Investigating and interpreting: Use artefacts, pictures, stories, online sources & databases to learn about the past.</p>	<p>Revisit and Review</p>
<p>LKS2</p>	<p>Ancient Egyptians</p> <p><i>A depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p>	<p>Stone Age to Iron Age</p> <p><i>Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions.</i></p>	<p>Roman Empire</p> <p><i>The Roman Empire and its impact on Britain. Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied.</i></p>



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(A)	KEY QUESTIONS	KEY QUESTIONS	KEY QUESTIONS
	<ul style="list-style-type: none"> • Can I research how we know so much about Ancient Egypt when it was such a long time ago? • Can I discuss why religious beliefs were so important to Ancient Egyptians? • Can I explain why they built the pyramids? • Can I find out why the River Nile was so important? • Can I research whether there were any other civilizations like Egypt's at that time, what did they have in common and how can we possibly know? • Can I discuss what was happening in the UK at the time? 	<ul style="list-style-type: none"> • Can I explain why the Stone Age called the Stone Age? • Can I find out what was 'new' about the new Stone age? • Can I discuss which was better the Bronze or Iron Age? • Can I compare and contrast the Stone Age, Bronze Age and Iron Age looking at similarities and differences? • Can I find out when The Romans invaded and why? 	<ul style="list-style-type: none"> • Can I find out why the Romans attempted to invade Britain? • Can I describe what an empire is? • Can I research what Britain was like at the time of the Roman invasion? • Can I describe how settlement, migration and immigration are different from invasion and conquest? • Can I research how Britain was influenced by the Roman empire – what did they do for us? • Can I discuss why The Romans left Britain? What came next?
	Chronology: Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD.	Chronology: Use dates and terms related to the three periods and passing of time.	Chronology: Sequence several events or artefacts on a timeline.
	Investigating and interpreting: Begin to evaluate the usefulness of different sources & Use evidence to reconstruct life in time studied.	Investigating and interpreting: Discuss reliability sources linked to the scarcity of primary sources. Pose a variety of questions.	Investigating and interpreting: Study two different accounts of the same event, exploring similarities and differences.
LKS2(B)	Revisit and review	Ancient Greece	Alice Longstaff
		<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>	<i>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.</i>
		KEY QUESTIONS	KEY QUESTIONS
		<ul style="list-style-type: none"> • Can I discuss how we know about the Ancient Greeks when they lived 2,500 years ago? • Can I research what life was like in Ancient Greece from artefacts that remain? • Can I discuss why Athens was so powerful at the time? • Can I discuss what was so special about Ancient Greece and why we study it? 	<ul style="list-style-type: none"> • Can I find out who Alice Longstaff was? • Can I research why she is a significant person from the past? • Can I explain how we know about her? • Can I discuss how the photos she left tell us about Hebden Bridge in the past? • Can I talk about her legacy?



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		<ul style="list-style-type: none"> Can I explain how the ancient Greeks have influenced our lives today? 	
		Chronology: Know and sequence key events in the period studied.	Chronology: Place current study on timeline in relation to other studies using relevant dates and terms.
		Investigating and interpreting: Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Investigating and interpreting: Evaluate the usefulness and accuracy of different sources of evidence.
UKS2 (A)	Anglo-Saxons and Scots <i>Britain's settlement by Anglo Saxons and Scots Note connections, contrasts and trends over time Understand how knowledge of the past is constructed from a range of sources</i>	The Vikings <i>The Viking and Anglo-Saxon struggle for the Kingdom of England. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>	Mayan Civilization <i>A non-European society that provides contrasts with British history - 1100 BC to AD1502</i>
	KEY QUESTIONS <ul style="list-style-type: none"> Can I find out who the Anglo Saxons were and where they came from? Can I research when the Anglo Saxons invaded Britain and how long they stayed? Can I find out where they settled in Britain and why? Can I explain what religion the Anglo Saxons followed? Can I research who invaded Britain next? 	KEY QUESTIONS <ul style="list-style-type: none"> Can I discuss what image we have of the Vikings and why? Can I explain why the Vikings tried to take over the country and how close did they get? Can I research, using artefacts and sources how recent excavations have changed our view of the Vikings? (Jorvik) Can I explain what we can learn about settlements from a study of their place names? Raider or settlers? How should we remember the Vikings? 	KEY QUESTIONS <ul style="list-style-type: none"> Can I explain why we study the Maya in history? Can I research how and why the Maya became so important? Can I find out what life was like at the height of the Mayan civilisation? Can I discuss how we know what life was like for the Maya 1,000 years ago? Can I explain why the Maya carried out human sacrifices even though they were a civilized society?
	Chronology: Understand that changes occur over time. Add evidence and dates to the timeline to represent this.	Chronology: Understand that changes occur over time. Add evidence and dates to the timeline to represent this.	Chronology: Describe and explain key changes in historical period (e.g. political, cultural, social, religious and technological changes)
	Investigating and interpreting: Explore main events and changes in the period, giving causes and consequences.	Investigating and interpreting: Explore main events and changes in the period, giving causes and consequences.	Investigating and interpreting: Explore all available evidence to form their own opinion on a historical event
	The Industrial Revolution – Impact on Hebden Bridge <i>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.</i>	World War 2 <i>To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>	
UKS2 (B)			



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	<p style="text-align: center;">KEY QUESTIONS</p> <ul style="list-style-type: none"> • Can I explain what the Industrial Revolution was and the impact it had on Hebden Bridge? • Can I find out how an industrial society differs from a pre-industrial society? • Can I research the types of developments characterised by the Industrial Revolution? • Can I find out and discuss what life really was like in Hebden Bridge in 1870? • Can I research and explain the influence/evidence of the industrial revolution that we can see today in Hebden Bridge? 	<p style="text-align: center;">KEY QUESTIONS</p> <ul style="list-style-type: none"> • Can I explain why Britain had to go to war in 1939? • Can I research how many countries took part in the war, who were our allies and who were the axis (enemy)? • Can I find out why it was necessary for children to be evacuated and what was it like for them? • Can I explain what rationing was and how it worked? • Can I research the role of women during World War 2? What impact did this have on the modern day? 	<h2>Revisit and Review</h2>
	<p>Chronology: Place current study on timeline in relation to other studies using relevant dates and terms.</p>	<p>Chronology: Place different periods on a timeline to compare how responses changed over time.</p>	
	<p>Investigating and interpreting: Evaluate the usefulness and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.</p>	<p>Investigating and interpreting: Evaluate the usefulness and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.</p>	