

Aintree Davenhill History Planning Overview

Subject: History

Term: Autumn

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Marvellous Me Day and Night Autumn	When I was a baby... Traditions of Christmas	The Gunpowder Plot (Significant People)	The Great Fire of London (Significant Events)	The Stone Age to Iron Age (Changes in Britain)	Anglo-Saxons (British Settlement)	Impact of World War I on Aintree (Local History Study)	Women in World War II (Theme Study)
Lesson 1	Understanding the World My home/ My family When I was a baby What did I like? How have I changed/ grown?	Understanding the World My home/ My family When I was a baby What did I like? How have I changed/ grown? Homes and how they have changed over time. Share images of homes from the past. Traditions of Christmas around the world. Guy Fawkes and Gunpowder plot (Link to Year 1)	Who was Guy Fawkes? Begin with a factual story 'The Gunpowder Plot' Usborne Young Reading Fictional story for reading lesson 'Pojo Blows the Gunpowder Plot' Tonya Meers Timeline work (link to when they were born) Where he lived – link to London (show map) Chronological Narrative	Review of Gunpowder Plot When did it happen? Where did it take place? Who was involved? Timeline – place Gunpowder Plot and then Great Fire of London (link to where it fits in history compared to Gunpowder Plot – Year 1) Chronological Narrative	When did the Stone Age begin? Timeline lesson (link to where it fits in history compared to Gunpowder Plot and Great Fire of London – Year 1 and 2) Chronological Narrative	When did the Anglo-Saxons and Scots first invade Britain? Timeline lesson (link to where it fits in history compared to Gunpowder Plot, Great Fire of London, Stone Age, Anglo-Saxons etc. – Year 1, 2 and 3) Chronological Narrative	When did World War I Begin? Timeline lesson (link to where it fits in history compared to Gunpowder Plot, Great Fire of London, Stone Age, Anglo-Saxons etc. – Year 1, 2, 3 and 4) Chronological Narrative Historical Perspective	When did World War II Begin? Timeline lesson (link to where it fits in history compared to Gunpowder Plot, Great Fire of London, Stone Age, Anglo-Saxons, WWI etc. – Year 1, 2, 3, 4 and 5) Chronological Narrative Historical Perspective
			What caused the Gunpowder Plot? What were the key events? Who else was involved? (R.E link – his beliefs and how they differed to King James I) What does the word 'parliament' mean? (key historical vocabulary – parliament, monarch) Interpretation/Diversity Historical Perspective	How was life different in 1666? Look at jobs, homes, lifestyle, illnesses (Black Death), etc. Change & Continuity Diversity Historical Perspective	How was life different to today during the Stone Age? What did humans need for survival? Change & Continuity Cause & Consequence Historical Perspective	How and why did the Anglo-Saxons and Scots invade Britain? (link to Geography – map work) Cause & Consequence (key historical vocabulary –invasion)	How and why did the war begin? (link to Geography – map work) Cause & Consequence Historical Perspective	Which countries were involved? (link to Geography – map work) Cause & Consequence
Lesson 2	The importance of Festivals – Christmas and Diwali – important links with the past. Guy Fawkes – Link with Bonfire Night celebrations today Time changing – Day and Night							What was the impact of evacuation on mothers? Cause & Consequence
Lesson 3	Remembrance Day	Remembrance Day	What happened when the plotters were discovered? Interpretation	How did the Great Fire of London Begin? Why did it spread so quickly? MRS ASHBY – "REAL HISTORY" Cause & Consequence	What was found at Skara Brae? Why is it significant? (link to Geography – map work) locating Orkney Islands Historical Enquiry	How did the Anglo-Saxons change Britain? Focus on settlements Cause & Consequence Change & Continuity	What was the Impact of World War I on Aintree? Men leaving to fight/impact on women etc. Cause & Consequence Historical Perspective	What was the impact of rationing on women? Cause & Consequence
								How did life and work change for women during the war? e.g. farming, factories, land girls Change & Continuity
Lesson 4			Why do we celebrate Bonfire Night? Why is it significant to us? Interpretation/Diversity	How do we know about the Great Fire of London? Focus on historical sources Historical Enquiry	Why was copper mining vital to the people of the Bronze Age? Change & Continuity Significance	How did the Anglo-Saxons change Britain? Focus on art and culture Cause & Consequence Change & Continuity	What was life like in the trenches? Historical Enquiry	How did the government influence women's thinking during the war? Propaganda Historical Enquiry
								How did the end of the war impact women? Changes to employment e.g. numbers in employment before and after the war (data handling) Historical Enquiry
Lesson 5			Who was Samuel Pepys? Why is he significant? link to monarchy – Pepys went to warn the king, rich/poor divide Secondary sources (key historical vocabulary – monarch, peasantry) Significance/Interpreting the Past	Who was Samuel Pepys? Why is he significant? link to monarchy – Pepys went to warn the king, rich/poor divide Secondary sources (key historical vocabulary – monarch, peasantry) Significance/Interpreting the Past	What was Stonehenge? (link to Geography – map work) How can evidence about Stonehenge give us different answers about the past? Historical Enquiry	What was life like in Anglo-Saxon Britain? Historical Enquiry	What was the Treaty of Versailles? Why was it significant? What did it change? Cause & Consequence	How did views of women change after the war? Change & Continuity
								How did Liverpool change after World War II? Impact of the Blitz etc. Change & Continuity Historical Enquiry
Lesson 6			How did London change after the Great Fire of London? What did people learn? (link to Geography – map work)/comparison of 1667 map and present day Change & Continuity Historical Enquiry	How and why were hillforts developed in the Iron Age? Significance	How did the religious practices of the Anglo-Saxons change over time? How did it affect Britain? Paganism and Christianity (Iona, Lindisfarne and Canterbury) Difference and Significance Historical Perspective	What was the impact of the returning soldiers on Aintree? Significance Cause & Consequence	What was the impact of the returning soldiers on Aintree? Significance Cause & Consequence	What was the Holocaust? Why is it significant? (link to R.E topic – Judaism) Significance Cause & Consequence
								What was the Holocaust? Why is it significant? Historical evidence – Anne Frank's diary (secondary sources) Historical Enquiry

* In Week 7, children to write a report about what they have learned from the topic.

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Subject: History

Term: Spring

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Winter Once Upon a time On the Farm – Growing and Changing Spring	Changes over Time (Seasons) History of Traditional Tales Sequencing Stages of Plant Growth	Toys Past & Present (Changes over time)	Making a Difference (Key Figures in History)	The Romans (Roman Empire and its impact)	The Vikings (Viking & Anglo-Saxon struggle for England)	Ancient Egypt (Achievements of earliest civilisations)	
Lesson 1	Noticing changes over time – looking at the changing seasons. Comparing farms in past and present.	<i>Understanding of the World</i> History / Chronology – changes over time (seasons) History of traditional tales. History / Chronology – sequencing stages of plant growth, animal life cycles	What is past and present? Key vocabulary lesson Link to times in the children's life Chronological Narrative Change & Continuity	What makes a person significant? Timeline lesson (link to where it fits in history compared to Gunpowder Plot – Year 1 and Great Fire of London) Mary Seacole, Florence Nightingale (Crimean War), Rosa Parks (Civil Rights Movement) and Greta Thunberg (Environmental Activist) Chronological Narrative	When did Julius Caesar and the Romans first invade Britain? Timeline lesson (link to where it fits in history compared to Gunpowder Plot and Great Fire of London – Year 1 and 2 and Stone Age – Year 3) Chronological Narrative	Review of Anglo-Saxons Timeline lesson (link to where it fits in history compared to Gunpowder Plot and Great Fire of London, Stone Age, Roman Britain – Year 1, 2, 3 and Anglo-Saxons – Year 4) Chronological Narrative	When did the Ancient Egyptian civilisation appear? Timeline lesson (link to where it fits in history compared to Gunpowder Plot and Great Fire of London, Stone Age, Roman Britain, Anglo-Saxons, Vikings, Tudors – Year 1, 2, 3, 4 and World War I – Year 5) (key historical vocabulary – civilisation) Chronological Narrative	
Lesson 2			When were these toys invented? (link to where it fits in history compared to Gunpowder Plot and when they were born) Place on a timeline: Yoyo (500BC) Teddy bear (1902) Meccano (1908) Lego (1932) Barbie (1959) Nintendo Switch (2017) *Set homework ready for Week 6 Chronological Narrative How have my toys changed since I was little? Change & Continuity	Who was Mary Seacole? When did she live? How was life challenging for her? How did she improve nursing? Chronological Narrative Significance Change & Continuity	Why did Julius Caesar attempt to invade Britain? Why did his first attempt fail? Cause & Consequence (key historical vocabulary – invasion)	Where did the Vikings come from? Why did they invade Britain? (link to Geography – map work) Cause & Consequence (key historical vocabulary – invasion)	Why was the River Nile important to people during Ancient Egyptian times? (link to Geography – map work) Significance	
Lesson 3			How has the teddy bear changed over time? Timeline of how making teddy bears has changed over time Change & Continuity	Who was Florence Nightingale? When did she live? How did she improve nursing? How was her life easier in some ways compared to Mary Seacole? Chronological Narrative Significance Change & Continuity	What was the Roman Empire? Why was it so powerful? (key historical vocabulary – empire, emperor) Cause & Consequence	What was the significance of Anglo-Saxon kings during the Viking period? e.g. resistance from Alfred the Great and Athelstan Focus on the role of a monarch/ difference between them and citizens (key historical vocabulary – monarch) Similarity, Difference & Significance	What did farming look like in Ancient Egyptian times? Farming, irrigation, etc. (link to Geography topic – Farming) Chronological Narrative Significance	
Lesson 4			What were toys like in the Victorian era? MRS ASHBY – 'REAL HISTORY' Primary sources Historical Enquiry	What were the differences and similarities between the lives of Florence Nightingale and Mary Seacole? Similarity, Difference & Significance	Why was the Roman army significant? Significance	Who was King Ethelred II? When and why was Danegeld introduced? Further Viking invasions (key historical vocabulary – monarch, invasion)	Why did the Egyptians build Pyramids? Watch video – Secondary sources Historical Enquiry	
Lesson 5			What are some differences between toys from the past and the present? Comparison – link to Mrs Ashby's lesson Historical Enquiry Change & Continuity	Who was Rosa Parks? When did she live? How did her actions help to create change for others? Chronological Narrative Significance Change & Continuity	When was Claudius' invasion and conquest of Britain? What were the events of the invasion? Hadrian's Wall (link to Geography – map work) Cause & Consequence Significance	How did the legal system work in Anglo-Saxon and Viking Britain? (key historical vocabulary – legal system) Chronological Narrative	What was the Ancient Egyptian ritual of mummification? Why was it used? link to Egyptian gods Significance Chronological Narrative	
Lesson 6			When was my favourite toy invented? *Homework – children research their favourite toy. During lesson, children bring toy in and design fact poster about it. Historical Enquiry	Who is Greta Thunberg? Read story of her life. How is she creating change now? Chronological Narrative Significance Change & Continuity (link to Geography topic – Island Home)	How did British people react to the invasion? Boudica Cause & Consequence	How did the last Anglo-Saxon kings shape Britain? Edward the Confessor Cause & Consequence Significance Change & Continuity (key historical vocabulary – legal system)	Who was Tutankhamun? Why is he significant? Significance Historical Enquiry	

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Term: Summer

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	All Creatures Great and Small Wonderful Water Spring/Summer	Homes in the Past First Man on the Moon Famous Antarctic Explorers	Inventions (Significant People)	The Seaside Through the Years (Significant local places)	The Romans cont... (Roman Empire and its impact)	The Tudors – The Changing Power of the Monarchs (themed study)	Victorian Innovations and their Impact (themed study)	Ancient Greeks (Study of Greek life and achievements)
Lesson 1	Observing changes over time In animals growing and changing and the landscape changing. Celebrating our changes: Reflecting on our achievements and growth in Nursery – How have we changed over time?	History / Chronology - Homes in the past History / Chronology - first man on the moon, famous Antarctic Explorers	What makes a person important? Timeline lesson (link to where these inventions/significant events these people created/were involved in fit in history compared to Gunpowder Plot and toys) Alexander Graham-Bell – invention of telephone (1876); Frank Hornby – Meccano (1908) and Model Railway (1920); Neil Armstrong – moon landing (1963) Chronological Narrative	What are the key events in Southport's history? Timeline lesson – when was the pier built? When was the fairground built? The eco centre? The model railway? The zoo? (link to where it fits in history compared to Gunpowder Plot – Year 1 and Great Fire of London and significant people, e.g. Rosa Parks) *Set homework to question grandparents on their trips to the seaside when they were young Chronological Narrative	CHESTER TRIP (link to previous work on Roman invasion) Primary sources Historical Enquiry	When did the Tudor period begin? When did each monarch reign? Timeline lesson Place each Tudor monarch on timeline (link to where it fits in history compared to Gunpowder Plot and Great Fire of London, Stone Age, Roman Britain – Year 1, 2, 3 and Anglo-Saxons, Vikings – Year 4) Chronological Narrative	When did the Victorian period begin? When were the main innovations invented e.g. railways, mills, canals? Timeline lesson (link to where it fits in history compared to Gunpowder Plot and Great Fire of London, Stone Age, Roman Britain, Anglo-Saxons, Vikings, Tudors – Year 1, 2, 3, 4 and World War I – Year 5) (key historical vocabulary – empire, monarch) Chronological Narrative	When did the Ancient Greek civilisation appear? Timeline lesson (link to where it fits in history compared to Gunpowder Plot and Great Fire of London, Stone Age, Roman Britain, Anglo-Saxons, Vikings, Tudors, Ancient Egyptians, Victorians, World War I – Year 1, 2, 3, 4, 5 and World War II – Year 6) (key historical vocabulary – civilisation) Chronological Narrative
Lesson 2			Who was Alexander Graham-Bell? When did he live? How did he improve communication? Chronological Narrative Significance Change & Continuity	How has travelling to the seaside changed over time? Change & Continuity	What legacy did the Romans leave in Chester? (link to trip) Historical Enquiry Change & Continuity	What is the role of a monarch? How is the power of a monarch shown? How has it changed over time? How would life differ for a monarch from a citizen? Focus on rich and poor divide in Tudor England (key historical vocabulary – monarch, peasantry, parliament, church) Significance Change & Continuity	Why were the canals so significant to Victorian industry? (link to Geography – map work) Historical Enquiry Significance	How and why did the Greek empire grow? (key historical vocabulary – empire) Cause & Consequence
Lesson 3			Who was Frank Hornby? (link to 'Toys' topic) When did he live? How did he improve children's lives? (link to Geography – map work) Maghull Chronological Narrative Significance Change & Continuity	SOUTHPORT TRIP Complete survey with tourists Historical Enquiry	How was Britain changed by the Romans? Technology Historical Enquiry Change & Continuity	Who was Henry VIII? General overview of who he was What were the key points of his reign? (key historical vocabulary – monarch, peasantry, parliament, church) Chronological Narrative Significance Change & Continuity	Why were the railways so significant in Victorian times? What were the advantages and disadvantages of the railway on Victorian life? e.g. crime, tourism Historical Enquiry Significance	How did the political system work in Ancient Greece? How does it compare to our own system? (key historical vocabulary – democracy) Similarity, Difference & Significance
Lesson 4			Who was Neil Armstrong? When did he live? Why is he significant? Who else was important to his journey? e.g. Buzz Aldrin Chronological Narrative Significance Change & Continuity	What did people do at the seaside in the past? e.g. Punch and Judy, donkey rides, arcades, etc. Look at clothing e.g. parasols, long trousers, etc. Historical Enquiry	How was Britain changed by the Romans? Culture Historical Enquiry Change & Continuity	Who was Henry VIII? Focus on religion, power of the monarchy/abuse of power (key historical vocabulary – monarch, peasantry, parliament, church) Chronological Narrative Significance Change & Continuity	Why were mills so vital to Victorian industry? What was life-like working in the mills? adults compared to children Historical Enquiry Significance Historical Enquiry Significance (key historical vocabulary – industrialism)	What were the main city-states in Ancient Greece? Compare city-states with each other e.g. Sparta and Athens Similarity, Difference & Significance What was the legacy left by the Battle of Marathon? When/where did it take place? (link to Geography – map work) Significance
Lesson 5			What happened when Neil Armstrong landed on the moon? Chronological Narrative Historical Enquiry	Why do people go to the seaside now? How have reasons changed over the years? Historical Enquiry Continuity & Change	How was Britain changed by the Romans? Beliefs Historical Enquiry Change & Continuity	How was Henry VIII portrayed at the time? Holbein painting Historical Enquiry	Why were cotton mills so vital to Victorian society? TRIP TO QUARRY BANK MILL	Who did the Greeks believe in? Gods and goddesses Significance Children write their own Greek Myth
Lesson 6				How has Southport changed over time? e.g. shops, lifeboat station, diversity of population Historical Enquiry Change & Continuity	Review & Report Children write a report about what they have learned about the Romans and their impact on Britain Chronological Narrative Significance Change & Continuity	Who was Queen Elizabeth I? Why is she so well remembered? Chronological Narrative Significance Change & Continuity	What was the Great Exhibition? Why was it held? What could be seen there? Significance Change & Continuity	What can I learn about the Greeks from looking at a range of sources? Historical Enquiry What legacy have the Greeks left behind? Cause & Consequence Significance Change & Continuity