

Galliard History Overview – Composite Knowledge

	Autumn	Spring	Summer
Year 1	<p>Changes in living memory – Toys</p> <p><u>Continuity and change</u> How have toys changed from the past to the present?</p>	<p>Neil Armstrong</p> <p><u>Similarity, difference and significance</u> Who was Neil Armstrong and why is he remembered today?</p>	<p>Matthew Henson</p> <p><u>Similarity, difference and significance</u> Why is Matthew Henson more significant now than he was in the past?</p>
Year 2	<p>Remembrance</p> <p><u>Cause and consequence</u> What are we remembering on Remembrance Day?</p>	<p>Mary Seacole and Edith Cavell</p> <p><u>Similarity, difference and significance</u> Why are Mary Seacole and Edith Cavell remembered today? What impact did they have?</p>	<p>Great Fire of London</p> <p><u>Cause and consequence</u> Why did the Great Fire of London spread so quickly and how did this impact the future of London?</p>
Year 3	<p>The Stone Age</p> <p><u>Continuity and change</u> What can we learn about life in the Stone Age from Skara Brae?</p>	<p>The Iron Age</p> <p><u>Continuity and change</u> What were the significant changes in Britain from the Stone Age to the Iron Age?</p>	<p>Ancient Egypt</p> <p><u>Similarity, difference and significance</u> How did Ancient Egypt affect the world we know today?</p>
Year 4	<p>Ancient Greece</p> <p><u>Continuity and change</u> How did the Ancient Greeks influence our lives today?</p>	<p>The Romans</p> <p><u>Cause and consequence</u> Why did the Romans invade Britain and how did it impact Britain and the Roman empire?</p>	<p>The Mayans</p> <p><u>Continuity and change</u> Who were the Mayans and what have we learnt from them?</p>
Year 5	<p>Anglo-Saxons</p> <p><u>Cause and consequence</u> What legacy did the Anglo-Saxons leave behind?</p>	<p>Vikings</p> <p><u>Cause and consequence</u> Why did the Vikings invade England and what impact did it have on the future of the country?</p>	
Year 6	<p>Victorians</p> <p><u>Similarity, difference and significance</u> How did Queen Victoria's reign change the power of the monarch?</p>	<p>World War 2</p> <p><u>Cause and consequence</u> How was Britain affected by WW2?</p>	<p>Windrush Generation</p> <p><u>Cause and consequence</u> How have the events from the Windrush period affected this country today?</p>

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales