



# Pilgrims' Way Primary School

## Whole School History Overview 20/21



Year	Enquiry	Breadth of study	Skills
1	<ul style="list-style-type: none"> <li>What does it take to be a great explorer?</li> <li>How do our favourite toys and games compare with those of children in the 1960's?</li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Describe</li> <li>Recognise, observe and suggest reasons</li> <li>Begin to explain</li> <li>Compare and contrast</li> <li>Sequence</li> <li>Identify</li> <li>Observe</li> </ul>
2	<ul style="list-style-type: none"> <li>Why is the history of my locality significant?</li> <li>Who is the greatest history maker?</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>events beyond living memory that are significant nationally or globally.</li> <li>changes within living memory</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, locate and describe</li> <li>Give a variety of reasons</li> <li>Show understanding through reasoning and explanation</li> <li>compare and contrast</li> <li>make a judgment with reasons</li> </ul>
3	<ul style="list-style-type: none"> <li>How did the lives of ancient Britons change during the Stone Age?</li> <li>How did the arrival of the Romans change Britain?</li> </ul>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe</li> <li>Understand through explanation</li> <li>Interpret both primary and secondary sources of evidence</li> <li>make a reasoned judgment</li> <li>Compare and contrast</li> </ul>



# Pilgrims' Way Primary School

## Whole School History Overview 20/21



4	<ul style="list-style-type: none"> <li>Who were the Anglo-Saxons and how do we know what was important to them?</li> <li>What did the Vikings want and how did Alfred help to stop them getting it?</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish</li> <li>Empathise</li> <li>Evaluate</li> <li></li> </ul> <p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>
5	<ul style="list-style-type: none"> <li>Why did the ancient Maya change the way they lived?</li> <li>How did a pile of dragon bones help to solve an</li> </ul>	<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<p>Identifying Recognising Describing Observing Recalling</p>



# Pilgrims' Way Primary School

## Whole School History Overview 20/21



	<p>Ancient Chinese mystery?</p>		<p>Comparing and contrasting Sequencing</p> <p>Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising</p>
6	<ul style="list-style-type: none"> <li>• Why was winning the Battle of Britain in 1940 so important?</li> <li>• The story of the Trojan Horse: historical fact, legend or classical myth?</li> </ul>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• describe,</li> <li>• explain</li> <li>• evaluate 'historical' evidence</li> <li>• critique</li> <li>• explain and justify</li> <li>• reach a judgment</li> <li>• Describe and explain</li> <li>• Reach a conclusion</li> </ul>



# Pilgrims' Way Primary School

## Whole School History Overview 20/21



a local history study



# Pilgrims' Way Primary School

## Whole School History Overview 20/21



Principle underlying the design of every enquiry

