

**Middlezoy and Othry History long term planning overview**

<p align="center">Year 1/2 Year A</p> <p align="center">*changed order from previous year</p>	<p align="center"><b>Somerset County Guy Fawkes Carnival</b></p> <p>Pupils should be taught about significant historical events, people and places in their own locality.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	<p align="center"><b>Kings, Queens, and Castles</b></p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>Monarchs to include: Queen Victoria, Queen Elizabeth I, King William I.</p> <p align="center"><u>Enrichment idea</u> Trip to Farleigh Hungerford Castle</p>	<p align="center"><b>Toys Past and Present</b></p> <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p align="center"><u>Enrichment idea</u> Toys and games workshop from Southwest Heritage Trust</p>
<p align="center">Year 1 &amp; 2 Year B</p>	<p align="center"><b>Great Fire of London</b></p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	<p align="center"><b>Homes Past and Present</b></p> <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p align="center"><u>Enrichment idea</u> Trip to Somerset Rural Life Museum (Glastonbury) – Victorian House and Homes Workshop.</p>	<p align="center"><b>Famous Nurses</b></p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p align="center"><u>Enrichment idea</u> Florence Nightingale and Mary Seacole workshop from Southwest Heritage Trust</p>

<p style="text-align: center;">Year 3/4 Year A</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">*changed order from previous year</p>	<p style="text-align: center;"><b>Brunel's Britain</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history, for example, the first railways.</p> <p style="text-align: center;"><u>Enrichment idea</u> East Somerset Railway - Cranmore Railway Station (Shepton Mallet)</p>	<p style="text-align: center;"><b>Righteous Royalty</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The changing power of monarchs using case studies to include: King John, King James VI and I, King Charles I, King Charles II, James VII and II, King William III and Queen Mary II, Queen Anne.</p>	<p style="text-align: center;"><b>The Romans</b></p> <p>Pupils should be taught about the Roman Empire and its impact on Britain, which could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p style="text-align: center;"><u>Enrichment idea</u> Trip to Roman Baths (Bath)</p>
<p style="text-align: center;">Year 3/4 Year B</p>	<p style="text-align: center;"><b>Stone Age to Iron Age</b></p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age, which could include:</p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p style="text-align: center;"><u>Enrichment idea</u> Trip to Museum of Somerset</p>	<p style="text-align: center;"><b>Ancient Egypt</b></p> <p>Pupils should be taught about 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</p>	<p style="text-align: center;"><b>The Somerset Levels</b></p> <p>Pupils should be taught about a local history study, which could include:</p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p style="text-align: center;"><u>Enrichment idea</u> Trips around the local area</p>

<p>Year 5/6 Year A</p>	<p><b>No History – Double Geography</b></p>	<p><b>The Maya</b></p> <p>Pupils should be taught about 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; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</p>	<p><b>Ancient Greece</b></p> <p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>
<p>Year 5/6 Year B</p>	<p><b>Saxons, Scots &amp; Vikings (Whole term – no Geography)</b></p> <p>Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots, which could include:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, which could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> <p><b>Enrichment idea</b> Trip to Glastonbury Abbey</p>	<p><b>Crime and Punishment</b></p> <p>A study of an aspect or theme in British history/changes in an aspect of social history: changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p> <p><b>Enrichment idea</b> Trip to Shepton Mallet Prison</p>	<p><b>The British Empire</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: a significant turning point in British history.</p> <p><b>Enrichment idea</b> Trip to Bristol Harbour – Matthew boat trip</p>