

# ACTON LONG TERM OVERVIEW 2020/2021

## EYFS Overview

<b>The Something All about Me – Our history</b>	<b>Star in a Jar History of my family</b>	<b>The Storm Whale History of pirates and our oceans</b>	
<p><b>Knowledge:</b> Can I recreate my family customs &amp; routines through role play? Can I discuss my family routines and customs as part of circle time and weekend book work? Can I talk about past &amp; present events in my own lives &amp; in the lives of family members, (R.E Baptism/ Birth)?</p> <p><b>Skills:</b> Can I listen and respond to ideas expressed by others during our carpet time discussions? Can I speak to others about own interests and opinions?</p>	<p><b>Knowledge:</b> Can I talk about past &amp; present events in their own lives &amp; in the lives of family members? Can I understand who my immediate family are and how we are related? Can I explore the difference between my siblings and my cousins?</p> <p><b>Skills:</b> Can I explain how I have found something out? Can I make links/statements between things I have learnt? Can I explain how I have come to my answer?</p>	<p><b>Knowledge:</b> Can I identify the difference between past and present events in my own life and some reasons why people's lives were different in the past? Can I understand that different people have different beliefs, attitudes, customs and traditions? Can I explain how the environment and living things are influenced by human activity (Climate Change)? Can I name a famous pirate?</p> <p><b>Skills:</b> Can I ask how and why questions about climate change? Can I use my knowledge gained to explain why some things occur? Can I speak confidently to the class?</p>	

## Year 1 Overview

<b>Autumn 1/2 Acton / Tarporley Cheshire Where in the world is ..... (Acton)?</b>	<b>Spring 1/2 Our Feathered Friends</b>	<b>Summer 1 Afternoon Tea with the royals</b>	<b>Summer 2 Commotion in the Ocean</b>
<p><b>Knowledge:</b> Comparing school and village then and now. How the school and village has changed over time What links all schools have to the Church</p> <p><b>Skills:</b> Chronology - creating a timeline, noting changes Use and compare sources and artefacts Enquiry - ask and answer question - BIG QUESTION - How has our school changed</p>	<p>N/A</p>	<p><b>Knowledge:</b> Can I identify the Queen and name members of the Royal Family? Can I identify changes to life in the past 60 years? Can I explore the changes to transport and communication during Queen Elizabeth's reign. – Compare how we travel now with how we used to travel 60 years ago? Can I compare life before internet and TV?</p> <p><b>Skills:</b></p>	<p>N/A</p>

Can I create a timeline?  
 Can I use artefacts and explore evidence?  
 Can I use a range of sources to find out about the past?  
 (first hand interviewing relatives) and secondary sources (text books, photographs and ICT.)

### Year 2 Overview

Autumn 1 British Isles	Autumn 2 Behind Enemy Lines	Spring 1 Fun at the Fair	Spring 2 How does your garden grow?	Summer 1 How does your garden Grow?	Summer 2 Water world
N/A	<p><b>Knowledge:</b>            Life of George VI            Rise of Adolf Hitler and the start of WWII            2 different powers - Axis and Allies            Impact of the war on evacuees            Impact of the war on the bombed cities during the Blitz            Impact of the war on Anne Frank and her family</p> <p><b>Skills:</b>            Chronology - creating a timeline            Recognising the impact of events on men, women and children            Use and compare resources and artefacts            Enquiry - ask and answer question - BIG QUESTION - What was life like for evacuees?</p>	<p><b>Knowledge:</b>            Can I investigate the change of rides over time?            Can I research Fredrick Savage and explain what he invented?            Can I compare fairgrounds from past and Present?            Can I explain how Fredrick Savage helped change fairground rides?</p> <p><b>Skills:</b>            Can I use the primary and secondary source to find information?            Can I draw from experiences and prior knowledge to develop an informed opinion?</p>	N/A	N/A	N/A

### Year 3 Overview

Autumn 1 A passport to Europe	Autumn 2 The Penny Black (Queen Victoria)	Spring Reduce, Reuse and Recycle (The 3 R's)		Summer 1/2 Ready Steady Cook
	<p><b>Knowledge:</b> Queen Victoria and her family - why she got the nickname 'Grandmother of Europe' Changes to the way of life for men, women and children Impact of worker's acts, education act Impact of the Industrial Revolution and the many inventions Expanding empire of Queen Victoria</p> <p><b>Skills:</b> Chronology - creating a timeline using dates and sequencing events Recognising the impact of events on men, women and children, comparing life then with life today Use and compare resources and artefacts - look at different sources - cartoons, written reports, photographs Enquiry - ask and answer question - BIG QUESTION - Was anything done to improve the lives of Victorian Children?</p>	N/A		<p><b>Knowledge:</b> Can I compare the foods eaten by people from the past and today? Can I create a timeline of popular foods throughout the ages? (prehistoric, Tudor, Victorian, WW1, today) Can I reflect on how the types of foods available to people where stored and produced? Can I research how food shortages has affected people around the world in both the past and present?</p> <p><b>Skills:</b> Can I use a range of source to support my work?&gt; Can I create a timeline? Can I sort event in to chronological order?</p>

**Year 4 Overview**

Autumn 1 The Forgotten Flamboyant King James I	Autumn 2 Gift of giving	Spring 1 War, fire and pestilence (Charles I and II)	Spring 2 Around the world in 80 days	Summer 1/2 Lights Camera Action
<b>Knowledge:</b>	N/A	<b>Knowledge:</b>	N/A	N/A

<p>Can I explain about James I - his origins as King of Scotland and why he became King of England?</p> <p>Can I explain why James I persecuted witches?</p> <p>Can I explain what happened during the Gunpowder plot - causes and impact?</p> <p>Do I understand the importance of the King James Bible?</p> <p>Can I explain the impact of the Pilgrimage to America?</p> <p><b>Skills:</b></p> <p>Can I create a timeline using dates and sequencing events?</p> <p>Can I recognise the impact of events on men, women and children, comparing life then with life today?</p> <p>Can I use and compare resources and artefacts - look at different sources - cartoons, written reports, photographs?</p> <p>Can I use evidence to build up a picture of a past event?</p> <p>Can I ask and answer the question - Was Guy Fawkes right or wrong?</p>		<p>Can I explain/describe the causes of the Civil War?</p> <p>Can I describe who Charles II was and his relationships to Charles I?</p> <p>Can I identify the key events of the Civil War?</p> <p>Can I recall the events of the Great Fire of London?</p> <p><b>Skills:</b></p> <p>Can I chronologically plot a timeline of King Charles I life?</p> <p>Can I examine the reign of King Charles II ?</p> <p>Can I share in a discussion about the impact of the Plague?</p>		
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**Year 5 Overview**

<p style="text-align: center;"><b>Autumn 1 Sails, seas and scurvy (Queen Elizabeth I &amp; Tudor Exploration)</b></p>	<p style="text-align: center;"><b>Autumn 2 Wonders of the world (Mayan Project)</b></p>	<p style="text-align: center;"><b>Spring Renewable Energy</b></p>	<p style="text-align: center;"><b>Summer What's on the menu? (Romans)</b></p>
<p><b>Knowledge:</b> The origins of Elizabeth and how she became Queen</p>	<p><b>Knowledge:</b> Who the Mayan people were.</p>	<p>N/A</p>	<p><b>Knowledge:</b> Can I explain the impact of the Roman Empire? Can I present my finding about a Roman ruler?</p>

<p>Reasons behind Elizabeth remaining unmarried How Tudor exploration developed and the key players Impact of the Spanish Armada defeat.</p> <p><b>Skills:</b> Chronology - creating a timeline using dates and sequencing events use relevant terms and time period labels Make comparisons between different times in the past, Look at causes and results of events and the impact on people Recognising the impact of events on men, women and children, comparing life then with life today, looking for links between events Use and compare resources and artefacts - look at different sources - cartoons, written reports, photographs, begin to question the reliability of resources and begin to identify primary and secondary sources Use evidence to build up a picture of a past event Enquiry - ask and answer question - BIG QUESTION - Sir Francis Drake – Pirate or Hero?</p>	<p>Where they were based within the world. Understand that they have created an ancient form of writing. Explain how they had a wide range of beliefs and how they affected the way in which they lived. Understand how they sources their foods and the links with their religion. Develop an understanding of what it was like to live within the Mayan community using a range of sources.</p> <p><b>Skills:</b> Enquiry- developing understanding through research of the Mayan people- using secondary sources and artefacts Presentation skills- comparing life form today/Elizabethan time and Mayan times.</p>		<p>Can I discuss what life was like during roman times compared to today? Can I find any similarities about roman life and our own?</p> <p><b>Skills:</b> Can I use my knowledge of the local area to find primary evidence of Roman Empire? Can I use secondary sources to support my findings? Can I create a timeline? Can I create a presentation?</p>
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Year 6 Overview				
<p><b>Autumn 1</b> <b>Law and Disorder</b></p>	<p><b>Autumn 2</b> <b>The Apprentice</b></p>	<p><b>Spring</b> <b>GlobalCitizen@work</b></p>	<p><b>Summer 1</b> <b>The Empire strikes back</b> <b>Egyptians</b></p>	<p><b>Summer 2</b> <b>Wacky races</b></p>

			Stone Age	
<p><b>Knowledge:</b> Understand the origins of Britain, how it was separate territories until united under Athelstan and how the Vikings used this to their advantage. Compare how Saxons/Vikings lived to Anglo-Saxon Britain. Understand the laws and rule-breaking of the Vikings. Discover the impact the Vikings/Saxons had on our country focusing on two towns – eg York/Winchester .</p> <p><b>Skills:</b> Chronology - Place current study on time line in relation to other studies Write explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Use evidence to build up a picture of a past event Select and organise information to produce structured work, making appropriate use of dates and terms. Enquiry - ask and answer questions - BIG QUESTION - Were the Vikings/Saxons right to Invade?</p>	N/A	N/A	<p><b>Knowledge:</b> Can I recall the period of time that ancient Egypt existed? Can I locate ancient Egypt and discuss the impact of its locality upon the people who lived there? Can I create a timeline of ancient Egyptian events? Can I discuss the key events within the stone and how they compare to that of ancient Egypt? Can I discuss how the stone age/ancient Egypt made developments for civilization?</p> <p><b>Skills:</b> Can I create a timeline? Can I use a range of sources to form an opinion? Can I separate opinion and facts? Can I share my finding within a debate?</p>	N/A

## Statutory Requirements

<u>Year group</u>	
<u>KS1</u>	<ul style="list-style-type: none"><li>• 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li><li>• In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</li><li>• Pupils should be taught about: changes within living memory. Including physical changes (buildings/coastlines) and significant historical events, people and places in their own locality.</li></ul>
<u>KS2</u>	<ul style="list-style-type: none"><li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li><li>• In planning to ensure the progression described above through teaching the British, local and world history outlined above, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</li></ul>