

St Bartholomew's C of E Primary School History Curriculum Overview



Year 1

Year 1		
Autumn	Spring	Summer
<p>Topic: <u>Marvellous Me - The Gun Powder Plot:</u> <u>Topic overview</u> Children will share their experience of Bonfire Night and how it is celebrated. Children will learn about the attempt by Guy Fawkes to blow up Parliament. They will learn about the religious differences between Catholics and Protestants and the effect that the religion of the monarchy had on people living during this time.</p>	<p>Topic: <u>Intrepid Explorers- Robert Falcon Scott:</u> <u>Topic overview</u> Children will gain an understanding of significant individuals and their contribution to national and world history. Children will find out about the explorer Sir Robert Falcon Scott and his expedition to the pole. They will look at pictures from his trip and show an understanding of the hardship, the food rationing, the weather conditions and the equipment taken on the trip. Children will compare and contrast this expedition to another explorer Christopher Columbus and look at how his journey contributed to British/world history.</p>	<p>Topic: <u>Childhood Now and Then:</u> <u>Topic overview</u> Children will look at toys from the past and compare these to toys today. They will ask questions and share their memories of toys. They will use photos as a source of evidence. Children will look at how clothes, homes and entertainment has changed over the past.</p>
<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Guy Fawkes 2. Houses of Parliament 3. Gunpowder plot 4. king, 5. Queen, 6. Catholic, 7. Protestant, 8. Queen Elizabeth I, 9. James I, 10. religion, 11. explosives, 12. jail, 13. cellar. 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Sir Robert Falcon Scott, 2. expedition, 3. Antarctica, 4. voyage, 5. diary, 6. huskies, 7. equipment, 8. supplies, 9. frost bite. 10. Christopher Columbus, 11. discover, 12. Europe, 13. East, tribes, 14. voyage, 15. ship, 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Old, 2. new, 3. toy 4. past, 5. today, 6. sequence, 7. interior, 8. exterior, 9. compare, 10. explain,
<p><u>Curriculum links</u> Marvellous Me' topic looking at our families, it's members, head of the family and how they fit into their own family dynamics etc Science: The senses RE: Why do we celebrate special occasions ie bonfire night?</p>	<p><u>Curriculum links</u> Geography – Learning about the 7 continents and Antarctica Science – Learning about weather and the seasons. English: learning about facts – non fiction</p>	<p><u>Curriculum links</u> English ; Learning about ourselves and others. Re; Friendship PHSE: Feelings.</p>

Skills taught in this topic:

Historical Chronology, Knowledge and Understanding of History

- I can sequence a few events, objects or pieces of information on a timeline including artefacts and photos.
- I can make comments and describe some features, events, people and themes from the past.
- I can continue to build on my use of time terms from EYFS, including new terms and tenses such as later, now, after, before, recently.

Interpretations of History

- I can begin to identify different ways in which the past is represented (e.g. photos, stories, objects, newspaper, adults talking about the past) and talk about them.

Historical Enquiry (including use of source and evidence)

- I can use as wide a range of sources as possibly, sorting them into 'then' and 'now'.
- I can ask and answer questions related to different sources and objects.

Communicating Ideas in History

- I can show my ideas through: 1)Talk, 2)Drama and role play, 3)Drawing and 4) Emerging writing (e.g simple recounts or labelling).

Events, People, Change, Continuity and Significance

- I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.
- I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.
- I can make some comments about why people did things, why events happened and what happened as a result of these.

Year 2

Autumn	Spring	Summer
<p>Autumn 2- Topic: Great Fire of London Topic overview The children begin this topic by comparing life now to what life was like in 1666. They then learn about the main events of the Great Fire of London and put them in chronological order. They explore different sources from the past and discuss what these sources tell us and how useful they are to learn about the past. The children learn about why the fire spread quickly as well as the changes in London that took place after the fire. The children also make Tudor houses in DT which are burnt to show how the Great Fire of London spread and was put out.</p>	<p>Topic: Castles Topic overview In this topic, the children begin by looking at different types of castles and learning about the similarities and differences between them. They then explore different sources to find out about the interior and exterior of a castle. They compare castles in the past to our homes now and learn about the people who lived in a castle and what their roles were. The children learn about pageants that were held in a castle and attend our own Year 2 pageant. They also visit Skipton Castle to enable them to have first-hand experience of seeing a castle.</p>	<p>Topic: Seaside Topic overview In the first half term, the children learn about seaside holidays in the past and compare them with the holidays people go on today. They visit Bridlington and enjoy a visit from their grandparents, discussing what it was like when they went to the seaside on holiday in the past.</p>
<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Similarities 2. Differences 3. Chronological order 4. Samuel Pepys 5. King Charles II 6. Types of historical source (writing, pictures, objects) 7. Change 8. Cause 9. Consequence 10. Tudor houses (e.g. materials wattle and daub) 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Middle Ages 2. Defend 3. Types of castles (e.g. Motte and Bailey) 4. Features of castles (e.g. drawbridge) 5. Rooms within a castle (e.g. Great Hall) 6. Compare 7. Past 8. Present 9. Roles within a castle (e.g. Lord) 10. Pageant 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Past 2. Present 3. Bathing machine 4. Sea bathing 5. Promenade 6. Arcade 7. Deckchair 8. Victorian 9. Carriage 10. Punch and Judy
<p><u>Curriculum links</u> Writing through theme – newspaper article about the events of the GFoL English – Toby and the Great Fire of London and poem on fire D.T – making Tudor houses Art – making dioramas of the fire Computing – creating a GFoL scene by superimposing a photograph of themselves onto a background depicting a Tudor street Science – testing materials to see which would make the best pair of curtains for a house in London Geography – the city of London</p>	<p><u>Curriculum links</u> Writing through theme – diary entry about attending a pageant English – Rapunzel and non-chronological report about Queen Elizabeth D.T – making a castle Science – making catapults Computing – collecting data on their favourite Disney princes and princesses Geography – using maps to navigate around a castle scene</p>	<p><u>Curriculum links</u> Writing through theme – postcard and poster about Edwardian seaside holidays English – Lighthouse Keepers Lunch and ocean creature riddles D.T – making ice lollies Computing – PowerPoint about Bridlington Science – food chains Geography – oceans, continents and physical and human features of the seaside</p>

Skills taught in this topic:

Historical Chronology, Knowledge and Understanding of History

- I can place events, objects, themes and people from my history topic on a timeline including artefacts and photos.
- When I talk or write about features, events, people and themes from the past (including in my own life), I can include some details.
- I can use some historical period terms including 'decade' and 'century'

Interpretations of History

- I can compare pictures or photographs of people or events in the past.
- I am able to identify different ways to represent the past and talk about which sources might be most useful.

Historical Enquiry (including use of source and evidence)

- I can begin to sequence artefacts with the use of timelines.
- I can use a source asking- why, what, who, how, where questions to find out answers.

Communicating Ideas in History

- I can show my ideas through: 1)Labelled drawings 2)Written sentences 3)Drama and role play speech 4) Use of ICT

Events, People, Change, Continuity and Significance

- I can point out some similarities and differences between aspects of life at different times in the past.
- I can describe some similarities and differences between people (e.g. rich and poor), events in the period of history I am studying.
- I can pick out some reasons for and results of people's actions and events.
- I can point out which people were historically important.

Year 3

Year 3		
Autumn	Spring	Summer
<p>Topic: The Romans Topic overview</p> <p>The topic starts with the children using their chronology skills to map their own lives; they then use this skill to map the Roman occupation of Britain. The children will then investigate in depth why the Romans invaded Britain. They then look at the story of Boudicca and impact it had on the Roman army. The children will take part in a Roman Day, where they will find out about Roman soldiers and then use this information to write letters and label the a Roman soldiers equipment.</p>	<p>Topic: Who were the Anglo –Saxons and how do we know what was important to them? Topic overview</p> <p>The topic starts by teaching the children about why the Romans left Britain. The children will then learn about where the Anglo Saxons came from and why they choose not to live in Roman towns. They will investigate how Anglo Saxons lives changed after Ethelbert met Augustine. They will identify and describe a number of Anglo Saxon gods. They will explain why Britain converted to Christianity.</p>	<p>Topic: Who were the Tudors and how did they change Britain? Topic overview</p> <p>At the start of the topic the children will learn about the Tudor monarchs and their reign. They will compare Queen Elizabeth I to Queen Elizabeth II. The will use their enquiry skills to find out about Sir Francis Drake and his famous voyages and how the British Empire began. They will investigate how Tudor punishments are different to modern day punishments and how the laws have changed over time.</p>
<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> AD/BC Ancient civilisations Artefact Century Invasion Conquest Decade Emperor/Empire Gods International Rebellion 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> Agriculture Archaeology Church/Christianity Conquest Gods Invasion Migration Trade Settler Monastery Lindisfarne Sutton Hoo 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> Aristocracy Church/Christianity Court Empire Voyage/ Exploration Execution Monarchy Parliament Pope Revolt Traitor Treason
<p><u>Curriculum links</u></p> <p>Geography- compare England and Italy</p>	<p><u>Curriculum links</u></p> <p>English- Beowulf story Geography- Settlements</p>	<p><u>Curriculum links</u></p> <p>Geography – Lands visited by Sir Francis Drake English-</p>
<p><u>Skills taught in this topic:</u></p> <p><u>Historical Chronology, Knowledge and Understanding of History</u></p> <ul style="list-style-type: none"> I can place a number of events, objects, themes and people from topics I have studied on a timeline. When I talk or write about the past, I include detail; I show that I can make some connections across the period studied. I can use some “historical period” terms possibly including specific dates. I can also use; century, decade and begin to use vocabulary such as BC (BCE) and AD (CE) and era. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> I can identify primary and secondary sources of historical evidence (including artefacts). I can give reasons why the past is represented in different ways depending on how long ago it was (e.g. stories objects, people, photos) I can begin to evaluate which sources are most useful to a historian. 		

Historical Enquiry (including use of source and evidence)

- I can use a range of different sources of evidence (identifying primary sources vs secondary sources) about a person, object, event observing small details in sources e.g. artefacts, pictures.
- I can select and record information relevant to my study.
- I can ask and answer questions using the library, internet for research.

Communicating Ideas in History

- I can show my ideas and present my findings about the past using: 1) Speaking and listening, 2) Writing 3) Maths (data handling) 4) Use of ICT 5) Drama and role play 6) Drawing
- In my written work, I try to organise my answers well, state my conclusion and attempt to give reasons for ideas with some use of historical dates, terms or information.

Events, People, Change, Continuity and Significance

- I can describe some changes in the historical period I am studying.
- I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.
- I can suggest reasons for and results of people's actions and events

Year 4		
Autumn	Spring	Summer
<p>Topic: What was it like to be a Victorian child in Armley? (Victorians) <u>Topic overview</u> This topic is a local history unit that teaches children about what it would have been like to be a Victorian child in Armley. The children learn about Queen Victoria and learn about how her choices affected children. They learn about what schools were like, crimes and housing. Throughout the topic, knowledge is relayed back to how that would affect a child at the time. The topic links to aspirations through learning about the social order.</p>	<p>Topic: How do you wash a woolley mammoth? (Stone age) <u>Topic overview</u> This topic teaches the children about the longest period in human history: The Stone Age. This topic teaches the children about where and how Stone Age people lived. They learn about how they settled and how farming based settlements were created and about the birth of agriculture. We look at the interpretation of artefacts due to the fact that no written records exist from this time period.</p>	<p>Topic: How do you get a ticket to the afterlife? (Ancient Egypt) <u>Topic overview</u> This topic allows children to explore what life might have been like in Ancient Egypt. Using this information, they make connections to their own lives. They learn about famous kings and pharaohs and explore different artefacts. The children also learn about Howard Carter and why the afterlife was so important to Ancient Egyptians.</p>
<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Society, 2. social order, 3. era, 4. primary source, 5. industrial, 6. workhouse, 7. census, 8. invention 9. monarchy 10. reign 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Ancient civilisations 2. Archaeology 3. BC 4. Hunter- gatherer 5. Iron Age/ Stone Age 6. Nomadic 7. Prehistory 8. Palaeolithic 9. Neolithic 10. Mammoth 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Pharaoh 2. Interpretation 3. Gods 4. Ancient civilisations 5. Artefact 6. Afterlife 7. Tomb 8. Archaeology
<p><u>Curriculum links</u> English – Oliver Twist and spooky Victorian stories. Geography – The British Empire Art – L.S. Lowry and William Morris Y3 – Tudors – how were the monarchs and punishments different in Victorian times?</p>	<p><u>Curriculum links</u> English – instructional writing Art – Cave paintings</p>	<p><u>Curriculum links</u> Geography – River Nile Art – Death Masks English – Newspaper reports</p>
<p><u>Skills taught in Year 4:</u></p> <p><u>Historical Chronology, Knowledge and Understanding of History</u></p> <ul style="list-style-type: none"> • I can place historical periods I have studied as well as information about my topic on a timeline confidently. • When I talk or write about the past, I include detail; I include ideas, which show some understanding of what things were like before and after this at local, national and world levels. • I can continue to use dates and historical period terms accurately. I am confident using historical terms such as BC (BCE) and AD (CE) and era. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • I can use textbooks, the internet and other sources available to me. • I compare sources of evidence to help me identify reliable information. • I can begin to evaluate which sources are most useful to a historian and why others may not be useful. <p><u>Historical Enquiry (including use of source and evidence)</u></p> <ul style="list-style-type: none"> • I can use a range of different sources of evidence (identifying primary sources vs secondary sources) to build a picture of a past event, person or time. • I can choose relevant material to present a picture of one aspect of life in the past. • I can ask a variety of higher order questions (hypothesis, how) and use the library and internet for research. <p><u>Communicating Ideas in History</u></p>		

- I can display my findings in a variety of ways working independently and in groups.
- My written answers are well rounded and organised with clear conclusions and supported by evidence (from sources) and reasons. I make good use of dates and historical terms.

Events, People, Change, Continuity and Significance

- I can describe changes within and between periods and societies, I have learned about.
- I can describe similarities and differences in society, culture and religion in Britain (at local and national levels).
- I can give some reasons for and results of historical events, situations and changes. I can suggest why people and causes and consequences of change are more important.

Year 5

Autumn	Spring	Summer
<p>Topic: <u>Topic overview</u> <u>Mysteries in History:</u></p> <p>This topic teaches chn about events in History that are controversial or are unexplained and unanswered. The chn learn about the moon landing, the sinking of the Titanic, disappearance of objects in the Bermuda Triangle and the unexplained disappearance of the crew on board the Mary Celeste. Throughout the topic, they use primary and secondary sources to construct informed responses and questions.</p>	<p>Topic: <u>Topic overview</u> <u>Who were the Vikings and how did Alfred the Great stop them?</u></p> <p>This topic teaches the chn about the myths legends and events surrounding the Vikings. The topic uses primary and secondary sources throughout the subject to encourage independent learning. The topic begins with the invasion of Britain by the Vikings and looks closely at the reasons why the Vikings were such great sea invaders. The topic also looks at the resistance to the Viking invasion and what made it successful.</p>	<p>Topic: <u>Topic overview</u> <u>The story of the Trojan Horse: historical fact, legend or classical myth?</u></p> <p>Through this topic, the children will describe and explain the main events in the siege of the city of Troy during the Trojan War. They will evaluate written and visual archaeological evidence. They will then investigate the evidence to help them decide if the story is in their opinion fact, legend or myth.</p>
<p><u>Vocabulary to be taught in this topic:</u> USSR</p> <ol style="list-style-type: none"> 1. USA 2. Mystery 3. Conspiracy 4. Space Race 5. Bias 6. Reliability 7. Azores 8. Crew 9. Vessel 10. Primary source 11. Secondary source 12. Social order 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Viking 2. Norsemen 3. Traider raider 4. Longship 5. Scandanavia 6. Invasion 7. AD 8. Church 9. Conquest 10. Lindisfarne 11. Monastery 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. The Trojan Horse 2. Ancient Greece 3. Authentic 4. Exploits 5. Judgement 6. Sparta 7. Paris of Troy 8. Queen of Helen 9. Evaluate 10. Kingdoms 11. Government
<p><u>Curriculum links</u></p> <p>English- biographies (Neil Armstrong) newspapers (Titanic sinking), adverts (Philippe Petit New York), persuasive letters (Phillippe Petit) Geography- New York and the Americas</p>	<p><u>Curriculum links</u></p> <p>English – Non Cronological Report (Life of Vikings), Explanation Text (How A Viking Longship worked), Adventure Stories (Viking invasion, How To Train Your Dragon) Geog- Scandinavia, map work, human comparison, physical topography.</p>	<p><u>Curriculum links</u></p> <p>English; Myths and Legends (Who Let the Gods Out) Art- Greek sculptures</p>
<p><u>Skills taught in this topic:</u></p> <p><u>Historical Chronology, Knowledge and Understanding of History</u></p> <ul style="list-style-type: none"> • I can use a timeline to sequence local, national and international events as well as historical periods. • When I talk and write about the past, I include good detail. I can discuss key events of the period in chronological order making comparisons and contrasts to other periods studied. • I confidently use historical vocabulary to communicate knowledge of the time period. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • I can begin to find my own sources of evidence using the library, internet to help me. • I can compare accounts of events from different sources and explain my evaluation of pieces of information. 		

- I can offer some reasons for different versions of events (point of view, introduction of bias and reliability, longevity of time).

Historical Enquiry (including use of source and evidence)

- I can confidently use primary and secondary sources, taking relevant evidence from them to build a fluent and constructed picture of a past event, person or time.
- I can ask relevant higher order questions to help me decide if a source is useful and suggest some reasons why there are different accounts and interpretations of the past

Communicating Ideas in History

- I can record and communicate knowledge in different ways (including extended writing) - working independently and in groups showing initiative.
- I can select, organise and use relevant information to produce structured work, making appropriate use of dates, terms and information.

Events, People, Change, Continuity and Significance

- I can describe and make some links between events, situations and changes within and between different periods and societies.
- I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.
- I can explain my suggestions when giving reasons for and results of historical events, situations and changes.
- I can explain which people, causes and consequences are the most significant.

Year 6		
Autumn	Spring	Summer
<p>Topic: WORLD WAR 2 Topic overview</p> <p>This topic studies the largest historical conflict ever to grace the Earth: World War 2. Children will study domestic and international history of WW2 and engage in a range of cross-curricular activities to support their learning. Children will study the causes, development, impact and fallout from various aspects of WW2 and use maps and other sources to tie in all their understanding. Presentations, debates, artwork and products are examples of undertaken tasks. Geography is taught in line with this topic to give a comprehensive 'humanities' term of learning covering WW2.</p>	<p>Topic: THE MAYA Topic overview</p> <p>This topic studies the relatively unknown and lesser studied ancient civilisation: The Maya.</p> <p>Children will study the following aspects of the Maya: who they were?; their beliefs and god system; their numbering system and their unique calendar; where they existed?; what led to their mysterious disappearance?</p> <p>Children will use various sources of information to build a strong working knowledge of The Maya which will be compared against previous learning of other ancient civilisations - Ancient Egypt/Victorians - and their current lives today.</p>	<p>Topic: WINDRUSH</p> <p>As part of the action plan for school's history to become more diverse, pupils look at the Windrush generation who travelled to England from commonwealth countries post WW2. They look at local history links with the Jamaican society of Leeds as well as debate the scandal today of certain Windrush immigrants denied certain rights and points of travel.</p>
<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Refugee 2. Evacuation 3. Jewish, jew 4. Nazi 5. Totalitarian 6. Propaganda 7. War, war effort, theatre 8. Ideology 9. Rationing 10. Blitzkreig, blitz, blackout 11. VE/VJ Day 12. Surrender 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Chichen Itza, 2. Glyph, 3. Haab, 4. Itzamna, 5. Kukulcan, 6. Obsidian, 7. Pyramid, 8. Sacrifice, 9. Yucatan Peninsula, 10. Tikal, 11. Uinal, 12. Civilisation, 13. Poktapok, 14. Base system. 	<p><u>Vocabulary to be taught in this topic</u></p> <ol style="list-style-type: none"> 1. Windrush 2. Jamaica 3. Migration 4. Post war 5. Caribbean 6. Labour shortage 7. NHS 8. Scandal 9. deported
<p><u>Curriculum links</u></p> <p>Goodnight Mr Tom - English text Geography - WW2 topic Art - Propaganda Speaking - War Speech/debate ICT - Research topic</p>	<p><u>Curriculum links</u></p> <p>Geography - Linked in with topic study. English - Diary entry/venn comparison Maths - Numbering system lesson RE - God comparison Art - God creation lesson DT - Creation of Masks</p>	<p><u>Curriculum Links</u></p> <p>Geography- where we come from English Art- Sketching</p>
<p><u>Skills taught in this topic:</u></p> <p><u>Historical Chronology, Knowledge and Understanding of History</u></p> <ul style="list-style-type: none"> • I can place multiple historical periods I have studied on the same timeline. • When I talk and write about the past, I can give overviews as well as detailed accounts comparing connections, contrasts and trends over time. • I can use relevant dates and terms to communicate my comprehensive understanding and knowledge of multiple times periods I am studying. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • I can confidently research a person, topic or event on my own using the library, books etc for research. • I can link sources together, understanding why conclusions were arrived at. I am aware different evidence leads to different conclusions. 		

- I can discuss how and why different arguments and interpretations of the past have been constructed, checking the accuracy of sources and confidently using the terminology of bias and reliability.

Historical Enquiry (including use of source and evidence)

- I can confidently recognise and use primary and secondary sources, bringing knowledge gathered from several sources together to create a fluent account.
- I can take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.

Communicating Ideas in History

- I can use a variety of ways to communicate knowledge and understanding (including extended writing) as well as plan and carry out my own investigations.
- I can select, organise and use relevant information to produce structured work, making appropriate use of dates, terms and information.

Events, People, Change, Continuity and Significance

- I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.
- I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies.
- I can analyse and explain reasons for and results of historical events, situations and changes.
- I can explain the significance of different people, causes and consequences on history.