

St Joseph's Catholic Primary School

History:

Curriculum Overview



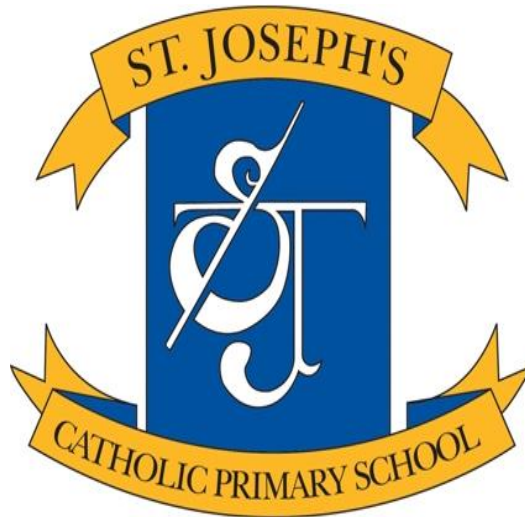
Keystage history



Long Term Overview: History

	Autumn One (Geography Focus)	Autumn Two	Spring One (Geography Focus)	Spring Two	Summer One (Geography Focus)	Summer Two
EYFS	Our Family Homes from the Past	Bonfire Night				The Seaside: Now and Then
Year 1		How am I making history?		Toys		Explorers
Year 2		The Great Fire of London		Spreading the Word-Communication		Mary Anning-Dinosaur Hunter
Year 3		Stone Age to Iron Age		Ancient Egypt		The Romans
Year 4		Anglo-Saxons		Vikings		Local History (How has Chorley changed?)
Year 5		World War II (Battle of Britain)		Black and British		Ancient Maya
Year 6		Ancient Greece		Crime and Punishment		Beyond Face Value (Propaganda)

EYFS – History Overview



Keystage history



Reception

Autumn Term

Our Family

During our topic 'Marvelous me!', children begin to make sense of their own life-story and family history by looking at photos of themselves and their family from different periods of time (e.g. baby photos). We also look at our homes and how they differ from family homes in the past.

Bonfire Night

As part of our 'Dark night, bright lights' topic in Autumn two, we look into the history of Bonfire night; we listen to stories, learn songs and look at pictures from the past.

Spring Term

Geography focus

Summer Term

The Seaside

During our 'Pirates' topic, children explore images of the seaside now and images of the seaside from the past. Children compare images and talk about the similarities and differences. Children think about why things might have been different in the past.

KS1 – History Overview



Keystage history



	Year 1	Year 2
Autumn Term	<p><u>How am I making history?</u></p> <p>Children will develop an understanding of chronology by looking at their own timeline using vocabulary such as past, present, then and now. They will compare their own childhood with that of their parents or grandparents and explore how we remember events such as birthdays.</p>	<p><u>Great Fire of London</u></p> <p>Children will compare London of 1666 and the landmarks of modern day London.</p> <p>They will look at – When, Where, How The Great Fire started.</p> <p>Children will look at different sources of evidence to help them answer the questions that arise. They will also learn about how this significant event shaped the London we know today.</p>
Spring Term	<p><u>Toys</u></p> <p>Children will be investigate and compare toys from the past to modern day toys. They will investigate what toys children played with over 100 years ago. They will focus particularly on the first teddy bear and look at how teddy bears have changed over time.</p> <p>They will learn briefly about the Victorians and Queen Victoria when studying Victorian toys.</p>	<p><u>Spreading the Word - Communication</u></p> <p>Children will focus on comparing the achievements of individuals within a linked theme - in this case, communication.</p> <p>Children will learn about the achievements of Caxton, Bell and Berners Lee, the similarities and differences between them, and why they have a part in history. Children will also develop their chronology, looking at how technology has advanced. For example, telephones throughout history.</p>
Summer Term	<p><u>Explorers</u></p> <p>Children will look at famous explorers in the past and talk about the similarities and differences to explorers now. They will study timelines and significant people from the past such as Ernest Shackleton, Christopher Columbus, Matthew Henson and Dame Ellen MacArthur. They will look at various means of transport and how people travelled in the past compared to how they travel today.</p>	<p><u>Mary Anning - Dinosaur Hunter</u></p> <p>Children will learn about a significant individual from the past; a young woman called Mary Anning, who succeeded in a male driven world.</p> <p>They will look at different sources of historical evidence to find out who she was, why she was significant and why her achievements are still celebrated 200 years later.</p>

LKS2 – History Overview

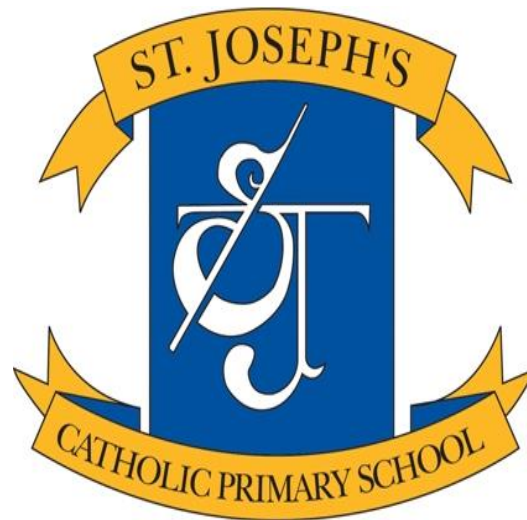


Keystage history



	Year 3	Year 4
Autumn Term	<p><u>Stone Age to Iron Age</u></p> <p>Children begin to develop some chronological sequence to our British history studies in this unit, exploring the concepts of change and continuity. Children discuss how we can possibly know what it was like so many years ago before man recorded his thoughts in writing. Children study a wealth of visual and artefactual material in this hands-on topic. It also encourages children to think about a time when life was simpler and humans focused on hunting, gathering and farming for survival. Case studies of Skara Brae and Stonehenge also help to bring this period alive.</p>	<p><u>Anglo-Saxons</u></p> <p>Children will learn about where the Anglo-Saxons invaded and settled, and the legacy on the countries of Britain today, including religion, place names and language. They will research and discuss King Alfred the Great, and how he came to get this title. They will critically analyse sources of evidence and discuss the reliability and validity. Children will learn about Anglo-Saxon law and order, and about the Dark Ages.</p>
Spring Term	<p><u>Ancient Egyptians</u></p> <p>This unit focuses on the study of evidence to ascertain the attitudes, beliefs, and ways of life in Ancient Egypt, in order for children to build a clear picture of a past society 5,000 years ago.</p> <p>Children focus on the Gift of the Nile, the pyramids, the religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived.</p>	<p><u>Vikings</u></p> <p>Children will understand the chronology of the Vikings in relation to their previous learning on the Romans and the Anglo-Saxons. They will look at Viking invasions and their ships, discussing their successes and failures. They will build on their understanding of reliability and use this to analyse the sources of evidence we had available to us at different points in time, and how this can impact on the reputation of the Vikings. They will look at the Vikings as both raiders and as settlers.</p>
Summer Term	<p><u>The Romans</u></p> <p>With comparative links to our earlier Iron Age topic, this unit focuses on the Romans in Britain and the reasons for Caesar's failed invasion and then Claudius' successful invasion of the British Isles.</p> <p>The children continue on to look at the revolt of Boudicca and her followers before moving on to study the Romanisation of Britain and the legacy the Roman Empire left behind in Britain. This is where the enquiry section of the topic is found, with children discovering what Roman life was like in Britain by studying the Roman villas and towns.</p>	<p><u>How has Chorley changed? (Local History study)</u></p> <p>Children will look at their local area and the changes that have taken place over time. They will use Digimaps and other sources to discuss both the physical and human changes that have occurred, such as railways, canals, and landmark buildings such as Botany Bay and Rivington and what has caused these changes. They will research the general public's opinions using field studies. They will learn about the Chorley Pals and the potential impact on their local area as a result.</p>

UKS2 – History Overview



Keystage history



	Year 5	Year 6
Autumn Term	<p><u>World War II (Battle of Britain)</u> Children learn about a significant part of British history. They look chronologically at how World War II started, and the key allies and axis involved. They learn about how the Blitz occurred and why children were evacuated to the countryside.</p> <p>Children look at the impact of propaganda posters at that time and the importance of Bletchley Park for codebreaking. Linking to DT, children build their own Anderson shelters and create ration books, as well as taste different foods and drink that where around during that time to bring the topic to life.</p>	<p><u>Ancient Greece</u> Children look at the geography of Greece and how that influenced the make-up of the Ancient Greek city-states. They look at life in the city-states, the power struggles and different attitudes between them.</p> <p>Children look at the impact the Ancient Greeks had on the world and the legacy they left. Children learn about democracy and the rule of law.</p>
Spring Term	<p><u>Black and British</u> Children consolidate a chronological grasp of the long arc of 2000 years. They will build a well-informed appreciation of the issues concerning race, using their knowledge of changing attitudes to Black people in Britain that stretch back a millennia.</p> <p>Children look at the impact of the Windrush generation and discuss key concepts such as empire, migration, discrimination, exploitation and slavery, looking how this topic has evolved over the years.</p>	<p><u>Crime and Punishment (Thematic Study)</u> Children look at how crime and punishment has changed over a thousand years. They look at how different ages tried to prevent crime and the problems they encountered.</p> <p>Using this learning, children discuss current crime and punishment solutions and how appropriate and effective this is for society.</p>
Summer Term	<p><u>Ancient Maya</u> Children will look at how the Mayan civilization grew so strong when the odds against it were so huge. They will explore the characteristic features of the Mayan society and compare it with the state of Britain at the same time.</p> <p>Children will look at what life was like at the height of Mayan civilization, looking at case studies of past civilizations to compare possible differences and similarities.</p>	<p><u>Beyond Face Value (Thematic Study)</u> Children look at the way powerful people have manipulated evidence for their own ends and have tried to persuade others of their version of the past.</p> <p>Children look at case studies from the Tudors, Victorians and life in Britain during WWII, analyzing sources and the validity of the information presented.</p>

Historical Concepts Map



Substantive Concepts
Disciplinary Concepts

EYFS (Reception)		
Our Family and Homes	Bonfire Night	The Seaside – Now and Then
Civilisation Childhood Chronology Similarity & Difference	Civilisation Monarchy Evidence & Interpretation	Civilisation Childhood Similarity & Difference

Year 1		
How am I making history?	Toys	Explorers
Childhood Civilisation Chronology	Civilisation Industry Childhood Change & Continuity	Exploration Civilisation Historical Significance

Year 2		
Great Fire of London	Spread the Word - Communication	Mary Anning – Dinosaur Hunter
Civilisation Monarchy Cause & Consequence	Industry Trade Civilisation Change & Continuity	Civilisation Justice & Equality Historical Significance

Historical Concepts Map

Year 3		
Stone Age to Iron Age	Ancient Egyptians	The Romans
Civilisation Settlement Agriculture Migration Industry Evidence & Interpretation	Civilisation Monarchy Settlement Trade Evidence & Interpretation	Empire Monarchy Civilisation Cause & Consequence

Year 4		
Anglo-Saxons	Vikings	Local History
Settlement Worship Migration Monarchy Trade Cause & Consequence	Settlement Worship Migration Monarchy Trade Evidence & Interpretation	Industry Trade Civilisation Change & Continuity

Year 5		
World War II/ Battle of Britain	Black Britain	Ancient Maya
Empire Power Civilisation Childhood Cause & Consequence	Civilisation Justice & Equality Migration Historical Significance	Civilisation Agriculture Settlement Monarchy Cause & Consequence

Year 6		
Ancient Greece	Crime and Punishment	Beyond Face Value
Empire Power Monarchy Civilisation Democracy Change & Continuity	Civilisation Democracy Justice & Equality Chronology	Power Monarchy Industry Justice & Equality Evidence & Interpretation