


Curriculum Overview – History, St Gregory’s Catholic Primary School

Please find an overview of the History Curriculum below. This is an indication of some of the things your child will be learning in each term.

	Autumn ‘We are Chorley, Lancashire, UK’	Spring ‘All Around the World’	Summer ‘Our Amazing Planet’
Year 1	<p>Castles</p> <p>We learn about castles and begin this topic with a visit to Clitheroe castle. We find out about the different types of castles and find out that Clitheroe Castle is a motte and bailey castle. We learn why castles were located where they were and why they needed to do this. We find out who lived in castles and what life was like inside a castle. We look at myths associated with castles including dragons! We find out who knights were and how they defended their castles.</p> <p>Toys from the past</p> <p>We look at the toys that we play with today and then look at a time line of how toys have changed over time. We use primary and secondary sources of evidence to find out about our parents’ toys, our grandparents’ toys, toys from the beginning of the 20th</p>	<p>The Great Fire of London</p> <p>We learn about the great fire of London. We find out how the fire began and why it spread so quickly we look at sources of evidence and we use these to find out about the fire. We look at extracts from Samuel Pepys diary to find out what life was like for people living in London at the time. We discover how the fire ended and what lessons were learnt from this event. We look at how fires today are prevented.</p>	<p>A significant person</p> <p>We learn about a significant person in History. We find out about their lives and place the events of their life on a chronological timeline. We use sources of evidence to learn more about their lives and the impact that they had.</p>

	<p>century and back to Victorian toys. We identify similarities and differences between ways of life at different times. We use simple historical terms to describe some changes within their own living memory as well as beyond their living memory.</p>		
Year 2	<p>Chorley Market and Our School in the past</p> <p>Focusing on the history of Chorley, we place events on a timeline and use words about the passing of time. E.g Long ago, then and now. We look at St Gregory's school in the past compared to now, and talk about school life in the past. We ask questions to local people about their experience at primary school and compare it to our own. Finally, we develop awareness of historical places in our locality by visiting Chorley market which was established in 1498.</p>	<p>Explorers</p> <p>Looking at explorers, we will make comparisons of stories about Captain James Cook and how the first Europeans found Australia. We will add these to a timeline of Australia to highlight inhabitants long before Cook's discovery. We will recognise that our own lives are different, and give suggestions why people and events, such as NAIDOC are important. (NAIDOC Week celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.)</p>	<p>Seaside Holidays of the Past</p> <p>Watching a programme called, 'Promenade', we will explore seaside holidays in the past. We will look at Victorian times and the 1950's to compare then to now. We will use a range of sources including photographs and videos to discuss what objects tells us about seaside holidays. For example, looking at ice creams and the penny lick (an ice-cream container in Victorian times).</p>
Year 3	<p>World War 1 and 2</p> <p>We learn about World War One and begin this topic with an overview of how the war started and the countries involved. We have a heavy focus on life in the trenches and the soldiers at war. We look at the Chorley PALS and visit the memorial at St. Gregory's church to find out about the fallen soldiers from our parish. We learn about the history of the</p>	<p>Stone Age, Bronze Age, Iron Age</p> <p>We learn about three periods of time, The Stone Age, The Bronze Age and The Iron Age. We beginning by looking at the chronology of the three periods and developing an understanding of where in history they occur. We use the exploration of artefacts and cave drawings to think about the different types of evidence which help us to learn about the</p>	<p>The Romans</p> <p>Following on from the Celts we will find out about the Roman invasion of Britain. We will learn about why the Roman's invaded and some of the different battles which occurred with a focus on Boudica.</p>

	<p>Chorley PALS and their legacy linked to the work of Susannah Knight. We also focus on the significance of Remembrance Day and the end of the war.</p> <p>In the second part of the term we will move onto looking at World War 2, where we focus on what life was like in Britain during the war. We focus on 'The Blitz' and the stories of children who were evacuated.</p>	<p>past. We will also learn about animals which are now extinct and how people lived during the stone age.</p> <p>Looking at the Bronze Age we will learn about how the discovery of metals to make tools led to an evolution in hunting and building. We will look at Stonehenge and the questions it raises about the past.</p> <p>Moving into the Iron Age we will learn about the Celtic tribes and how we know about them from jewellery which has been found. We will also look at the Celtic warriors leading into the Roman invasion of Britain.</p>	<p>We will think about 'What the Romans did for us' and the impact which the Romans had upon Britain and some of the legacy which remains behind.</p>
Year 4	<p>The Industrial Revolution in Lancashire</p> <p>During this topic, we learn about the period known as the Industrial Revolution. We look at why it developed and how it influenced the lives of people living at that time. We look at how it affected the population in cities and how cities grew because of the changes. We look at public health and what living and working conditions were like during this time using original photographs. We visit Quarry Bank Mill to take part in some work that children would have done during this period. We explore health and safety and through our</p>	<p>The Great Plague of Europe</p> <p>We look at the Great Plague of Europe, sometimes known as the Black Death. We look at how this disease spread and the dates it arrived in London and the UK. We study first hand sources from the diary of Samuel Pepys. We look at the different roles people were allocated at this time and in particular the role of the doctor. We explore suggested remedies through drama and role play.</p> <p>We look at diseases today and how these have spread globally in recent years.</p>	<p>The Ancient Egyptian Civilization</p> <p>We consider the question – Was everyone an ancient Egyptian? And attempt to answer this by studying the other civilizations that were in the world at that time. We investigate why the Ancient Egyptians are so well known today. We look at Egyptian daily life and how this life differed from the life of the Pharaohs. We study the religion and beliefs of the Ancient Egyptians and explore</p>

	<p>first hand experiences at the trip, learn about some of the accidents that occurred. We study first hand sources when considering the Factory Act of 1833 and consider its impact. We look at why children did not go to school and compare this to why some children around the world still do not go to school today.</p>		<p>their death rituals. We visit The World Museum Liverpool to study real mummies in detail and take part in a mummification workshop!</p> <p>We tackle the question of whether the mummies should ever be removed from their tombs to be displayed in museums and have a debate in class about this.</p>
<p>Year 5</p>	<p>Saxons</p> <p>In this unit children explore the chronology around the arrival of what we now know as the Anglo Saxons. They will explore evidence to try and understand what factors motivated them to come to Britain and why they stayed.</p> <p>Maps will be used to track their movements and we will investigate how places we know today may have had origins in Saxon times based on their positioning and place names. These will be translated using Saxon language terms to better understand meaning.</p>	<p>Ancient Greece</p> <p>In the Spring Term, children explore the spectacular reign of the Ancient Greeks. We will discover how their empire grew under the command of Alexander The Great and where these places (Asia Minor and Persia) are found today.</p> <p>We will ask and investigate significant questions such as, 'What was the legacy of the Ancient Greeks and 'How do artefacts teach about their lives and customs?'</p> <p>We will communicate our understanding in drama (Greek tragedy and comedy) and write</p>	<p>The Mayan Civilisation</p> <p>During the Summer term, Year 5 will explore the ancient civilisation of the Mayans in South America.</p> <p>We will plot their time on a timeline to fully understand where their era fits alongside others previously studied period of history. Following this, children will learn about family life, culture, customs and religion of this time.</p> <p>To support our geographical learning on the continent children will investigate which parts of</p>

	<p>We will place the Saxon era in a wider historical timeline and learn about key leaders of the time, what motivated them and where, when and why their battles took place.</p>	<p>using our learning from the Gods, Goddesses and beasts of mythical folklore.</p>	<p>South America were witness to Mayan culture and what evidence we have today that teach us about their lives.</p>
<p>Year 6</p>	<p>Holidays and Leisure in the past</p> <p>We make comparisons and analyse trends between the different periods, focusing primarily on the period from the Victorian era to the present day.</p> <p>Before our visit to Blackpool we investigate photographs from the 1800s to present day sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. <i>Victorian era; turn of the century; pre-war; inter-war; post war; the sixties.</i></p> <p>We visit RNLI in Blackpool and study how the station has changed over time. We understand how the Bank Holiday Act of 1871, led to the development and expansion of British seaside towns and discuss the impact the development of the railways had on people's lives, in different social classes. We examine route maps for the railways such as the 1850 Bradshaw's Map of the Railways.</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England Part 1</p> <p>The learning within this theme focuses on events in British history from the Fifth Century until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. Children will have studied Anglo-Saxon society in more depth as part of their learning in Year Five (A Kingdom United).</p> <p>We begin this unit by constructing a large scale timeline from around 400 AD to 1067AD. We then research what life was like during Anglo Saxon times and how Anglo Saxon society was structured. We also use sources such as the Jorvik Viking Centre website to present orally using a tool such as PowerPoint or Prezi.</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England Part 2</p> <p>We study how the Vikings fought and encourage the children to identify a range of primary sources of evidence such as relics, original documents and artefacts as well as secondary sources such as books and encyclopaedias to investigate that the Vikings have a reputation as being bloodthirsty invaders. We further investigate the weaponry and techniques used by the Vikings and the first recorded raid by the Vikings at Lindisfarne monastery in 793 AD. We ask ourselves who were the Normans and why did they come to England and we use a variety of sources to investigate how The Bayeux Tapestry is a primary source of information.</p>	