



| History Topic Overview | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | School | | Frederick Savage | | The Great Fire of London | |
| Year 2 | Remembrance | | Explorers: Captain Vancouver | | Seaside Holidays | |
| Year 3 | Stone Age to Iron Age | | Ancient Civilisations | | The Ancient Egyptians | |
| Year 4 | The Ancient Greeks | | The Romans | | Local History: The Hanseatic League | |
| Year 5 | Anglo Saxons & The Vikings | | Early Islamic Civilisation | | Local History: Floods | |
| Year 6 | The Civil Rights Movement | | World War II | | | |



History Knowledge & Skills

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Knowledge Enquiries | <p>School:</p> <ul style="list-style-type: none"> - How has the St Martha's building changing in the past 60 years? - How has the surrounding area changed? - When do you think it was better to go to school? When your grandparents attended or now? | <p>Remembrance Day:</p> <ul style="list-style-type: none"> - Why do people wear poppies? - Who do we remember of Remembrance Day? - Why do we have Remembrance Day? - What happens on Remembrance Day? - Why is it important to remember? | <p>The Stone Age to The Iron Age</p> <ul style="list-style-type: none"> - What was 'new' about the New Stone Age? - What was better, bronze or iron? - If you were Julius Caesar, would you have invaded Britain in 55BC? - When do you think it was better to live – the Stone Age, Bronze Age or Iron Age? | <p>The Ancient Greeks</p> <ul style="list-style-type: none"> - Who were the Ancient Greeks? - What do artefacts and archaeological sites tell us about what life was like in Ancient Greece? - Can we learn anything from Greek myths and legends? - Can we thank the Ancient Greeks for anything in our lives today? - What do we know about the achievements of Alexander the Great? | <p>Anglo-Saxons, Vikings & Scots</p> <ul style="list-style-type: none"> - What happened to Britain when the Romans left? - How well did the Saxons and Vikings get on with each other? - Was life better in Anglo-Saxon or Roman Britain? - What did the Anglo-Saxons and Vikings leave behind? | <p>World War II</p> <ul style="list-style-type: none"> - Why did Britain go to war in 1939? - Why was it necessary for children to be evacuated during the war? - What was rationing? - What is propaganda? How was it used during the war? - What was the Battle of Britain? - What was the role of women during and after the war? - How and why did the war end? |
| Vocabulary | Similarities, differences, enquiry, building plans, register, experiences. | armistice, front line, trenches, home front, poppy | Archaeologist, artefact, century, civilisation, climate, extinct, farming, flint, gather, Mesolithic, migration, Neanderthal, Neolithic, nomad, Palaeolithic, remains, resources, settler/settlement, trade | Acropolis, assembly, democracy, oligarchy, Olympics, Titans, tyrant | Angles, Anglo-Saxon, Danegeld, Danelaw, extortion, invasion, Jutes, marauder, migration, monastery, monk, Norse, Picts, raid, ransack, Saxons, Scots, Vikings | Allies, evacuee, black out, rationing, air raid shelters, axis, Nazis, Blitz, fascism, Blitzkrieg, Luftwaffe |

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| <p>Knowledge Enquiries</p> | <p>Frederick Savage:</p> <ul style="list-style-type: none"> - Who is Frederick Savage? - What was Frederick Savage's life like? - How do Frederick Savage's rides compare to modern rides? | <p>Explorers: Captain Vancouver</p> <ul style="list-style-type: none"> - How did/do people become explorers? - What skills do you need to become an explorer? - How has technology related to exploration changed e.g. compass/maps? - How did Neil Armstrong's exploring differ from Captain Vancouver's? - Who was Captain Vancouver? - How is Captain Vancouver significant to King's Lynn? | <p>Introduction to Ancient Civilisations: Egypt, Sumer, Indus Valley & Shang</p> <ul style="list-style-type: none"> - What do all the Ancient Civilisations have in common? - Was everyone an Ancient Egyptian? - What else was happening in the world at the time of the Ancient Egyptians? - What would the ancient civilisations need to have in order to function as a city? - What was the greatest achievement of each civilisation? | <p>The Romans</p> <ul style="list-style-type: none"> - When did the Romans invade and why? <p>Did the native Britons welcome or resist the Romans, and why?</p> <p>How did the Romans influence the culture of the natives?</p> | <p>Early Islamic Civilisation</p> <ul style="list-style-type: none"> - How different was Baghdad to London around 900AD? - What was in the House of Wisdom? - Who was Ibn Battuta and how did his Rihla help us? - Who was Al-Zahrawi and what could we learn from Muslim medicine? | <p>The Blitz: All We Need to Know About WWII?</p> <ul style="list-style-type: none"> - How significant was the Blitz? - What was the impact of World War II on people in our locality? - How well does a fictional story tell us what it was like to be an evacuee? - Evacuee experiences in Britain: is this all we need to know about children in World War II? - New opportunities? How significant was the impact of World War II on women? - What did men do in World War II? Did all men have to fight? - When was the most dangerous time to live? How different was the Blitz? |
| <p>Vocabulary</p> | <p>Engineer, farm-hand, inventor, deported, mayor, local</p> | <p>Explorer, sailor, merchant, voyage, astronaut, flight commander, descend, gravity, pilot, warship, continent, ocean</p> | <p>Achievements, civilisation, dynasty, irrigation, location, river valley.</p> | <p>Emperor, empire, fortress, influence, infrastructure, invasion, legacy, nation, Boudicca, raid, rebellion, Roman, tribes</p> | <p>Baghdad, House of Wisdom, mosque, Ramadan, scholar, Prophet Muhammad, merchant, manuscript, ailment, madrassa, observatory, astrology, caliph, caliphate, The Crusades, The Dark Ages, The Renaissance.</p> | <p>Allies, evacuee, black out, rationing, air raid shelters, axis, Nazis, Blitz, fascism, Blitzkrieg, Luftwaffe</p> |

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| <p>Knowledge Enquiries</p> | <p>The Great Fire of London</p> <ul style="list-style-type: none"> - What was Stuart London like? - Could anyone have stopped what happened on 2nd September 1666? - What did people do first? - What was it like at the height of the fire? - What was left of London? - What did the King do to make London better? | <p>Seaside Holidays</p> <ul style="list-style-type: none"> - How do we know what seaside holidays were like 100 years ago, when there is no one alive today to tell us? - What sort of things did people do at the seaside 100 years ago? - Did people go to the seaside 100 years ago for the same reasons we do today? - How can we find out if people enjoyed their seaside holidays 100 years ago? - How have seaside holidays changed over the last 100 years? - Would you prefer a seaside holiday today, 50 years ago or 100 years ago? | <p>Beliefs of Ancient Egypt</p> <ul style="list-style-type: none"> - What did the ancient Egyptians believe? How do we know? - How different were beliefs in ancient Egypt from beliefs today? - How did religion affect life in ancient Egypt? - How did civilisation adapt to the needs of Egyptian life? | <p>Hanseatic League</p> <ul style="list-style-type: none"> - Would you rather live in Medieval King's Lynn or in King's Lynn today? - What jobs were available? - Where could you travel and how would you get there? - What were the pitfalls of travel? - What was the day in the life of a merchant like? - What entertainment was available? | | |
| <p>Vocabulary</p> | <p>bakery, London, River Thames, diary, eye-witness, embers, fire-hooks, fire-break, flammable, St Paul's Cathedral</p> | <p>Seaside, beach, coast, holiday, promenade, pier, jetty, beach hut</p> | <p>Afterlife, architecture, artefacts, culture, deities, hierarchy, hieroglyphics, mummification, papyrus, pharaoh, polytheists, pyramids, sarcophagus, society, tomb</p> | <p>Apprentices, archive, bailiff, buboes, commercial, constitution, cogs, diplomatically, export, import, Kontor, merchants, privateers, tax, trading privileges, vittles</p> | | |

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| Skills | Chronological understanding: | Chronological understanding: | Chronological understanding: | Chronological understanding: | Chronological understanding: | Chronological understanding: |
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| <p>Chronological understanding:</p> <ul style="list-style-type: none"> - Sequence events in their life, - Sequence 3 or 4 artefacts from distinctly different periods of time, - Match objects to people of different ages. <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> - Recognise the difference between past and present in their own and others' lives, - They know and recount episodes from stories about the past. <p>Interpretations of history:</p> <ul style="list-style-type: none"> - Use stories to encourage children to distinguish between fact and fiction, - Compare adults talking about the past – how reliable are their memories? <p>Historical enquiry:</p> <ul style="list-style-type: none"> -Find answers to simple questions about the past from sources of information e.g. artefacts. | <p>Chronological understanding:</p> <ul style="list-style-type: none"> -Sequence artefacts closer together in time - check with reference book - Sequence photographs etc. from different periods of their life. - Describe memories of key events in the lives of explorers <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result, - Identify differences between ways of life at different times. <p>Interpretations of history:</p> <ul style="list-style-type: none"> - Compare two versions of a past event. - Compare pictures or photographs of people or events in the past - Discuss reliability of photos/ accounts/stories. <p>Historical enquiry:</p> <ul style="list-style-type: none"> - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. | <p>Chronological understanding:</p> <ul style="list-style-type: none"> - Place the time studied on a time line, - Use dates and terms related to the study unit and passing of time, - Sequence several events or artefacts <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> - Find out about everyday lives of people in time studied and compare with our life today, - Identify reasons for and results of people's actions, - Understand why people may have wanted to do something. <p>Interpretations of history:</p> <ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented, Distinguish between different sources – compare different versions of the same story, - Look at representations of the period – museum, cartoons etc. <p>Historical enquiry:</p> <ul style="list-style-type: none"> - Use a range of sources to find out about a period, - Observe small details – artefacts, pictures, - Select and record | <p>Chronological understanding:</p> <ul style="list-style-type: none"> - Place events from period studied on time line, - Use terms related to the period and begin to date events, - Understand more complex terms e.g. BC/AD. <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> - Use evidence to reconstruct life in time studied, - Identify key features and events of time studied, - Look for links and effects in time studied, - Offer a reasonable explanation for some events. <p>Interpretations of history:</p> <ul style="list-style-type: none"> Look at the evidence available - Begin to evaluate the usefulness of different sources, - Use text books and historical knowledge. <p>Historical enquiry:</p> <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event, - Choose relevant material to present a picture of one aspect of life in time past, - | <p>Chronological understanding:</p> <ul style="list-style-type: none"> - Know and sequence key events of time studied, - Use relevant terms and period labels, - Make comparisons between different times in the past. <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> - Study different aspects of different people - differences between men and women, - Examine causes and results of great events and the impact on people, - Compare life in early and late 'times' studied, - Compare an aspect of life with the same aspect in another period. <p>Interpretations of history:</p> <ul style="list-style-type: none"> - Compare accounts of events from different sources – fact or fiction, - Offer some reasons for different versions of events. <p>Historical enquiry:</p> <ul style="list-style-type: none"> - Begin to identify primary and secondary sources, - Use evidence to build up a picture of a past event, - Select relevant sections of | <p>Chronological understanding:</p> <ul style="list-style-type: none"> - Use relevant dates and terms, - Sequence 10 events on a time line. <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, - Compare beliefs and behaviour with another time studied, - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, - Know key dates, characters and events of time studied. <p>Interpretations of history:</p> <ul style="list-style-type: none"> - Link sources and work out how conclusions were arrived at, - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion, - Be aware that different evidence will lead to different conclusions, - Confidently use the library | <p>Chronological understanding:</p> <ul style="list-style-type: none"> - Use relevant dates and terms, - Sequence 10 events on a time line. <p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, - Compare beliefs and behaviour with another time studied, - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, - Know key dates, characters and events of time studied. <p>Interpretations of history:</p> <ul style="list-style-type: none"> - 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| | | | <p>information relevant to the study,</p> <ul style="list-style-type: none"> - Begin to use the library and internet for research. | <p>Ask a variety of questions,</p> <ul style="list-style-type: none"> - Use the library and internet for research. | <p>information,</p> <ul style="list-style-type: none"> - Use the library and internet for research with increasing confidence. | <p>and internet for research.</p> <p>Historical enquiry:</p> <ul style="list-style-type: none"> - Recognise primary and secondary sources, - Use a range of sources to find out about an aspect of time past, - Suggest omissions and the means of finding out, - Bring knowledge gathered from several sources together in a fluent account. |
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