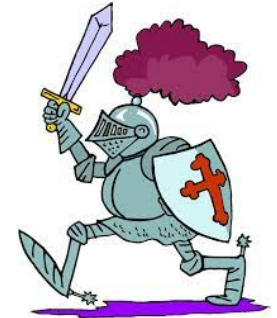


HISTORY WHOLE SCHOOL OVERVIEW



*Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.*



St. Ethelbert's RCP

Whole School Overview for History

HISTORY STATEMENT OF INTENT

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present.

We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school and to ensure that current learning is linked to previous learning. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History.

In History, we will also give children opportunities to develop their skills of enquiry, investigation and analysis. In addition, we recognise the important role that History plays in preparing our children with skills that they can use for life - raising their aspirations; understand how to be a good and responsible citizen; understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children at St Ethelbert's in allowing them access to a much wider world.

PREVIOUSLY COVERED IN EYFS

- Say the names of the people who live in their house and their relationship to them.
- Can talk about how they have changed since they were born.
- Use words associated with the past including yesterday, last week, last year.
- Use past tense when speaking about things that happened in the past.
- Sequence events of the day.
- Share their memories of significant events in their own lives.

- Begin to put these events in order
- Talk about things that have changed, eg, seasonal changes and weather; how humans grow and change; how home life was different in the past.
- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

KS1 National Curriculum:

Pupils should be taught:

- the changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

YEAR 1

Autumn Term	Spring Term	Summer Term
	UNIT: Toys	
	KEY KNOWLEDGE & SKILLS:	
	In this unit, pupils will learn about popular toys through the 20th and early 21st centuries. They will be asked to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Pupils will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today.	
	KEY STICKY KNOWLEDGE	

- Know that older toys were made of wood, pot and cloth; newer toys are more often now made of plastic, battery-operated.
- Know that the main change in toys over time is the interaction – speaking dolls, games via consoles, etc and that this is a result of technology.
- Know that ‘the past’ is the time that has already gone by and that the 1960s refers to a ‘decade’ more than 60 years ago.
- Know that by asking older people, looking in books and at artefacts, we can find out about the past.
- Know that the teddy bear has been around a long time but its shape/colours have changed, eg, Furby, Disney characters compared to Stieff bears.

Year 2

Autumn Term	Spring Term	Summer Term
UNIT: Great History Makers	UNIT: The Great Fire of London	UNIT:
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p>In this unit, pupils will learn about the exploits of a range of famous history makers and develop their knowledge of people’s lives at various points in the past, ranging in extent from 16th century Europe to the 1960s in America. Pupils will reflect on the achievements of the history makers studied in the context of the particular challenges of the times in which they lived. Pupils will make connections between all of the history makers studied and in particular the personal qualities they exhibited in order to achieve what they did during the times at which they were alive.</p> <p>Pupils will be introduced to a wide range of historical vocabulary and will be supported to recognise where the people and events they are</p>	<p>In this unit, the children will identify and describe from a range of contemporary images, the main effects of the Great Fire of London in 1666 on the city and its people. They will suggest reasons for the cause of the fire and what happened to Thomas Farriner and his daughter after the discovery. The children will sequence and describe the order of events that occurred during the Great Fire and describe the factors that contributed to the Great Fire spreading so rapidly and why it took so long to extinguish. They will use Pepys’ diary as an eyewitness account, to identify and describe the location of the start of the fire.</p>	

studying fit within a chronological framework that can be time-lined. Throughout the enquiry, Pupils will be encouraged to ask increasingly incisive questions, evaluate and reflect, and to produce a wide range of summative pieces to demonstrate how well they know and understand key events and ways of life at different times. They will learn about the achievements of explorers Christopher Columbus and Neil Armstrong, as well as the reasons why Guy Fawkes is a history maker.

KEY STICKY KNOWLEDGE

- Know Guy Fawkes plotted to kill King James I so that a Catholic leader could be put on the throne.
- Know that 5th November 1605 is the date of the failure of the Gunpowder Plot.
- Know that Christopher Columbus sailed across the Atlantic Ocean and discovered North America.
- Know that Neil Armstrong was the first person to walk on the moon
- Know that both explorers lived in different times but both made amazing discoveries.

KEY STICKY KNOWLEDGE

- Know that Samuel Pepys kept a diary that covered the time of the Great Fire of London.
- Know that 2nd September 1666 is the start of the Great Fire and that it began in Thomas Farrinor's 'bakers house' in Pudding Lane.
- Know that the houses were built of wood and were close together so the fire was able to spread quickly.
- Know that the Fire Brigade was formed after the fire.
- Know that many of the rats that caused The Great Plague, were killed in the fire.

KS2 National Curriculum:

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history: **WWII**
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.

Year 3

Autumn Term	Spring Term	Summer Term
UNIT: Stone Age	UNIT:	UNIT: Romans
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p>In this unit, pupils will begin to understand that, although the lives of early humans in Britain remained much the same for long periods of time during the Stone Age, this period was also marked by perhaps the greatest change ever to occur in British society – that of the creation of permanent farming-based settlements, the birth of agriculture and the gradual decline of a hand-to-mouth subsistence existence.</p> <p>They will learn why Stone Age Britons spent most of their time living in camps rather than caves and what else changed for people living in this period. Pupils will investigate images of sources to help them reconstruct how people might have lived and explore how archaeologists use a great variety of artefacts, including monuments, to try to understand their way of life in the absence of written evidence.</p> <p>They will learn about Stone Age tools, key monuments and prehistoric tombs. Finally, they will look at what changed for people living in Britain at the end of the Stone Age compared with the beginning and explore the lives of the Celtic tribes in Iron Age Britain who followed them.</p>		<p>In this unit, pupils will identify and describe the modern-day countries of Europe and North Africa that were part of the Roman Empire and will understand through explanation, why Emperor Claudius invaded Britain in AD43. They will explore, using historical sources, why at one point in their occupation, the Romans almost lost control of Britain (war with Boudicca). They will also use this as an example to understand the difference between historical evidence and legends/folklore.</p> <p>They will identify and describe key features of the layout of a typical Roman town in Britain and explain why historians know so much about how they were designed and built by reference to written evidence. In addition, they will identify and describe the main design features of Hadrian's Wall and why it was necessary for Emperor Hadrian to order its construction.</p> <p>Pupils will learn about some of the changes the Romans made in Britain, including the building of new roads, Roman baths, Roman heating system, the introduction of new foods and religion. They will also understand what it was like in the Roman army, its organisation and why the armour was so advanced.</p>
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> • Know that the Stone Age gets its name because of the tools that were used. • Know that the Stone Age began around 3 million years ago. 		<ul style="list-style-type: none"> • Know that the Romans invaded Britain in AD43 on the instructions of Emperor Claudius.

- Know that Stonehenge is one of Britain's most famous prehistoric monuments.
- Know that there were 4 different types of home during the Stone Age: caves, tepees, timber-structured and stone roundhouses.
- Know that archaeologists use cave paintings as evidence to find out about life during the Stone Age.

- Know that Boudica and her army fought the Romans.
- Know that the Roman soldiers were well-trained and so they continued in Britain.
- Know key changes the Romans brought to Britain – roads, religion, heating system, food.
- Know that life was tough for Roman soldier eg, they had to sign up for 20/25 years, couldn't get married and were away from home for long periods.

Year 4

Autumn Term	Spring Term	Summer Term
UNIT: Ancient Egypt	UNIT: Anglo-Saxons	UNIT: Local History
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p>In this unit, pupils will learn in depth about the achievements of this ancient civilisation. They will learn about how and where the Ancient Egyptians lived; what was important to the daily lives of Ancient Egyptians; who Tutankhamun was and how mummies were made. They will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods. Additionally, they will understand how our knowledge of the past is constructed from a range of sources and that this can give us different answers about the past.</p>	<p>In this unit, pupils will gain an overview of the significant people and events during the Anglo-Saxon period in Britain. They will contrast everyday life during this period with modern British lifestyles. The children will consider broader historical themes of invading and settling before a time when Britain was unified under a single monarch. They will become familiar with historical sources and accurate vocabulary relating to the Anglo-Saxon period.</p>	<p>In this unit, the pupils will learn about the local history of Bolton, with a focus on the Industrial Revolution, what and when it was, its impact on the development of the town and surrounding area. They will understand what the Industrial Revolution was and what it was like to live and work in Bolton during this time. The children will use primary and secondary sources to consider the lives of their counterparts during the 19th and 20th centuries in terms of education, work and play. They will learn about the significance and achievements of Samuel Crompton, Fred Dibnah and Peter Kay.</p>
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> • Know that Egypt is in North Africa. • Know that Hieroglyphs are an Ancient Egyptian way of writing that uses pictures instead of letters. • Know that the pyramids were built for pharaohs to be buried in after they died to ensure they lived forever in the afterlife. • Know that mummification was a process of preserving bodies to enable them to enter the 'afterlife.' • Know that archaeologists used paintings, artefacts and photographs as evidence, particularly from Tutankhamun's tomb, to find out about life during the Ancient Egyptian times. 	<ul style="list-style-type: none"> • Know the Anglo- Saxons came from Denmark, Germany and the Netherlands and were made up of the tribes – Jutes, Saxons and Angles. • Know 'invaders' are people who use force to enter a place and take over; 'settlers' go to live in a place, with the aim of staying there permanently. • Know that the settlements consisted of huts, a hall, animal enclosures, houses and fields all surrounded by a high fence and were situated in the countryside. • Know that Northumbria, Wessex and Mercia were the most powerful of the 5 major kingdoms 	<ul style="list-style-type: none"> • Know that the Industrial Revolution was the reason for the rise in textile mills and the cotton industry in Bolton and its significance to the development and spread of the town. • Know that Samuel Crompton invented the Spinning Mule. • Know that children worked within the mills from a young age in dangerous and difficult conditions. • Know that ethnic diversity increased in Bolton due to both the Industrial Revolution and growth in the town post WWII. • Know that Fred Dibnah (Steeplejack) and Peter Kay (comedian) were both born and bred in Bolton.

- Know that Sutton Hoo is the burial site of a hero and of great significance to this period of British history.

Year 5

Autumn Term

Spring Term

Summer Term

UNIT: Ancient Greece

UNIT: Vikings

UNIT:

KEY KNOWLEDGE & SKILLS:

KEY KNOWLEDGE & SKILLS:

KEY KNOWLEDGE & SKILLS:

In this unit, pupils will learn about the development of sports and leisure, music, poetry and the theatre, as well as the significance of the gods, myths and legends in the everyday lives of the ordinary people of Ancient Greece. They will compare and contrast these with life in the modern world.

This unit also focuses on the emergence and rise to dominance of powerful cities concentrating on the inter-city conflict (the Trojan War) involving Sparta and the emerging city of Troy. Pupils will be supported in interrogating and reflecting upon the nature of the evidence (written, visual depictions and archaeological) that exists to corroborate the story of the Trojan Horse. They will also be guided towards considering alternative viewpoints that have been formulated by modern-day historians and archaeologists and to use this to decide whether there is sufficient evidence to ascribe the status of historical fact to the story, or whether an alternative label – ‘legend’ or ‘myth’ – is more appropriate.

In this unit, pupils will learn how to distinguish historical facts from myth, folklore and legend in relation to the people commonly referred to today as ‘the Vikings’

They will identify and reflect on the reasons why Viking Norsemen came to Britain and the impact they had. They will begin to understand what it was the Long-ship that provided Viking Norsemen with such a commanding advantage when raiding English religious communities – including Lindisfarne - as well as when in direct combat with Anglo-Saxon military forces.

Pupils will use investigation skills to appreciate the difference between what is evidenced fact in the study of history and what is frequently myth, folklore or legend, focusing on why it is that horned helmets are popularly associated with Vikings.

Finally, pupils will learn about King Alfred the Great and evaluate his life and achievements to make a judgment as to whether he deserves to be the only monarch to have received this accolade through an examination of both primary and secondary historical sources. Through this unit, the children will also be introduced to the concept of ‘legacy’ and encouraged to reflect on what Alfred passed down to future generations.

KEY STICKY KNOWLEDGE

KEY STICKY KNOWLEDGE

KEY STICKY KNOWLEDGE

- Know that democracy is a fair political system where all adults vote for an elected government which was invented by the Greeks.
- Know that the Trojans were defeated by the Spartans using a wooden horse with soldiers hidden inside.
- Know that the Ancient Greeks invented the Olympic Games
- Know that the Ancient Greeks worshipped a range of Gods, including Zeus

- Know that the first Vikings came from Denmark Sweden and Norway in AD 787.
- Know that 'Viking' means to travel for adventure and profit and that their true name is 'Norse men.'
- Know that the Vikings targeted St Cuthbert's monastery on Lindisfarne because of the riches it contained.
- Know that Vikings were farmers and wanted to settle in England because of the flat farmland and mild climate.
- Know that King Alfred is the only king or queen of England to have 'the Great' after his name because of his legacy, eg, 'education for all.'

Year 6

Autumn Term

Spring Term

Summer Term

UNIT: World War II

UNIT: Mayan Civilisation

UNIT:

KEY KNOWLEDGE & SKILLS:

KEY KNOWLEDGE & SKILLS:

KEY KNOWLEDGE & SKILLS:

In this unit, pupils will learn when and why World War II began and find out about the key individuals and countries involved. In addition, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia. Pupils will continue to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.

In this unit, pupils will learn who the Ancient Maya people were and where and when they lived. They will use maps and atlases to locate Mayan cities and identify countries in Mesoamerica. Additionally, they will learn about the Maya's religious beliefs and rituals and the many gods they worshipped. They will also learn about the Maya number system; how to read and write the numbers and solve number problems. In addition, they will learn about the Maya writing system and practise writing words using logograms and syllabograms in the hieroglyphic style of the Ancient Maya people. Finally, they will learn about the types of food eaten by the ancient Maya people and find out about the significance of corn and chocolate to the civilisation.

KEY STICKY KNOWLEDGE

KEY STICKY KNOWLEDGE

KEY STICKY KNOWLEDGE

- Know that WWII began on 3 September 1939 after Hitler's Germany invaded Poland.
- Know that Hitler was the German Fuhrer and the British Prime Ministers involved were Neville Chamberlain and Winston Churchill.
- Know that evacuation affected children in the cities who were sent to the countryside for safety.
- Know that rationing of food and other key supplies, was introduced in 1940 because of food shortages and lasted until the 1950s.
- Know that jobs for women changed to cover the roles of men who were called up for active service and the significance of their contribution.
- Know that the Holocaust describes the killing of over six-million Jews before and during World War II, because of the prejudice and discrimination of the majority of Germans through propaganda.

- Know that the Maya lived in Mesoamerica – modern day Guatemala, Belize, parts of Mexico, Honduras & El Salvador
- Know some of the main Maya gods and what they represented. (Itzamna – creator god; Chaac – rain god; Yum Kaax – nature god)
- Know that corn and chocolate were important foods in Mayan culture

