



## History - Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn	Spring		Summer	
Year 1	<p>plot Parliament gunpowder bonfire London rebel King imprisoned invention modern old-fashioned similarities differences materials technology mechanism electricity bakery Samuel Pepys diary River Thames Tower of London Pudding Lane survival</p>	<p><b>Guy Fawkes</b>  <b>Frank Hornby</b>  <b>Samuel Pepys</b></p>	<p>Autumn Term 2</p> <p>The Gunpowder Plot</p> <p>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.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Spring Term 1</p> <p>Toys</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>Summer Term 1</p> <p>The Great Fire of London 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.</p> <p>Significant historical events, people and places in their own locality.</p>	
Year 2	<p>travel transport steam engine electric cars petrol cart technology hot air balloon invention penny farthing</p> <p>exploration Neil Armstrong Buzz Aldrin</p>	<p><b>Karl Benz</b>  <b>George Stephenson</b>  <b>Neil Armstrong</b>  <b>Florence Nightingale</b>  <b>Elizabeth II</b></p>	<p>Autumn Term 1</p> <p>Travel and Transport</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of</p>	<p>Autumn Term 2</p> <p>Space</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first</p>	<p>Spring Term 1</p> <p>Florence Nightingale</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Spring Term 2</p> <p>Our local area</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Summer Term 1</p> <p>Kings and Queens</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>



	<p>significant asteroid Space Race Astronaut gravity danger risk survival</p> <p>campaign superintendent wounds soldiers Lady of the Lamp oil Royal Red Cross medical care</p> <p>pottery industry income development bottle kiln firing glaze detail decoration demand iconic employment export</p> <p>royalty reign throne power influence family tree laws Parliament duty</p>		<p>change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>			
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<b>Year 3</b>	evacuee Chamberlain Churchill Hitler Blitz gas mark target Star of David Nazi barrage balloon strategy tactics ration Anderson Shelter power driven leadership  child labour workhouses breadline dunce Industrial revolution pauper poverty sovereign hierachy independence income scrimp survival deprivation  culture industry dynamic dialect tradition	<b>Winston Churchill</b>  <b>Lord Kitchener</b>  <b>Queen Victoria</b>  <b>Thomas Barnardo</b>	Topic - WWII A local history study.  - A significant turning point in British history. - How the war shaped our country including present day. - To explore the importance of Remembrance and how we remember those in our local area. - To explore the lives of evacuees and compare our rural location to an urban setting, during the war. - To compare our lives today, to those children during the war. - To explore how our local area would have been used during the war e.g. Womens Land Army.	Topic – Victorians  To explore the changing power of monarchs on our local area, using case studies: Queen Victoria.  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  -To compare the use of child labour during the Victorians to that used in Stoke in the pottery industry. - To compare the factories and workhouses, to those used in the pottery industry and to working conditions in the present day. - To explore how health care has changed over time. - To explore the significance of Thomas Barnardo. - To compare our lives to those during the Victorian era. - To explore Victorian inventions and the importance of infrastructure.	Topic – UK A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  - To understand and apply the chronology of Britain. - To explore how the UK was / is divided. - To compare how British culture and attitudes have changed over time e.g. cultures, traditions, transports, jobs, health.
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<b>Year 4</b>	monarchy behead divorce heir male dominance hierarchy taxes influence gallows Protestant Christianity conflict literature  Vikings Anglo-Saxons Romans Empire ruler influence conversion religion combat struggle raid invasion ownership brutality withdrawal weaponry kingdom Lindisfarne Edward the Confessor law justice	<b>Henry VIII</b>  <b>Queen Elizabeth I</b>  <b>Boudicca</b>  <b>Edward the Confessor</b>		<b>Topic - Tudors</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  - To investigate Tudor life and the works of Shakespeare. - To research and compare the Tudor kings and queens. - To explore the clear differences between rich and poor people and society. - To explore the significance of Henry VIII and his six wives. - To discuss the two main religions during that period: Protestant and Catholic. - To create a chronological timeline of The Tudors. - To explore how have the Tudors influenced our lives in the present world.	<b>Topic – Invaders and Settlers</b>  The Roman Empire and its impact on Britain. - To explore Julius Caesar's attempted invasion in 55-54 BC. - To understand The Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall. - To investigate British resistance, for example, Boudicca. - To understand the Romanisation' of Britain: sites such as Caerwent. - To explore the impact of technology, culture and beliefs, including early Christianity.  Britain's settlement by Anglo-Saxons and Scots. - To explore the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. - To understand the reasoning behind the Scots invasions from Ireland to North Britain (now Scotland). - To understand the impact of Anglo-Saxon invasions, settlements and kingdoms: place names and village life. - To compare Anglo-Saxon art and culture. - To understand the Christian conversion – Canterbury, Iona and Lindisfarne.  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - To understand the impact of Viking raids and invasion resistance by Alfred the Great and Athelstan - To explore the First King of England - To research further Viking invasions - To compare Anglo-Saxon laws and justice. - To explore the significance of Edward the Confessor and his death in 106.
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					A local history study. - To explore the use of our local area during the invasion periods.
<b>Year 5</b>	<p>empire architecture Olympics nobleman tunic Parthenon Corinthian column Doric column archaic classical philosophy chariot hierarchy invention legacy</p> <p>civilization cacao beans astronomy warrior experimentation survival</p>	<p><b>Socrates</b></p> <p><b>Aristotle</b></p> <p><b>Christopher Columbus</b></p>	<p>Topic – Ancient Greeks</p> <p>- To explore the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>- To understand the meaning and messages portrayed in Greek myths. - To explore the story of the Battle of Marathon. - To compare the use of the Olympics back then, to today and how the sports have evolved over time. - To make links to words and numbers: what we use today. - To understand the importance of philosophy, by researching the life of Socrates. - To acknowledge Greek life and achievements and how they have contributed to our lives today.</p>	<p>Topic – The Mayans</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A non-European society that provides contrasts with British history.</p> <p>- To create a chronological timeline of the different eras after the Mayans, to show how society evolved. - To compare between life as an Ancient Greek and Mayans – religion and customs. Mayan Life and achievements. - To understand the impact of the Spanish on their way of life. - To use our understanding of persuasive texts and apply the story behind the founding of chocolate to create adverts.</p>	
<b>Year 6</b>	<p>child labour workhouses breadline dunce Industrial revolution pauper poverty sovereign</p>	<p><b>Thomas Barnardo</b></p> <p><b>Queen Victoria</b></p> <p><b>Cleopatra</b></p>	<p>Topic – Victorians</p> <p>To explore the changing power of monarchs on our local area, using case studies: Queen Victoria.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological</p>	<p>Topic – Ancient Egypt</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p>	<p>Topic – North and South America</p> <p>A non-European society that provides contrasts with British history.</p> <p>- To research significant explorers. - To explore pre discovery. - To compare the similarities and differences between the continents: past and present day.</p>



	<p>             hierachy              independence              income              scrimp              survival              deprivation           </p> <p>             pharaoh              sphinx              canopic jars              hieroglyphics              mummification              tomb              cartouche              Tutankhamun              Cleopatra              civilization              rebellious              archaeologist           </p> <p>             revolution              dynamic              society              economy              development              agriculture              native           </p>	<p><b>Child choice:</b></p> <p>Greta Thunberg</p> <p>Gandhi</p> <p>Mother Teresa</p> <p>Anne Frank</p> <p>Adolf Hitler</p>	<p>knowledge beyond 1066.</p> <p>-To compare the use of child labour during the Victorians to that used in Stoke in the pottery industry.</p> <p>- To compare the factories and workhouses, to those used in the pottery industry and to working conditions in the present day.</p> <p>- To explore how health care has changed over time.</p> <p>- To explore the significance of Thomas Barnardo.</p> <p>- To compare our lives to those during the Victorian era.</p> <p>- To explore Victorian inventions and the importance of infrastructure.</p>	<p>- To create an overview of where and when the first civilizations appeared and a in depth study of Ancient Egypt.</p> <p>- To research Prehistoric Egypt.</p> <p>- To explore the Egyptian civilisation and how they evolved over thousands of years.</p> <p>- To explore the use of sources e.g. burial artefacts and how they aid Historians.</p> <p>- To compare the day-to-day life of an Egyptian, to our lives today and to other eras we have explored.</p> <p>- To explore the clear divide between social classes between the rich and poor.</p> <p>- To explore the use of rulers and how they shaped their societies and consider their significance today.</p> <p>Comparisons to the achievements of Ancient Sumer; The Indus Valley and The Shang Dynasty of Ancient China</p>	<p>- To research using sources to understand the natives to the different areas.</p> <p>- To research historical and influential figures from these areas.</p>
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