



## History Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn	Spring	Summer
Year 1	<p>history past important remember compare present</p> <p>festival tradition culture anniversary celebration St George hero knight explorer</p> <p>coast cliff pier sea marine life holiday beach land Grace Darling safety clothing</p>	<p><b>Guy Fawkes</b></p> <p><b>Christopher Columbus</b></p> <p><b>Grace Darling</b></p> <p><b>LS Lowry</b></p>	<p>Topic – Global Gardens 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.</p> <p>Link anniversaries celebrated for an Historical event e.g. Bonfire Night: Guy Fawkes Gunpowder Plot.</p>	<p>Topic – Wonderful World Festivals and anniversaries celebrated around the world. National Days: Independence Day, Queens Birthday etc.</p> <p>To explore and discuss Christopher Columbus: an Italian explorer, navigator, and colonizer.</p>	<p>Topic - Coasts Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>To compare our experiences of the seaside to that in the past.</p> <ul style="list-style-type: none"> <li>- To see the impact of coastal erosion over time.</li> <li>- To compare holidays today and holidays of the past e.g. swim wear, seaside toys from the past, transport to holiday destinations.</li> <li>- To use our understanding of holidays over time: provide written clues and photographs to create a timeline.</li> <li>- To explore the significance of Elder and LS Lowry. Discuss the coastal artwork of Elder and LS Lowry.</li> <li>- To understand the achievements of Grace Darling and the impact she had upon coasts today.</li> </ul>
Year 2	<p>exploration Neil Armstrong Buzz Aldrin significant asteroid Space Race Astronaut</p>	<p><b>Neil Armstrong</b></p> <p><b>Buzz Aldrin</b></p>	<p>Topic – Space Events beyond living memory that are significant nationally or globally.</p>	<p>Topic – Stoke-on-Trent Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	



	<p>gravity danger risk survival</p> <p>pottery industry income development bottle kiln firing glaze detail decoration demand iconic employment export</p>	<p><b>Eileen Collins</b></p> <p><b>Josiah Wedgwood</b></p>	<p>To compare the lives and achievements of Tim Peake compared with Neil Armstrong.</p> <p>To create a timeline of what we have found in Space from past to current day.</p> <p>To explore significant historical events: the first man on the moon, first man in Space etc, Mars Rover.</p> <p>To explore the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To understand the achievements of Neil Armstrong and how they have contributed to our understanding of Space today.</p>	<ul style="list-style-type: none"> <li>- To research the lives of children working in pot banks.</li> <li>- To compare our lives to those use as child labour in the Potteries.</li> <li>- To explore the working conditions of the Factories and workhouses, and the treatments of the employees.</li> <li>- To explore how gender equality changes over time.</li> <li>- To create a chronological timeline of how Stoke-On-Trent has changed e.g. look at past photographs and compare to now.</li> <li>- To explore the significant individual Josiah Wedgwood: his life and impact upon Stoke history.</li> <li>- To research the growth and decline of the pottery industry and its impact on the workers.</li> </ul> <p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> <li>- To identify and discuss the timeline of how the 6 towns of Stoke-on-Trent were formed.</li> <li>- To discuss James Brindley, Thomas Benson, Josiah Wedgwood: link to our school team names.</li> </ul>	
<p><b>Year 3</b></p>	<p>evacuee Chamberlain Churchill Hitler Blitz gas mark target Star of David Nazi barrage balloon</p>	<p><b>Winston Churchill</b></p> <p><b>Lord Kitchener</b></p> <p><b>Queen Victoria</b></p>	<p>Topic - WWII A local history study.</p> <ul style="list-style-type: none"> <li>- A significant turning point in British history.</li> <li>- How the war shaped our country including present day.</li> <li>- To explore the importance of Remembrance and how we remember those in our local area.</li> </ul>	<p>Topic – Victorians A local history study.</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 – UK A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>- To understand and apply the chronology of Britain.</li> <li>- To explore how the UK was / is divided.</li> </ul>



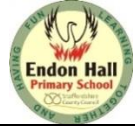
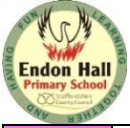
	<p>strategy tactics ration Anderson Shelter power driven leadership</p> <p>child labour workhouses breadline dunce Industrial revolution pauper poverty sovereign hierarchy independence income scrimp survival deprivation</p> <p>culture industry dynamic dialect tradition</p>	<p><b>Thomas Barnardo</b></p>	<p>- 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.</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. - 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.</p>	<p>- To compare how British culture and attitudes have changed over time e.g. cultures, traditions, transports, jobs, health.</p>
<p><b>Year 4</b></p>	<p>monarchy behead divorce heir male dominance hierarchy taxes influence gallows Protestant Christianity</p>	<p><b>Henry VIII</b></p> <p><b>Queen Elizabeth I</b></p> <p><b>Boudicca</b></p> <p><b>Edward the Confessor</b></p>		<p>Topic - Tudors A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>- To investigate Tudor life and the works of Shakespeare. - To research and compare the Tudor kings and queens.</p>	<p>Topic – Invaders and Settlers 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.</p>



	<p>conflict literature</p> <p>Vikings Anglo-Saxons Romans Empire ruler influence conversion religion combat struggle raid invasion ownership brutality withdrawal weaponry kingdom Lindisfarne Edward the Confessor law justice</p>			<ul style="list-style-type: none"> <li>- To explore the clear differences between rich and poor people and society.</li> <li>- To explore the significance of Henry VIII and his six wives.</li> <li>- To discuss the two main religions during that period: Protestant and Catholic.</li> <li>- To create a chronological timeline of The Tudors.</li> <li>- To explore how have the Tudors influenced our lives in the present world.</li> </ul> <p><i>Trip to Stratford</i></p>	<ul style="list-style-type: none"> <li>- To explore the impact of technology, culture and beliefs, including early Christianity.</li> </ul> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <ul style="list-style-type: none"> <li>- To explore the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>- To understand the reasoning behind the Scots invasions from Ireland to North Britain (now Scotland).</li> <li>- To understand the impact of Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>- To compare Anglo-Saxon art and culture.</li> <li>- To understand the Christian conversion – Canterbury, Iona and Lindisfarne.</li> </ul> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> <li>- To understand the impact of Viking raids and invasion resistance by Alfred the Great and Athelstan</li> <li>- To explore the First King of England</li> <li>- To research further Viking invasions</li> <li>- To compare Anglo-Saxon laws and justice.</li> <li>- To explore the significance of Edward the Confessor and his death in 106.</li> </ul> <p>A local history study.</p> <ul style="list-style-type: none"> <li>- To explore the use of our local area during the invasion periods.</li> </ul>
<p><b>Year 5</b></p>	<p>empire architecture Olympics nobleman tunic Parthenon Corinthian column Doric column</p>	<p><b>Socrates</b></p> <p><b>Aristotle</b></p> <p><b>Christopher Columbus</b></p>	<p>Topic – Ancient Greeks A local history study.</p> <ul style="list-style-type: none"> <li>- To explore the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</li> </ul>	<p>Topic – Space / The Mayans</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	



	<p>archaic classical philosophy chariot hierarchy invention legacy</p> <p>civilization cacao beans astronomy warrior experimentation survival</p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> <li>- To understand the meaning and messages portrayed in Greek myths.</li> <li>- To explore the story of the Battle of Marathon.</li> <li>- To compare the use of the Olympics back then, to today and how the sports have evolved over time.</li> <li>- To make links to words and numbers: what we use today.</li> <li>- To understand the importance of philosophy, by researching the life of Socrates.</li> <li>- To acknowledge Greek life and achievements and how they have contributed to our lives today.</li> </ul>	<ul style="list-style-type: none"> <li>- To research human's exploration of Space.</li> <li>- To identify discoveries found through time.</li> <li>- To timeline the chronology of humans in Space.</li> <li>- To research life explorers, who have added valuable knowledge about Space.</li> </ul> <p>A non-European society that provides contrasts with British history.</p> <ul style="list-style-type: none"> <li>- To create a chronological timeline of the different eras after the Mayans, to show how society evolved.</li> <li>- To compare between life as an Ancient Greek and Mayans – religion and customs. Mayan Life and achievements.</li> <li>- To understand the impact of the Spanish on their way of life.</li> <li>- To use our understanding of persuasive texts and apply the story behind the founding of chocolate to create adverts.</li> </ul>	
<p><b>Year 6</b></p>	<p>child labour workhouses breadline dunce Industrial revolution pauper poverty sovereign hierarchy independence income scrimp survival</p>	<p><b>Thomas Barnardo</b></p> <p><b>Queen Victoria</b></p> <p><b>Cleopatra</b></p> <p><b>Child choice:</b></p> <p><b>Greta Thunberg</b></p>	<p>Topic – Victorians A local history study.</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 knowledge beyond 1066.</p>	<p>Topic – Ancient Egypt</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <ul style="list-style-type: none"> <li>- To create an overview of where and when the first civilizations appeared and a in depth study of Ancient Egypt.</li> <li>- To research Prehistoric Egypt.</li> <li>- To explore the Egyptian civilisation and how they evolved over thousands of years.</li> </ul>	<p>Topic – North and South America</p> <p>A non-European society that provides contrasts with British history.</p> <ul style="list-style-type: none"> <li>- To research significant explorers.</li> <li>- To explore pre discovery.</li> <li>- To compare the similarities and differences between the continents: past and present day.</li> <li>- To research using sources to understand the natives to the different areas.</li> <li>- To research historical and influential figures from these areas.</li> </ul>



	<p>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>Gandhi</b></p> <p><b>Mother Teresa</b></p> <p><b>Anne Frank</b></p> <p><b>Adolf Hitler</b></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 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>	
--	---	--	---	--	--