

History In The EYFS

Children will explore History through Understanding of The World. Throughout our continuous provision for the children, they will have opportunities to explore and actively learn about history. Through encouraging curiosity with our big questions, we are able to expose children to ideas and key vocabulary that will support progression into year 1 and contribute to the children's readiness for the Key Stage 1 History Programme of study.

Each Term we have Big Questions which spark children's interests to find out and explore, get involved and make links with new knowledge about the wider world around them and changes that have occurred within and beyond their living memory.

To support our readiness, we will: -

- Learn about ourselves and our families – children, parents, grandparents – and relate to the past, e.g., parents were once babies, then children etc and how we change over time.
- Learn vocabulary that helps them to talk about the past, present and future and begin to understand chronology.
- Talk about ourselves and answer questions relating to what we are doing, have done and will do.
- Listen to stories that are set in the past
- Compare things from the past and now, linked to our big questions such as transport.
- Learn the names of some significant people from the past and present, such as Neil Armstrong, Guy Fawkes, Florence Nightingale and David Attenborough.
- Learn about historical events such as Remembrance Day and Bonfire Night

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Reception Overview			
	Autumn	Spring	Summer
Big Questions	What makes me Unique? What is a traditional tale?	What is my favourite animal and why? How can I get there?	What can I grow? Who can help me?
Significant Historical Events	Bonfire Night Remembrance Day Christmas	Easter	
Significant Individuals	Themselves Guy Fawkes	Mae Jemison Neil Armstrong Rosa Parks David Attenborough	Mary Seacole Florence Nightingale
Key Vocabulary in Reception	History, past, present, future, chronological, sequence, significant, when, where, what, how, change, old, new, routine, before, after yesterday, today, tomorrow, last week, this week, next week, weekend, last year, this year, next year, a long time ago,		

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Year 1				
		Autumn 1	Spring 1	Summer 1
Topic		<p>Changes within Living Memory - From 1900s to the present time</p> <p><i>What can you find out about the recent past?</i></p>	<p>Kings & Queens</p> <p><i>Who were some Kings and Queen that ruled?</i></p> <p>Richard III 1452 – 1485 <i>Elizabeth I 1533 - 1603</i> <i>Queen Victoria 1819 - 1901</i></p>	<p>Travel & Transport</p> <p><i>How has transport changed over time?</i></p> <p>1800s to the present time</p>
National Curriculum objectives		<ul style="list-style-type: none"> Changes within living memory – Local Area significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Lives of significant individuals – Richard III Queen Victoria, Elizabeth I 	<ul style="list-style-type: none"> Changes in national life - Transport
Whole unit	Expected outcomes	To know that things (technology, school, books, food, the local area) change. To know that some things stay the same. To know the changes in our local area.	To know what a monarch is. To know who our current monarch is. To understand how to create a family tree. To be able to name some significant British monarchs.	To understand how transport has changed. To be able to name old and new forms of transport. To understand how transport has changed people's lives.
	Visits/trips/workshops	Local area; Stevenage Museum	Knebworth House	
	Vocabulary	morning, afternoon, evening, night, routine, timeline, daily, domestic life , the past, continuity, change, illustrations , book cover, line drawings , dish, sushi , era, cuisine , same, different, similarities, differences, old money (1d) , recently, before, after, now, later, old, new, young, days, months, 1900s, present time	monarch , king, queen, sword, crown, tiara, jewels, heir , rule, eldest, abdicate, prime minister , parliament, government. family tree, generation , aunt, uncle, cousin, son, daughter, grandparent, great-grandparent, 'princes in the tower', the Battle of Bosworth, War of the Roses, House of York, House of Lancaster, William Shakespeare, debate, medieval, banquet, coronation , symbols, portrait, 1452, 1485, 1533, 1603, 1819, 1901 , castle	travel, transport, bicycle, penny farthing, omnibus, sedan chair , horse and cart, engine, steam train, timeline, Viking, longboat, archaeology, Scandinavia, hull, figurehead , steam, electric, petrol, engine, 18th century, 19th century, 20th century, 21st century, various decades (1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s) . George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine , track, Industrial Revolution , flight, myth, Icarus , hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer , helicopter, space shuttle

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Weekly learning objectives specific to St. Michael's (progression of skills)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">key questions</p>		<p>I can draw a timeline of my day (literacy, PSHE).</p> <p>What do you do in a day? What different things happen and when? Which is your favourite part of the day? Do you do the same things every day?</p>	<p>I can understand what a monarch is, and the qualities needed to be a good monarch (PSHE).</p> <p>What is a monarch? What does a monarch do? Who becomes the next monarch? What rules would you enforce if you were King or Queen?</p>	<p>I can find out the different ways in which travel, and transport has changed from past to present (maths).</p> <p>How has transport changed? What was the earliest form of transport? Would you like to use an old-fashioned means of transport? What's better about transport today? Anything worse?</p>
		<p>(Domestic appliances) I understand how domestic life changes and stays the same.</p> <p>Why is it important we learn about the recent past? Do you think your parents and grandparents used these items when they were your age? How can you find out?</p>	<p>I can find out about some important British monarchs (maths).</p> <p>Which monarch was earliest? Latest? Who is our current monarch? Who will be next?</p>	<p>I can find out about an early form of travel - the Viking longboat.</p> <p>Who were the Vikings? Where do the Vikings fit on the timeline? Where did they come from? What were the features of a longboat?</p>
		<p>(Interview) I can identify similarities and differences between ways of life in different periods (literacy).</p> <p>What did your parents/grandparents eat? What did they learn at school? How did they get to school? What were their hobbies? Is this the same as or different to you?</p>	<p>I can find out how the title of king or queen is inherited and know how to represent my own family's history (PSHE).</p> <p>Who goes at the top of the tree? Who goes at the bottom?</p>	<p>I can find out about how cars have changed since they were invented.</p> <p>What is the same/different about old and new cars?</p>
		<p>(Travel and Transport) I understand about our local history and the first settlers. I understand about the arrival of the railway in Woolmer Green (geography).</p> <p>What is the same in Woolmer Green? What is different? How might Woolmer Green change in the future? What was the railway used for? Where did it come from?</p>	<p>I know how we can find out about the life and death of Richard III.</p> <p>How do we know about Richard III? Which are the most reliable sources of information?</p>	<p>I can find out about George Stephenson's life and inventions. I can understand how trains changed people's lives in the 19th century.</p> <p>What difference did trains make to people's lives? What differences are there between these types of transport? How has transport developed and changed since that time? What are the differences between the horses pulling coal in wagons and the locomotion? How would you feel travelling on a steam train for the first time? What will you see on your journey?</p>

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		<p>(Significant local people – Harry McDonald) I understand how to find out about the past (geography).</p> <p>How can we find out about the past? Who was Harry McDonald? Why was he significant to Woolmer Green?</p>	<p>I can find out about what kings and queens ate during medieval banquets.</p> <p>What are the differences and similarities compared to what a king and queen would have eaten 500 years earlier?</p>	<p>I can find out about the different ways that humans have tried to fly throughout history. I can find out about the Wright brothers and the invention of the aeroplane.</p> <p>Who invented the aeroplane? What were the early planes like and how did they fly? What happened on the day that the Wright Brothers flew their first flyer? How has the invention of aeroplanes changed the way people live?</p>
		<p>(School) I can identify similarities and differences at St. Michael's in different time periods.</p> <p>When was St. Michael's built? What do you think it was like? What's the same? Different? Would you have liked to have gone to school then?</p>	<p>I can find out about and Elizabeth I and Queen Victoria and draw their portraits, including important symbols (art).</p> <p>When did Elizabeth I reign? When did Queen Victoria reign? Why did their portraits include certain symbols?</p>	
		<p>(Books) I understand how children's book illustrations have changed over time (literacy).</p> <p>What similarities and differences are there? How might children's illustrations change in the future? What illustration techniques are used?</p>		
		<p>(Food) I can create a timeline of popular food from my great-grandparents' time to today (geography, D&T).</p> <p>Which foods do you think were popular in your great-grandparents' era? Could you still eat them today? Why do you think certain dishes have become popular? Did they all originate in the UK? How do you think they 'travelled' to the UK?</p>		

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Year 2							
		Autumn		Spring		Summer	
Topic			Time to celebrate The Gunpowder Plot 1605 <i>What was the Gunpowder Plot?</i>	Fire, Fire! The Great Fire of London 1666 <i>What caused the Great Fire of London?</i>		Nurturing Nurses <i>Why were Florence Nightingale (1820 -1910), Mary Seacole (1805 – 1881) And Edith Cavell (1865 - 1915) important people in the past?</i> (Crimean War 1853 -1856 and World War 1 1914 - 1918)	
National Curriculum objectives			Events beyond living memory that are significant nationally or globally: The Gunpowder Plot 1605	Events beyond living memory that are significant nationally or globally; the Great Fire of London 1666		The lives of significant individuals in the past who have contributed to national and international achievements: Mary Seacole, Florence Nightingale and Edith Cavell,	
Whole unit	Expected outcomes		<ul style="list-style-type: none"> • Talk about some of the key events and people involved in the Gunpowder Plot. • Explain why the Gunpowder Plot happened. • Sequence the main events of the Gunpowder Plot. 	<ul style="list-style-type: none"> • Talk about some of the key events of the Great Fire of London. • Say why the Great Fire of London spread and eventually stopped. • Explain that we know about the Great Fire because of Samuel Pepys' diary. 		<ul style="list-style-type: none"> • Provide some criteria about what makes a person significant in history. • Talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell. • Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today. 	

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	Visits/trips/ workshops		Virtual firework computer show Link to children's visits to firework shows	The Great Fire of London, History off the page workshop Fire brigade visit			
	Vocabulary		Guy Fawkes, <i>Gunpowder Plot,</i> <i>gunpowder,</i> <i>Catholic, King James I, Robert Catesby,</i> London, <i>Houses of Parliament,</i> <i>plotters,</i> <i>Thomas Percy,</i> <i>Lord Monteagle,</i> order, event, sequence, <i>failure,</i> firework, bonfire, <i>John Johnson,</i> <i>King's Proclamation,</i> <i>poster,</i> <i>confession,</i> performance, evaluation, <i>treason,</i> bonfire night, fireworks, sparklers, <i>execution, guy,</i> <i>1605</i>	year, century, Britain, London, capital city, past, present, old, modern, change, River Thames, <i>Range of 17th century jobs:</i> <i>chimney sweep,</i> <i>blacksmith,</i> <i>apothecary, rat catcher, gong farmer,</i> <i>spinster,</i> <i>chandler,</i> <i>scullery maid,</i> carpenter, fire fighter, order, event, timeline, <i>source,</i> <i>evidence,</i> diary, <i>eyewitness,</i> <i>Samuel Pepys,</i> <i>King Charles II,</i> <i>architect, Lord Mayor, Sir Christopher Wren,</i> St Pauls Cathedral, Monument , Newspaper report, <i>The London Gazette, 1666</i>		significant, important, famous, person, reason, nurse, <i>Florence Nightingale (1820 -1910),</i> nursed, supplies, hospital, <i>Crimea, Crimean War (1853-1856), Scutari,</i> soldiers, injured, government, problem, solution, <i>Mary Seacole (1805 – 1881), healer,</i> challenges, overcome, <i>racial prejudice, British Hotel, herbal remedies,</i> <i>Edith Cavell 1865 -1915,</i> World War One (1914 – 1918), <i>Belgium,</i> <i>Germany,</i> <i>invaded, Allied,</i> escape, arrest, reason, execution, before, after, later compare, <i>comparison,</i> similar, similarities, different, differences, remembered, memorial, inspired, changed, attitudes.	

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<p>Weekly learning objectives specific to St. Michael's (progression of skills)</p> <p>key questions</p>			<p>I can find out about Guy Fawkes.</p> <p>What do you think about this person?</p> <p>Are his clothes like the clothes we wear now? How are they different?</p> <p>What work might the person in the picture do?</p> <p>How can we tell that this person lived a very long time ago?</p> <p>Can you find Guy Fawkes in the picture?</p> <p>Can you spot the ringleader, Robert Catesby?</p> <p>What was life like when Guy Fawkes lived?</p> <p>How is it different to today?</p> <p>How would people travel?</p> <p>What did people wear?</p> <p>Were there telephones and computers?</p> <p>What could Guy Fawkes use?</p> <p>Guy Fawkes lantern – What material is it made from? How do you think it would work?</p> <p>Why couldn't he use a torch instead?</p> <p>Cross Curricular Link: Dance</p>	<p>I can find out some of the ways in which London has changed.</p> <p>What do you know about London already?</p> <p>How was London different in the past?</p> <p>Houses and buildings; what might these have been built from?</p> <p>People; what might they have worn?</p> <p>Transport; how would people in London have travelled around?</p> <p>Roads and streets at night; what might they have looked like?</p> <p>Why don't we have photos of London in 1666?</p> <p>What can we use to find out what London was like then?</p>		<p>I can explain what makes a person significant.</p> <p>Who are the significant people in our lives?</p> <p>What makes people significant?</p>	
			<p>I can find out about how the Gunpowder Plot started and some of the problems the plotters encountered.</p> <p>What happens on November 5th?</p> <p>Have you seen fireworks before?</p> <p>What do you think about them?</p> <p>Do you know where this is happening?</p> <p>Who are the plotters?</p> <p>The men have a problem. How are they going to get the gunpowder into the Houses of Parliament?</p>	<p>I can describe some of the ways in which how we live now is different to how people lived in 1666.</p> <p>What would it be like to live in London in 1666?</p> <p>What would it be like if you were rich or poor?</p> <p>How would people communicate with each other?</p> <p>What would happen if people became ill?</p> <p>How did people get food and water?</p>		<p>I can explain how Florence Nightingale improved nursing.</p> <p>Who was Florence Nightingale?</p> <p>What do you think she did?</p> <p>Why do you think she was a significant person?</p> <p>How did Florence help the soldiers?</p> <p>How did Florence Nightingale improve nursing?</p>	

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			<p>What do you think they should do? What are they saying to each other? Cross Curricular Link: Dance</p>	<p>What would happen if there was a fire? What jobs do people do today? What jobs did people do in 1666? What equipment was used by fire fighters in 1666? What equipment is used by fire fighters today? What do you think it was like to be a fire fighter in 1666?</p>			
			<p>I can find out about the main events of the Gunpowder Plot. What do we know so far about the Gunpowder Plot? What year did this happen? What did they want to do? Why? Who was the gunpowder expert? What happened a few days before they were about to carry out their plot? Who was the ringleader? What are the key points that you can remember? Who was involved? Why did they want to carry out their plan? How were they going to do it? How did King James find out about it? What happened to Guy Fawkes? What did the King decide to do to remember November 5th? Can you put the events in the correct order? Cross Curricular link: dance</p>	<p>I can find out about how the Great Fire of London started and spread. How did the Great Fire of London start? How did the Great Fire of London start? What happened during the Great Fire? Can you choose the reasons why the fire spread so quickly? In what order did events happen? Can you create a timeline of the Great Fire of London?</p>		<p>I can recall and explain facts about Mary Seacole. When was the Crimean War? Where did the Crimean War take place? What was it like for the injured soldiers in the army hospitals? Who was helping the injured soldiers in the hospitals? Who was Mary Seacole? What kind of person was Mary Seacole? How do you know? What kind of person was Mary Seacole?</p>	

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			<p>I can find out about what happened to the plotters after the Gunpowder Plot was discovered.</p> <p>When Guy Fawkes was captured with the gunpowder underneath the Houses of Parliament, at first, he did not give his real name. He said he was called John Johnson. Why did you think he did that? Can you remember why Thomas Percy was important to the Gunpowder Plot?</p> <p>How would Thomas Percy be feeling?</p> <p>What would you do if you were Thomas Percy?</p> <p>What could he do to avoid being caught?</p> <p>What questions would you want to ask him?</p> <p>Why does the King want Thomas Percy to be captured alive?</p> <p>Look again at the description of Thomas Percy. Do you think it is enough information for him to be found?</p> <p>Cross Curricular Link: Dance</p>	<p>History Off the Page Great Fire of London Workshop</p> <p>AM</p> <p>The children start the morning by becoming apprentices on the streets of London, learning skills common for workers of the era: Leather working, metal working, sewing, apothecary, chandler perfumer, baker, weaving.</p> <p>PM</p> <p>The children excavate what is left of the charred city, looking for personal belongings and the important legal documents that can help the city start the process of rebuilding</p>		<p>I can explain who Edith Cavell was and how she improved nursing.</p> <p>Who was Edith Cavell?</p> <p>How did Edith help the soldiers?</p> <p>Do you think Edith Cavell was a traitor or hero?</p>	
			<p>I can use parts of the Gunpowder Plot to show what I know and understand about it.</p> <p>Which people are in your part of the plot? E.g. soldiers, plotters, servants. What would they be saying to each other?</p> <p>How would they be feeling?</p> <p>Cross Curricular Link: Dance</p>	<p>I can understand how we know about the Great Fire of London.</p> <p>How do we know about the Great Fire?</p> <p>What is an eyewitness?</p> <p>Samuel Pepys: What can you remember about him? Why is he important?</p> <p>What is a diary?</p> <p>What sort of information do people keep in diaries?</p> <p>Are diaries fact or fiction?</p>		<p>I can compare the lives of different nurses.</p> <p>What does compare mean?</p> <p>Can you think of any similarities between Florence Nightingale, Mary Seacole and Edith Cavell?</p> <p>Can you think of any differences?</p> <p>What similarities did you find?</p>	

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				<p>Why might diaries from the past be useful for us today?</p> <p>Which of these sources help to let us know how the Great Fire started?</p> <p>Can you explain why you chose each source?</p> <p>Why were some sources not helpful?</p>		<p>What differences did you find?</p> <p>How do Florence Nightingale, Mary Seacole and Edith Cavell compare with nurses today?</p> <p>Where do nurses work today?</p> <p>How do they help people?</p> <p>Do nurses from the UK go to work in any other countries?</p> <p>Are there any special hospitals for injured soldiers?</p> <p>Where are they?</p>	
			<p>I can find out about how the Gunpowder Plot is remembered.</p> <p>How is the Gunpowder Plot Remembered?</p> <p>Bonfire night in the past:</p> <p>What can you see?</p> <p>How long ago do you think this was happening?</p> <p>How can you tell?</p> <p>What is happening in these pictures?</p> <p>How can you tell that these pictures are from the past?</p> <p>Why do we need to be careful around fireworks?</p> <p>Have you been to a Bonfire Night?</p> <p>What did you think?</p> <p>What are the key events of the Gunpowder Plot?</p> <p>Who was involved?</p> <p>How do we remember the Gunpowder Plot every year?</p> <p>What did they want to do?</p> <p>Why?</p> <p>Cross Curricular link: dance</p>	<p>I can find out how London was rebuilt after the Great Fire.</p> <p>Why did the Great Fire eventually stop?</p> <p>Who made the decisions about what happened next to London?</p> <p>How would you rebuild London?</p> <p>What could make the new houses safer?</p> <p>What could be done to make the streets cleaner?</p> <p>What could be done to make the streets safer?</p> <p>What questions do you have for the King?</p> <p>What do you want to happen to London now?</p> <p>Sir Christopher Wren also designed this Monument to remember the Great Fire.</p> <p>Can you guess where it is in London?</p> <p>Cross Curricular link: PSHE fire safety – Fire brigade visit</p>		<p>I can persuade others to remember Florence Nightingale, Mary Seacole and/ or Edith Cavell.</p> <p>What have we learned?</p> <p>Why should we remember Florence Nightingale, Mary Seacole and Edith Cavell?</p> <p>How are they remembered?</p> <p>Which nurse do you think was the most important?</p> <p>Why?</p>	

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			Cross Curricular link: Computer Art Cross Curricular link: PSHE firework safety				
				<p>I can show what I have learned about the Great Fire of London.</p> <p>What have we learned about the Great Fire of London?</p> <p>When did it happen?</p> <p>Where did it start?</p> <p>Why did it start?</p> <p>Why did it spread?</p> <p>What did people do to put it out?</p> <p>How was London and the people who lived there affected by the fire?</p> <p>How do we know about the fire?</p> <p>What happened in London after the fire?</p> <p>Can you think of different ways that people found out about the fire in 1666?</p> <p>What questions do you want to ask Samuel Pepys?</p> <p>How will you find out information about the fire to use in your report?</p>			

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Year 3				
		Autumn	Spring	Summer
Topic		Stone Age to Iron Age <i>How did life evolve for humans?</i> Cross Curricular Links: English – How to Wash a Woolly Mammoth Science - Rocks	The Romans <i>How did the Romans influence life in Britain?</i> Cross Curricular Links: English – Escape from Pompeii Design and Technology – Mini Green Houses Geography – The UK Rivers	The Vikings <i>Why did the Vikings come to Britain?</i> Geography – Location, trade, settlement and discovery. D&T Models. Plan, make, evaluate.
National Curriculum objectives		<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 430AD to 1066AD
Whole unit	Expected outcomes	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how Knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past exist Describe social, cultural, religious and ethnic diversity in Britain & the wider world Identify historically significant people and events in situations 		
		<ul style="list-style-type: none"> Will know about changes in Britain from the Stone Age to the Iron Age Will understand how archaeological investigations allow us to find out about the prehistoric past Can create a timeline from Stone Age to Iron Age Britain 	<ul style="list-style-type: none"> Recognise the legend of the founding of Rome and name the main characters To understand the chronology of the founding of Rome within Western History To understand the significance and size of the Roman Empire To know why the Romans wanted to invade Britain 	<ul style="list-style-type: none"> To explain when and where the Vikings came from and why they invaded Britain To compare the significance of Anglo Saxon kings during the Viking Period To explain who King Ethelred II was and say when and why Danegeld was introduced To identify and explain key aspects of Viking

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		<ul style="list-style-type: none"> Research the Stone Age focusing on the differences between the Palaeolithic, Mesolithic and Neolithic ages Research prehistoric food, where the food came from and how it was caught and eaten by looking at archaeological remains Know which prehistoric animals were Food/Competitors for food/Helpful animals. Know which plants were available and introduced during the Palaeolithic and Mesolithic and which were available after. To understand how people made fire and stone tools in prehistory. To know about materials made from bronze in prehistory and how people made bronze in prehistory. To know how Iron was made in Prehistory To interpret evidence of hunter-gatherer beliefs To know the dates of Stonehenge and be able to discuss the purpose 	<ul style="list-style-type: none"> To know about the Roman army and life within it To understand what life was like for a Celt To understand the events leading to Boudicca's rebellion Begin to understand the legacy left by the Romans on Britain and its impact on our subsequent history Understand why someone would have joined the Roman army. Explain some of the reasons why the Roman army was so successful. 	<p>life</p> <ul style="list-style-type: none"> To explain how the legal system worked in Anglo Saxon and Viking Britain To explain how the last Anglo Saxon kings shaped Britain
	Visits/trips/workshops		Roman Baths Visit/ History Off the Page	
	Vocabulary	<p><i>Flint, Spear, Axe, Bow and Arrow, Mammoth, Marrow, Archaeologist, Source, Skara Brae, Prehistoric, Dwelling, Inhabited, Extraordinary, Clumps, Magnitude, Artefacts, Neolithic, Stone Henge, Excavations, Earthwork, Archaeological, Livestock, Mining, Copper, Bronze, Alloy, Treasure, Antler, Pit, Ceremony, Religious, Bluestones, Sacrifice, Druid, Chronological, Roundhouses, Celts, Hillforts, Battle, Offering, Gathering, Hunting, Preserving, Priests, Romans, Conquer, century, decade, BC, AD, 300,000 BC – 3000 BC, 3000 BC – 1,300 BC, 1,300 BC – 45AD, Roman Invasion</i></p>	<p><i>Invasion, Conquest, Empire, Julius Caesar, Emperor Claudius, Conquer, Occupy, Roman Road, Camber, Highway, Boudicca, Iceni Tribe, Rebellion, Settlements, Colchester, London, Hadrian's Wall, Mythology, Soldier, Army, Legions, Gladiator, Armour, Shields, Mosaic, Diana, Mars, Mercury, Jupiter, Venus, Saturn, Apollo, Cupid, Neptune, Uranus, Pluto, 44 AD – 410 AD, decades</i></p>	<p>Angles, Saxons, <i>Jutes, Mead</i>, Rune, Wattle-and-daub, Thatch, Farmer-warrior, <i>Sutton Hoo, Lindisfarne</i>, Monk, <i>Illumination, Manuscript, Weregeld</i>, Christianity, <i>Augustine, Alfred the Great, Aethelred the Unready, Longboat, Longhouse, Chieftain, Berserker, Danegeld</i>, Feast, Raid, Trade, <i>Yggdrasil</i>, Runes, <i>Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead</i>, Chainmail, <i>Valhalla</i>. century, decade, BC, AD, after, before, during, era, period, chronological</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Weekly learning objectives specific to St. Michael's (progression of skills)</p> <p style="text-align: center; color: red;">key questions</p>		<p>To understand when the Stone Age to Iron Age was in context and the durations of each period</p> <p>What do you know already? What would you like to find out? What does the word prehistory mean? How much of the timeline do you think has written history? Why do you think they are called Stone Age, Bronze Age and Iron Age? If there is no written history how can we find out about this era? Who finds this information?</p>	<p>To find out where the Roman Empire originated from</p> <p>What would you like to find out about the Roman era? What do you already know? Can you name any key people from the Roman era? Where did Rome originate from? Is this a true story or a myth?</p>	<p>To explore what Britain was like before the first Viking invasions.</p> <p>Can children explain how the Anglo-Saxons came to Britain?</p> <p>Do children know why this period is often referred to as the Dark Ages?</p> <p>Can children give an overview of what life was like in the 8th century before the Viking invasions?</p>
		<p>To form an opinion about the achievements of prehistoric people/inventions</p> <p>What were the names of the three periods? Can you think of some inventions today that we use daily? Where do you think these originally came from? How have they evolved over time?</p> <p>Looking at the inventions in the Stone Age era. What do you think is the most important? Why? What impact has this had on our lives? What would life be like if that had not been invented?</p> <p>Diversity: Discuss the first human skeleton found in Britain, Cheddar Man. Discussing the stereotype of 'cavemen' and the real ethnicity of the first Britain.</p>	<p>To investigate how the Roman Empire expanded over time</p> <p>What do you know about the Roman empire? What happened during the Roman invasions? What do you notice about the spread of the Empire? Where in the UK are the most important Roman cities? What countries did they invade? Can you make a chronological timeline of events?</p> <p>Diversity: Emperor Septimus Severus of Libyan. The first African Emperor in 193AD. Strengthened the divide at Hadrian's Wall. He was the first Black citizen to hold the highest position.</p>	<p>To find out about the Viking invasions of Britain.</p> <p>Do children know when the Vikings first invaded Britain?</p> <p>Can children offer reasons for why the Vikings invaded?</p> <p>Can children recognise and describe the different perspectives of the Viking invasions?</p> <p>Diversity Abbot Hadrian was a man who played a pivotal role in the development of the church's structures in England. Bede describes him as 'a man of African race'. https://blogs.bl.uk/digitisedmanuscripts/2016/10/an-african-abbot-in-anglo-saxon-england.html</p>
		<p>To create a Cave Painting</p> <p>What was the purpose of cave painting? Why would people in this era not write down their thoughts or communication? What do you think they used to do this?</p>	<p>To discover why the Romans wanted to invade Britain</p> <p>Why did the Romans invade Britain? How successful were the invasions? Why did it take many attempts to invade Britain? Who was the most successful? What part did the Celts play in stopping the invasions? How did the Romans successfully invade? How do we know this is what happened? What sources can we use?</p>	<p>To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</p> <p>Do children know that the Vikings settled in Britain after the first raids in the 8th century?</p> <p>Can children use a variety of sources to gather information?</p> <p>Can children describe how the Vikings gained control of the northeast of England?</p> <p>Diversity Angles, Saxons and Jutes migrated to Britain from Europe. This concept can be further explored by exploring push and pull factors as to why they came.</p>

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		<p>To investigate the past by detecting</p> <p>What is an archaeologist? What do they discover? Why is this important to history and especially prehistory? What is a detectorist? What do you think we might find on our school field?</p>	<p>To use secondary resources to research Boudicca</p> <p>Who has heard of Boudicca? Why was she a strong leader? What was she revolting against? What cities were important during her rebellion? How do you think each side felt during the battle? Do you think the Celts were pleased with the outcome? How did the Romans defeat the Iceni tribe in the end?</p> <p><i>Diversity: Boudicca. Female Leader of the Iceni tribe</i></p>	<p>To find out why King Alfred was dubbed 'Alfred the Great'.</p> <p>Can children describe the role King Alfred played in making England a unified country?</p> <p>Can children suggest reasons why he was dubbed 'Great'?</p> <p>Can children use a variety of sources of information to find out the life of King Alfred?</p> <p><i>Diversity</i> <i>Alfred the Great– potentially had Crohn's disease.</i></p>
		<p>To identify changes in housing from the Stone Age to Iron Age</p> <p>What is your house like? Do you think people in the stone age had all these luxuries? How is Palaeolithic, Mesolithic, Neolithic and Iron Age housing different from our housing and from each other? What do you notice about how the buildings are made? What do you think it would have been like to live in these houses?</p>	<p>To learn about everyday life in Roman Britain</p> <p>What activities do you like to do in your spare time? What events do you and your family do in your spare time/special occasions? What do you think the atmosphere would be like in an amphitheatre? How have the buildings changed since the stone age? Which Roman house would you like to live in? What jobs did the children do?</p>	<p>To explore what life was like for Vikings living in Britain.</p> <p>Can children describe what life was like for Vikings in Britain?</p> <p>Can children identify differences between Viking and Anglo-Saxon life?</p> <p>Can children identify similarities between Viking and Anglo-Saxon life?</p> <p><i>Diversity</i> <i>Both Saxon and Viking women had a great range of autonomy including property ownership.</i></p>
		<p>To understand the differences between different forms of food collection and the decisions that they had to take</p> <p>How to the Stone Age collect food? How did Neolithic Stone Age collect food? What is a hunter gatherer? What is a farmer? How are they different from each other? Which do you think was a more effective way to collect food? Do you think we encounter animals like this today? What would it have been like to hunt a mammoth?</p>	<p>To find out what Romans believed and to investigate the Gods and Goddesses of Ancient Rome</p> <p>Why did the Romans have so many Gods/Goddesses? How did they worship them?</p>	<p>To explore what life was like for Vikings living in Britain.</p> <p>Can children describe what life was like for Vikings in Britain?</p> <p>Can children identify differences between Viking and Anglo-Saxon life?</p> <p>Can children identify similarities between Viking and Anglo-Saxon life?</p> <p><i>Diversity</i> <i>Both Saxon and Viking women had a great range of autonomy including property ownership.</i></p>

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	<p>To look at the continuity and change of settlements</p> <p>What are hill forts? Why did they build their villages at the top of hills? How did this keep the enemy away? What do you notice about the layout of Skara Brae? Where was the settlement built? Why would they build near water? Is this similar to your village/ town? What is different? How has the progression of settlements effected our lives today?</p>		<p>To find out about the end of the Anglo-Saxon and Viking era in Britain.</p> <p>Do children know why the Battle of Hastings took place?</p> <p>Can children describe the main events surrounding the Norman conquest?</p> <p>Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?</p>
	<p>To identify the changes in entertainment from the Stone Age to the Iron Age</p> <p>Can you name some forms of entertainment that you use today? Looking at pictures of Stone Age entertainment – How is this different to what we have today? How can you tell the bone flute is from the Stone Age and none of the others are? When do you think electrical advances began? What is similar and what is different from today?</p>		

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Year 4		Autumn	Spring	Summer
Topic		<p>Enquiry 1 <i>How can we possibly know so much about the Ancient Greeks who lived over 2500 years ago?</i></p> <p>Enquiry 2 <i>What did the Greeks do for us?</i></p>	<p>Enquiry 1 <i>What is the significance of the Ancient Egyptian period within the wider narrative of world history?</i></p> <p>Enquiry 2 <i>How does life in Ancient Egypt compare with that of Ancient Greece and with life in modern times?</i></p>	
National Curriculum objectives		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>1200 BC to 323 BC</p>	<p>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.</p> <p>5500 BC to 31 BC</p>	
	Visits/trips/workshops	<p>History Off The Page “Life in Ancient Greece” To place people and events in a chronological context, using terms such as BC and AD. Learn about the characteristic features of the Ancient Greek period, its society, culture and everyday life. Develop their creativity and imagination by designing and making artefacts of the period, using a range of materials and processes. Use a variety of tools and techniques to create their work. Experience a range of drama activities and role play.</p>	<p>History Off The Page “Life in Ancient Egypt” Children live the topic through role-play and imagination.</p> <ul style="list-style-type: none"> Lamp working Embalming Carving shabtis Making ink and writing Bread making Tomb painting Amulet making Pottery making Making perfume cones 	
	Vocabulary	<p><i>acropolis, Aegean, agora, amphora, aristocracy, Aristotle, assembly, Athens, citizen, city-state, classical, colony, column, comedy, deity, democracy, discuss, epic, fable, frieze, Homer, isthmus, javelin, monarchy, mythology, oligarchy, Olympics, Olympus, oracle, orator, peninsula, Pericles, phalanx, philosophy, Plato, Socrates, Sparta, symposium, tragedy, tyrant</i> Century, decade, BC, AD, after, before, during, era, period, chronological</p>	<p><i>Adze, Akh, Afterlife, Akhet, Amulet, Anubis, Ba, Book of the Dead, Burial Chamber, Canopic Jar, Capstone, Cartouche, Delta, Egyptologist, Heb Sed, Hieroglyphics, Ka, Ma'at, Mummification, Mummy, Natron, New Kingdom, Nile, Old Kingdom, Opening of the Mouth, Papyrus, Peret, Pharaoh, Pyramid, Sarcophagus, Shabti, Shemu, Upper Egypt.</i></p>	

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	Cross curricular links	<p>Art – Shield designs. Perspective. Sketching the Parthenon English – Fables, myths and word derivations Geography – Location, climate, government and trade MFL – French. Les Jeux Olympiques</p>	<p>NB</p> <ul style="list-style-type: none"> • To explore the story of Howard Carter's discovery of the tomb • To investigate some of the contents of Tutankhamun's tomb • To begin to consider ethical implications of digging up the past <p>Objectives covered through cross curricular English. The Story of Tutankhamun by Patricia Cleveland-Peck</p> <p>Geography – Location, trade, settlement and discovery. D&T Containers. Plan, make, evaluate.</p>	
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<p>Weekly learning objectives specific to St. Michael' s</p> <p>(progression of skills)</p> <p>key questions</p>							
		<p>To learn about Greece and to place the ancient Greek civilisation in time.</p> <p>Can children locate Greece on a map and ancient Greece on a timeline?</p> <p>Do children understand the terms AD and BC?</p> <p>Can children identify and discuss the climate and physical features of mainland Greece and its islands?</p>	<p>To find out about the beliefs of the ancient Greeks.</p> <p>Can children name some of the Olympian gods?</p> <p>Can children find out information about ancient Greek beliefs from a range of sources?</p> <p>Do children know some of the ancient Greek myths?</p>	<p>To find out when and where the Ancient Egyptians lived</p> <p>To use a timeline to explore key events from Ancient Egyptian times</p> <p>Who were the Ancient Egyptians?</p>			
		<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'economy'.</p> <p>What did they trade?</p> <p>How do we know?</p> <p>How did the economy work?</p>	<p>To use written sources to make inferences about the influence of the Ancient Greek language on modern English.</p> <p>What can we learn from our language about Ancient Greece?</p>	<p>To understand the importance of the River Nile in Ancient Egypt</p> <p>To give examples of the natural resources provided by the Nile</p> <p>Why was Ancient Egypt the 'Gift of the Nile'?</p>			
		<p>To learn about the differences between Athens and Sparta and to understand the term 'democracy'.</p> <p>Can children explain how the ancient Greek civilisation was organised?</p> <p>Can children explain some of the differences between</p>	<p>To select and combine information from different sources about Ancient Greece</p> <p>To show some understanding that aspects of the past have been represented and interpreted in different ways</p>	<p>To find out about some of the most famous Egyptian pharaohs</p> <p>To explore the meaning of symbols associated with the pharaohs</p> <p>Who were the Ancient Egyptian</p>			

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		<p>Athens and Sparta and identify reasons for these differences? Do children understand the idea of a democracy? <i>Diversity</i> <i>Contrasting cultures beyond the classic</i> <i>Athenian thinkers vs Spartan warriors.</i> <i>Ethiopian slave (Aesop) employed as a story teller in Athens.</i></p>	Can we learn anything from Greek myths and legends?	pharaohs?			
		<p>To learn about ancient Greek warfare. Can children give reasons why the ancient Greeks needed both an army and a navy? Do the children know what kinds of weapons and armour the ancient Greeks used? Can children describe some of the battle tactics used by the ancient Greeks?</p>	<p>To select and combine information from different sources about the recent past and Ancient Greece. To identify some of the similarities and differences between life in Ancient Greece and today. How have the Olympic Games changed since they were first held in Ancient Greece? What sports were played? How many countries were involved? How did the games open and close?</p>	<p>To explore what the pyramids looked like To discover why and how the Egyptians built the pyramids. Why did the Ancient Egyptians build the pyramids?</p>			

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		<p>To find out about daily life in ancient Greece. Can children ask and answer questions about daily life in ancient Greece? Can children use a range of sources to help them find out historical facts? Can children explain what daily life was like for citizens of ancient Greece? <i>Diversity</i> <i>The role of women.</i> <i>This varied greatly from state to state.</i></p>	<p>To learn about the impact of the ancient Greek civilisation on the modern world. Can children describe some of the things that were started in ancient Greece that we still do or use today? Can children name some famous ancient Greeks? Can children discuss how different our civilisation would be if the ancient Greeks hadn't existed?</p>	<p>To find out why the Ancient Egyptians mummified people To understand the different stages of the mummification process What was mummification in Ancient Egypt?</p>			
		<p>To use a range of sources to find out about life in Ancient Greek schools and make inferences To describe similarities and differences from the past and give reasons for some of these. What are the similarities between our school and schools in Ancient Greece?</p>	<p>To be able to recall and summarise what you have learnt about ancient Greece. Can children summarise what they have learnt about ancient Greece? Can children recall facts about ancient Greece? Can children recall specific details such as dates and names?</p>	<p>To compare different Ancient Egyptian gods and goddesses To look at some sources depicting Ancient Egyptian gods Who were the Ancient Egyptian gods?</p>			
		<p>To infer information from artefacts about what life was like in Ancient Greece. To consider the utility and limitations</p>		<p>To discover what Ancient Egyptian hieroglyphs looked like To explore the issue of</p>			

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		of using artefacts in isolation from other historical sources. What made the Ancient Greek fighters so powerful? How their boats might have attacked enemy boats? How was religion in Ancient Greece different to Christianity or other religions? How can we tell that a particular ruler was so important? What can we learn about everyday life?		translating hieroglyphics What did Ancient Egyptian hieroglyphics mean?				
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Year 5					
		Autumn	Spring		Summer
Topic		<p>Tudors</p> <p><i>Why did Henry V111 marry 6 times?</i></p> <p><i>What was the impact of the creation of the Church of England on future generations?</i></p>	Geography	Geography	<p>Industrial Revolution / Victorians</p> <p><i>How did the Industrial Revolution impact on the lives of Victorians?. What was its impact on future generations?</i></p>
National Curriculum objectives		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Cross curricular use for Geography study of Tudor England - use atlases, globes and digital/computer mapping to locate countries and describe features studied.	Cross curricular use for Geography study of Victorians and the Industrial Revolution - use atlases, globes and digital/computer mapping to locate countries and describe features studied.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Whole unit	Expected outcomes	Children will learn about the Tudor era and place it on a timeline of British history. They will learn about Henry V111 and the why he married six times. They will recognise the impact of each of his marriages on British society and how they shaped British culture to the modern day.			<p>Children will learn about the Victorian era and place it on a timeline of British History. They will learn about Queen Victoria and her reign.</p> <p>They will recognise the importance of the era and the onset of the Industrial Revolution. They will study the era from the point of view of a child and explore the difference between rich and poor. How children had to work in poor conditions in difficult jobs.</p> <p>They will learn about the importance of the railways and the industrialisation of the cities.</p>

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		They will use historical sources to find out information about the era.			
	Visits/trips/workshops	BBC schools radio			<p>Class text: A Victorian story: about Pablo Fanque the first black circus owner in Britain</p> <p>Street Child by Berlie Doherty</p> <p>Visit to Hitchin Museum – Victorian Classroom</p>
	Vocabulary	<p>King, Queen, divorce, execution, Tudor Court, Tudor Rose, decade, century,</p> <p><i>monastery</i></p> <p><i>Decades, centuries</i></p> <p><i>Empire</i></p> <p><i>Parliament</i></p> <p><i>Protestant, Catholic, alliances</i></p>			<p>Mining, chimney sweep, factory, governess, poverty, <i>industrial revolution</i>, inventions, technology, census, trade directory, street directory, locality, Victorian housing, eg villa, terraced house, tied cottage, workhouse, sash window, bargeboards, gable, <i>industrialisation, mechanisation, urbanisation, public health</i>, Era, decade, century,</p>

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Weekly learning objectives specific to St. Michael's (progression of skills) key questions		To locate the Tudors on a timeline and to recap prior knowledge What do you already know about the Tudors / Henry V111? What would you like to find out? CC links – Art observing portraits			To ascertain what the children already know about Victorian times and what they would like to know. What do you already know about the Victorians? What would you like to find out? (questions on post its for display) CC links – Art Unit – William Morris	To understand the development of Victorian railways How did the railways become so important? How popular was rail travel? Could everyone travel by train?
		To use historical sources to learn about Henry VIII How do historians learn about events that happened in the past? What does the portrait tell us about Henry V111? CC links – Art observing portraits			To recall periods of history already studied and place them on a timeline To learn about the life of Queen Victoria What dates in history do you already know? Can you order events that you know in a timeline? What do you know about Queen Victoria? How will you find out more information about her?	To find out about Dr Barnardo and how he helped Victorian street children Who was Dr Barnardo? What did he achieve? How did he help poor children? What is his legacy today? CC: English – Street Child by Berlie Doherty
		To research the responsibilities and duties of Henry VIII			To compare the lifestyles of rich and poor children at the start of Victorian times.	To research inventions and innovations which took place during Victoria's reign.

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		<p>What did you learn about Henry V111 from the sources we looked at last week?</p> <p>What do you understand about the power and importance of a Tudor king?</p> <p>What were the roles and responsibilities of a Tudor monarch Can you describe the kinds of activities Henry VIII liked to do?</p>			<p>What were the differences between rich and poor children?</p> <p>How do they compare to children today?</p> <p>What sort of jobs did poor children do?</p> <p>What were the differences between rich boys and girls?</p> <p>How were the children educated?</p>	<p>What were the most famous Victorian inventions? What was the Great Exhibition?</p> <p>Who were famous Victorian inventors?</p>
		<p>To find out about Henry VIII's marriage to Catherine of Aragon and to explore the reasons for his divorce</p> <p>How was a Tudor King's life different or similar to our current Queen's life?</p> <p>Can you identify some of the problems faced by a Tudor king?</p> <p>Can you give some of the reasons for the divorce from Catherine of Aragon? Can you</p>			<p>To recognise the differences between country and town life.</p> <p>To use case studies to understand living conditions and hardship experienced in both rural and urban settlements</p> <p>What was it like living in a town / countryside? What jobs did people do? How did jobs differ?</p>	<p>To investigate Isambard Kingdom Brunel</p> <p>Who was Brunel? What did he accomplish in his life time? What were his most famous engineering achievements?</p> <p>CC link – DT unit of work 'building bridges'</p>

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		<p>evaluate different points of view and explain your reasoning?</p> <p>CC links – English, to present information in a variety of ways.</p> <p>Computing - PowerPoint</p>				
		<p>To learn about the consequences of Henry's marriages to Ann Boleyn and Jane Seymour</p> <p>Why did Henry divorce Catherine of Aragon? What impact did it have on British society?</p> <p>Does it still have an impact today?</p> <p>What were the consequences of Ann Boleyn's execution and Henry's marriage to Jane Seymour?</p> <p>CC links – English, to write a persuasive argument..</p>			<p>To investigate jobs carried out by Victorian children pre industrialisation</p> <p>What was it like for a child working in a mine / textile mill / chimney sweep? What hardships did they suffer? Were their jobs dangerous? How were they treated? Did they earn much money?</p>	<p>To understand how crime was punished during Victorian times</p> <p>How strict were Victorian laws?</p> <p>Which crimes were punished?</p> <p>How were crimes punished?</p> <p>What are the differences between Victorian and modern times?</p> <p>What was transportation?</p>
		<p>To learn about the consequences of Henry's marriage to Anne of Cleves</p> <p>Do you understand that marriages were often arranged for</p>			<p>To find out what conditions for Victorian child labourers in the mines were like</p> <p>What different jobs were there for children in a mine? What illnesses or injuries did they suffer? Were they well looked after?</p>	<p>To explore Victorian artefacts</p> <p>What was the use of each artefact?</p> <p>Do we use them today?</p> <p>How are they different to</p>

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		<p>political purposes? Can you explain the division of Catholic and Protestant in Europe during Tudor times and why this affected Henry's choice of wife? Can you explain the reasons why Henry's marriage to Anne of Cleves failed</p> <p>CC links – English and art, to create a comic strip. Geography to use a world map</p>			How important was it for children of poor families to work?	what we would use in modern time?
		<p>To use sources to carry out research Why did Henry marry Anne of Cleves? Can you use historical sources to answer questions? Can you organise and relate the information they have gathered? Can you describe the marriages of all six of Henry VIII's wives and evaluate their importance?</p> <p>CC links- computing research, English to present information in a variety of ways</p>				End of unit review chn to consider: Was the Victorian age a dark era or a golden era?

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Y6				
		Autumn	Spring	Summer
Topic		<p>WWII and the Battle of Britain</p> <p><i>How were people's lives affected during WWII?</i></p> <p>(Cross-curricular History: Art – Researching Gustav Klimt. Geography – Location. English: recount, information text, letter. RE: Remembrance. Music – WWII songs)</p>	<p>(Cross-curricular History: Art – Researching Monet and the Impressionists)</p>	<p>The Ancient Maya Civilisation</p> <p><i>What was life like at the height of the Maya Civilisation?</i></p> <p>(Cross-curricular D&T – Design a Maya Temple. Geography - location)</p>
National Curriculum objectives		<p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> a significant turning point in British history, for example, the first railways or the Battle of Britain. 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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.
Whole unit	Expected outcomes	<p>At the end of this unit children should:</p> <ul style="list-style-type: none"> suggest why it was called a world war; be able to place it on a time line; know some of the main leaders, events and dates relating to WWII; identify which continent a country is in; have used a map or an atlas to help them find different countries; have used different sources of information to find out about a country; have used different sources of information to find out about The Battle of Britain and The Blitz, when, where and why they happened; understand what is meant by the term, 'air raids'; Know some of the causes of rationing; know which foods were available; know how much was allowed, on average, per person? understand what is meant by 'evacuation'; understand how it might have felt to be 		<p>At the end of this unit children should:</p> <ul style="list-style-type: none"> know where, when and how the Ancient Maya lived; know and understand the religious beliefs of the Maya, and how they worshipped; Know the main Maya gods and what they represented; answer questions to show they understand the important aspects of Maya religion. understand how the Maya number system works and solve problems using it; be able to identify sources of evidence about the Maya and explain what they reveal. Know what foods that the ancient Maya people would have eaten. be able to describe why corn and chocolate were significant and precious to the ancient Maya people. Have gained an understanding of the building used by the Masa, and their architectural style

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		evacuated.		and building methods.
	Visits/events	Oak class assembly – WWII theme. Text: The Story of the Windrush. Text: Now or Never, Barley Rai.		
	Vocab	1939-1945, WWII, leaders, events , timeline, allies, axis , continents, atlas, world map, capital city, size, population, The Battle of Britain, The Blitz, eye-witness account, air raid, evacuation, air raid shelters, gas masks, blackout, rationing.		2,000 BC-900 AD, Ancient Maya civilisation , timeline, Central America, Mesoamerica , gods, sacrifice , worship, ritual, bloodletting, Xibalba, underworld. base 10, base 20, vigesimal number system , evidence, primary/ secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque, Cacao, maize, architecture, Chichen Itza.

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Weekly learning objectives specific to St. Michael's (progression of skills), key questions				
		To find out what World War II was and where and when it took place. What do you already know about WWII? When did it take place and what main countries were involved? Why did it start? Who were the main leaders and what were some of the main events and dates? Why it is called a World War?		To ask what we know about the Maya civilisation, and what we want to find out. To label a map to show where the ancient Maya lived. What do you already know about the Ancient Maya civilisation? What do you want to find out? Where did the Ancient Maya live?
		To identify the countries of the Allies and the Axis on a map and label it, using a key. What is meant by allies and axis? Can you name the 7 continents on the world map? How could we use an atlas to find countries on a world map? Can you identify which continent a country is in?		To find out about the Maya Civilisation, who they were and where in the world they lived and organise relevant facts to produce an information leaflet. Who were the Ancient Maya Civilisation? Where, when and how did they live?
		To use books and the internet to find out about the capital city, size and population of the countries of the allies and axis. What different sources of information can you use to find out about a country? What are the capital cities, sizes and populations of the countries of the allies and axis?		To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. What were the religious beliefs of the Maya? How did the Maya worship? Who were the main Maya gods and what did they represent?
		To find out about The Battle of Britain during WWII and produce an information leaflet. What was the Battle of Britain? When did it take place? Why did it happen? What was outcome?		To read numbers using the Maya symbols for 0, 1 and 5, and understand how the Maya number system works, solving problems. What does the Maya number system look like and how does it work? What symbols are used? How can it be used to solve problems?
		To find out what the Blitz was and which areas were most likely to be affected, and to write an eye-witness account. What was the Blitz and when did it take place? Why were some places more likely to be bombed than others? What was an air raid? How might it have felt to witness an air raid?		To identify and use a range of evidence and sources to help gain more understanding of the Maya civilisation. How can I use different sources of information to gain a better understanding of the Maya?
		To find out about the effects of air raids during The Blitz and what measures were in place to keep people safe. What were air raids and air raid shelters and what different types were there? What were gas masks? What was		To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.

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		evacuation and why was it used? What was 'blackout' and What were its advantages/disadvantages?		What foods did the Maya eat? Why were corn and chocolate significant and precious the Maya?
		To find out about rationing, why it was necessary & how it impacted people's lives. What were some of the causes of rationing? Which foods were available? How much was allowed, on average, per person?		To find out about Maya architecture. What was Chichen itza? What were the different types of buildings constructed by the Maya and what were they used for?
		To imagine how it might have felt to be an evacuee and write a letter to parents. Who was evacuated? Where did they go? How might it have felt to be an evacuee?		
		To imagine how it might have felt to be part of the Windrush generation. What was the Windrush? Why did people travel to Britain on the Windrush and other similar ships? What countries did they come from?		