

History Overview

This is our long term plan for the sequencing of the history curriculum through school. As well as using an enquiry based approach to each unit, focussing upon key historical concepts to be developed, we have also identified where deliberate links will be made with the following areas:

Fundamental British Values: democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Catholic Values: Respect, Generosity, Honesty, Forgiveness, Compassion, Patience

Equality & Diversity

SMSC – Spiritual, Moral, Social and Cultural Development *

** We have identified some specific history topics where an aspect of SMSC will be focussed upon. However, we recognise that SMSC permeates through all lessons and the everyday life of our school in the way that we support the spiritual, moral, social and cultural development of our pupils.*

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EYFS – Nursery	Understanding the World <ul style="list-style-type: none"> Begin to make sense of their own life-story and family’s history. 		
EYFS - Reception	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 		
Year 1	<u>Old Toys, New Toys</u> <ul style="list-style-type: none"> Changes within living memory <p>How have toys changed since Grandma was a girl?</p> <p>Key concept: Change</p> <p>Equality</p>	<u>Travel & Transport</u> <ul style="list-style-type: none"> Changes within and beyond living memory <p>How has travel and transport changed?</p> <p>What does this tell us about how life has changed?</p> <p>Key concept: Change</p> <p>SMSC</p>	<u>Great Explorers</u> <ul style="list-style-type: none"> Significant individuals <p>Why should we remember...?</p> <p>Key concept: Significance</p> <p>Diversity</p>
Year 2	<u>Great Women who Changed the World</u> <ul style="list-style-type: none"> Significant individuals <p>Why should we remember...?</p> <p>What does this tell us about how life has changed?</p> <p>Key concept: Significance</p>	<u>Our Town then and Now</u> <ul style="list-style-type: none"> Local study <p>How has St. Helens changed?</p> <p>Why should we be proud of St. Helens?</p> <p>Key concepts: Change & significance</p> <p>Rule of Law</p>	<u>Titanic</u> <ul style="list-style-type: none"> Significant historical events <p>How was the journey on the Titanic different for rich and poor?</p> <p>Key concept: Similarities and Differences</p> <p>Equality</p>

	Moina Michael, Michelle Obama, Emmeline Pankhurst Equality Democracy	Respect SMSC	
Year 3	<u>Stone Age to Iron Age</u> <ul style="list-style-type: none"> British history How did life change from stone age to iron age? Key concepts: change Rule of Law	<u>Ancient Egypt</u> <ul style="list-style-type: none"> World History What is an ancient civilisation? What were some of the achievements of the ancient Egyptians? Key concepts: Evidence & consequences Democracy	<u>Railways</u> <ul style="list-style-type: none"> Local History (linked to national) What were the Rainhill trials? What was the impact of the railways? Key concepts: Evidence & consequences Respect Patience
Year 4	<u>Romans</u> <ul style="list-style-type: none"> British history What was the Roman Empire and how did it become so large? Which of the Roman achievements was most significant? Key concept: Consequences and changes they brought. Rule of Law	<u>Anglo-Saxons</u> <ul style="list-style-type: none"> British history What was life in Anglo-Saxon England like? Did the settlement by the Anglo-Saxons make England a better or worse place to live? Key concept: Consequences and changes they brought Democracy	<u>Vikings</u> <ul style="list-style-type: none"> British history Is it fair to describe the Vikings as vicious raiders? How did the Saxons gain control of England? Key concept: Chronology and change Diversity
Year 5	<u>WW1</u> <ul style="list-style-type: none"> British history What does St. Helens remember on November 11 th ? Key concept: Significance Respect Compassion SMSC	<u>Victorians</u> <ul style="list-style-type: none"> British history What was the industrial revolution? How did the industrial revolution change St Helens? Key concept: change Rule of Law; Individual Liberty Equality	<u>Early Islamic Civilisation</u> <ul style="list-style-type: none"> World history Why was Baghdad a significant settlement? Key concept: Significance Mutual Respect & Tolerance SMSC
Year 6	<u>WW2</u> <ul style="list-style-type: none"> British history 	<u>Ancient Greece</u> <ul style="list-style-type: none"> World History 	<u>Changes in our wider locality since the 1940s</u> <ul style="list-style-type: none"> Local study

	<p>What was the Battle of Britain and why did it happen? Key concept: causation & consequences</p> <p>Diversity Democracy/Individual Liberty/Respect Compassion SMSC</p>	<p>Where and when did the earliest civilisations begin? How was life different in the Greek city states? In what ways have the ancient Greeks influenced our world today? Key concept: Causation and consequences</p> <p>Democracy Respect</p>	<p>How has Liverpool changed since the 1940s? Key concept: change and significance</p> <p>Diversity</p>
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History Knowledge Threads

	Monarchy/Rulers Who was in charge?	Economics Why was money important?	Settlement Why move/live there?	Conflict Why didn't they get on?
EYFS				
Year 1 1) Toys 2) Transport 3) Great explorers	* The Queen's Hat (Geography) 3) The role of the king for Christopher Columbus.	1) Toys for rich and poor 2) The purpose of transport e.g. transport goods. Why do more people have cars today? 3) Why discover new lands? - get richer, trade. Who paid for the explorations?		
Year 2 1) Great Women 2) Our Town 3) Titanic	1) What is democracy? Women being unable to vote. How our democracy has changed. Democracy around the world. 2) Local democracy – MP, local councillor, town hall.	2) Houses – buy and sell; the rugby club – money to build a new ground, giving money back to community. 3) Class system (rich and poor experience on the Titanic).		
Year 3 1) Stone Age to Iron Age 2) Railways 3) Ancient Egypt	1) Iron age tribes – a social hierarchy e.g. tribal leader (early monarchy) 2) A pharaoh is a monarch. Societal pyramid. The scribes' role in politics. Bureaucracy.	1) Trade 2) Trade (on the Nile); currency (they used grain!) 3) Wealth generated by improved transport systems.		
Year 4 1) Romans 2) Anglo-Saxons 3) Vikings	1) Empire/ role of the emperor - governors running parts of empire. 2) Saxons kingdoms/kings. Law codes 3) Danelaw, Witan (elected/chose the king)	1) Trade (Empire expanded to bring in wealth); coinage. 2) Trade 3) Trade, raiding and pillaging – to steal valuables.		
Year 5 1) WW1 2) Victorians 3) Early Islamic civilisations	1) WW1 – Leaders - tsar in Russia, Kaiser in Germany, prime minister in UK. Outcome of WW1 = women getting the vote. 2) Acts of Parliament which changed lives. 3) 3) Caliph – Caliphate (monarch/monarchy)	2) Industrial revolution changed the economics of the world; people moved to cities to earn more. 3) Silk Road trade route – paramount to the success of Baghdad as a city (trade of goods and ideas).		

<p>Year 6</p> <p>1) Battle of Britain (WW2)</p> <p>2) Ancient Greece</p> <p>3) Changes in wider locality</p>	<p>1) Chamberlain/ Churchill (elected PM), Adolf Hitler (elected leader).</p> <p>2) Athens - democracy; Sparta – oligarchy</p>	<p>1) Poverty in Germany after WW1 = WW2. U-boats sinking freight convoys.</p> <p>2) Athens as port – increased wealth.</p> <p>3) Liverpool docks – changing use linked to economics/ modern world.</p>		
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