



## St Patrick's Catholic Primary School History Overview 2017- 2018

(see [History End-of-Year Milestones](#) document for further details)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	<p style="text-align: center;"><b>Toys Past and Present</b></p> <p>Children will have the opportunity to match objects of their lifetime and to people of different ages. They will begin to recognise the difference between the past and present and understand the difference between facts and memories. Children will also have the opportunity to find out answers to simple questions about artefacts observed.</p>		<p style="text-align: center;"><b>Intrepid explorers</b></p> <p>Children will have the opportunity to look at an image and guess who the person is. They will begin to find out when Christopher Columbus lived and what he was trying to achieve. Children will explore the impact of Columbus's voyages and what he brought back to Europe. They will also find out about Neil Armstrong and why we remember him today. Children will have the opportunity to find out about him landing on the moon and the impact it had on the world. The children will compare the lives of Columbus and Armstrong to evaluate their achievements.</p>		<p style="text-align: center;"><b>Castles</b></p> <p>Children will have the opportunity to find about castles in the United Kingdom and who built them. They will also look at the the structure of these medieval castles. They will learn about the people living in the castles and how the common people were treated.</p>	
Year 2	<p style="text-align: center;"><b>Guy Fawkes and the Gunpowder Plot</b></p> <p>Children will find out about significant historical events and know where people and events fit within a chronological framework. They will find out about who Guy Fawkes was and why he disliked King James 1<sup>st</sup>. The Children will also find out what happened next in the gunpowder plot and how this relates to why fireworks are lit today on Bonfire night.</p>		<p style="text-align: center;"><b>Florence Nightingale</b></p> <p>Children will learn about the life of Florence Nightingale and where she lived. They will begin to understand why she went Scutari and about hospital conditions she worked in and how Florence improved these conditions. The children will be able to compare and identify similarities and differences between now and Victorian times. They will learn about Florence's later life and summaries the events in her life in order.</p>		<p style="text-align: center;"><b>What were seaside holidays like in the Past?</b></p> <p>Children will have the opportunity to learn about changes within living memory and identify features of a seaside holiday by using different sources to explore what holidays were like in the past. They will also find out when and how seaside holidays became so popular and begin to use the historical vocabulary. They will compare seaside holidays now and in the past and put them in chronological order.</p>	
Year 3	<p style="text-align: center;"><b>What can we find out from ancient Egypt from what has survived?</b></p> <p>Children will locate Ancient Egypt in time and place They will learn about the Egyptian landscape and find out how it impacted on peoples lives in ancient Egypt. They will use artefacts to show, how they can teach us about the past e.g. Tutankhamen. They will learn about Egyptian tombs, pyramids and burial sites and will be able to recall, select and organise this historical information.</p>		<p style="text-align: center;"><b>Prehistoric Britain Stone Age to Iron Age</b></p> <p>Children will learn about the changes in Britain from the Stone Age to Iron Age. They will begin to Understand and gain the knowledge of the past from a range of sources. The children will learn how to select and organise relevant historical information and acknowledge the achievements of early civilizations. They will begin to secure their own knowledge of chronological order and begin to recap and summarise the prehistory of Britain.</p>		<p style="text-align: center;"><b>Invaders and Settlers: Romans What did the Anglo-Saxons and the Scots leave behind?</b></p> <p>The children will learn how and why the Romans invaded Britain. They will begin to understand the terms 'invade' and 'settle' and to place the Romans on a timeline. They will find out who was in Britain when the Romans invaded and learn about their way of life The children will begin to explore who Boudicca was from different points of view and the results of Boudicca's revolt. They will learn about the results of Boudicca's revolt. Finally, they will find out what has survived from the Roman settlement in Britain.</p>	

<p>Year 4</p>	<p style="text-align: center;"><b>Early Civilization</b></p> <p style="text-align: center;">Explore where and when the first civilizations began</p> <p>Children in year 4 will begin to explore where and when the first civilizations began They will learn about the first writing system and also explore trade in early civilizations. Year 4 children will find out about mathematical understanding in early civilizations. The children will find out about the buildings and architecture of early civilizations to consolidate Knowledge and Understanding of early civilizations.</p>	<p style="text-align: center;"><b>Anglo-Saxons. Picts and Scot</b></p> <p style="text-align: center;">To find out whom the Picts and Scots were and where they lived.</p> <p>The children in will begin to find out whom the Picts and Scots were and where they lived. They will use various historical sources to find out about Anglo Saxon life and explore Anglo Saxon culture including art, music, stories and culture. Children will draw conclusions from Sutton Hoo about what or who was buried there</p>	<p style="text-align: center;"><b>Mayan Ancient Civilization</b></p> <p style="text-align: center;">What happened to the Mayan civilization and how did they live?</p> <p>Children will explore where and when the remains of the Mayan civilization where discovered and how the Mayan civilization developed over time. They will find out about everyday life about the Mayan people and about Mayan religion and beliefs They will find out about the city-states of the Mayans and how they were formed. Finally the will find out about the decline of the Mayan civilization.</p>
<p>Year 5</p>	<p style="text-align: center;"><b>Vikings vs Anglo- Saxons</b></p> <p>Children in year 5 will explore what Britain was like before the first Viking invasions they will find out about the Viking settlements of Britain and how this effected the Anglo Saxons. They will also learn about why King Alfred was dubbed Alfred the Great and what life was like living in Britain. They will also find out how and when England became a unified country. Finally the end of the Anglo Saxon and Viking era.</p>	<p style="text-align: center;"><b>Shang Dynasty</b></p> <p style="text-align: center;">What ordinary life was like during the Shang dynasty?</p> <p>Children will find out about the Shang dynasty and how we know about it. They will begin to explore the evidence surrounding the Shang Kings and about Shang royal burials. The children will find out information about Shang royal burials. They will also learn about what ordinary life was like during the Shang dynasty and why it ended.</p>	<p style="text-align: center;"><b>Who were the ancient Greeks?</b></p> <p>The children will study Greek life and achievements and their influence on the western world. This will help them understand the achievements of early civilizations and develop a chronologically secure knowledge and understanding of world history. They will learn about daily life in Ancient Greece and about the impact of the Ancient Greek civilization had on the modern world. Children will begin to Understand that a timeline can be divided into BC and AD.</p>
<p>Year 6</p>	<p style="text-align: center;"><b>Crime and Punishment</b></p> <p style="text-align: center;">Crime and punishment from the Romans to the 21<sup>st</sup> Century</p> <p>The children will be introduced to the broad trends of crime and punishment from the Romans to the 21<sup>st</sup> Century</p> <p>To explore crime and punishment:</p> <ul style="list-style-type: none"> <li>• Roman Period</li> <li>• Anglo Saxon/Viking</li> <li>• Medieval/Tudor</li> <li>• Early modern period</li> <li>• Victorian</li> <li>• Today</li> </ul> <p>This will help them to develop a secure chronological knowledge of local history and note connections, contrast and trends over time and develop the appropriate use of historical terms They will devise historically valid questions about change, cause, similarity and difference. This will enable them to understand how our knowledge of the past is constructed from a range of sources and select and organise relevant historical information to present to their peers.</p>	<p style="text-align: center;"><b>Local study</b></p> <p style="text-align: center;"><b>St Georges' Hall</b></p> <p style="text-align: center;">How important is St Georges' Hall within history?</p> <p>Children will have the opportunity to visit St Georges Hall and look at how important the building was within history. They will investigate the building, how it was designed and how this fits in with architecture of the time.</p> <p>They will find out about the uses for the hall over periods of time and look at the differing sources we have which report about St George's hall. Paying attention to validity of the sources (primary/secondary)</p>	<p style="text-align: center;"><b>How has life in Britain changed since 1948?</b></p> <p>Children will have the opportunity to identify main changes in Britain since 1948 and identify key characteristics of different decades They will look at similarities and differences in types of sources and information available at different periods in the past. They will find out about some of the main events in 1950s, 60s, 70s, 80s, 90s and investigate what life was like in this period. They will learn about some of the main events in 1990s and investigate what life was like in this period and identify connections between different aspects since 1948.</p>

