



St Thomas More Primary School
History Whole School Overview





| Year 1 Personalised Curriculum | | |
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| Autumn Castles (Local Study) | Spring Explorers | Summer Famous Queens |
| <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none">• Who built the first castles in the UK.• The features of Norman castles (Durham Castle)• The structure of medieval castles. (Barnard Castle)• Who lived in medieval castles.• How common people were treated in medieval times.• How the Tower of London's uses have changed over time. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none">• When Christopher Columbus lived and what he was trying to achieve.• About Christopher Columbus's journey and what he discovered.• To explore the impact of Columbus's voyages and what he brought back to Europe.• Who Neil Armstrong is and why he is remembered today.• About Neil Armstrong's landing on the moon and the impact this had on the world.• How to compare the lives and achievements of Columbus and Armstrong.• How to use what they have learnt about Columbus and Armstrong to evaluate their achievements. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none">• What a monarch is and where monarchs live• Features of Tudor life and Queen Elizabeth I.• Who Queen Victoria was.• About features of the Victorian period.• About the life of Queen Elizabeth II.• How to compare three major time periods.• How to carry out an enquiry comparing the three significant queens. |



| Year 2 Personalised Curriculum | | |
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| Autumn Guy Fawkes and the Gunpowder Plot | Spring Florence Nightingale | Summer Seaside Holidays in the Past |
| <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none">• What Bonfire Night is.• About King James I of England• Who Guy Fawkes was.• What happened next in the Gunpowder Plot.• How to carry out an enquiry about why fireworks are lit on November 5th. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none">•• Who Florence Nightingale was and when she lived.• Why Florence Nightingale went to Scutari and what hospital conditions were like when she got there• How Florence Nightingale improved the conditions at the Scutari hospital.• About Florence Nightingale's later life.• Similarities and differences between medical care now and in Victorian times.• How to order and summarise events in the life of Florence Nightingale | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none">• The Features of a seaside holiday.• How to use photographs to find clues as to what seaside holidays were like in the past.• When and how seaside holidays became popular.• What seaside holidays were like 100 years ago.• How to order seaside holidays in chronological order.• Similarities and differences between seaside holidays now and in the past |



| Year 3 Personalised Curriculum | | |
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| Autumn Stone Age to Iron Age | Spring Local Study Coal Mining in the Northeast | Summer The Maya |
| <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • The definition and time scale of human prehistory. • About early humans and the Palaeolithic period. • About people who lived in the Mesolithic period. • How people lived in the Neolithic period. • How people lived in the Iron Age. • How to recap and summarise the prehistory of Britain. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • Why was coal important. • Where were the pits in the North-East. • How a coal mine operated • Know what was life was like for a miner. • About the causes and effects of pit disasters. • why the coal mines closed in the North East and the effects of this through a historical enquiry. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • Where and when the remains of the Mayan ruins were discovered. • How the Mayan civilisation developed over time. • About the city states of the Maya and how society was organised. • About Mayan religion and beliefs. • About everyday life for the Mayan people. • About Mayan writing and calendars. • Know about the decline of the Mayan civilisation. |
| Year 4 Personalised Curriculum | | |
| Autumn Ancient Rome | Spring Ancient Egypt | Summer Ancient Greece |
| <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • About the legend of how Rome was founded and investigate how it grew into the Roman empire. • Features of the social structure and organisation of ancient Rome. • How to carry out historical research to find out what daily life was like in ancient Rome. • What the Romans believed and to investigate the gods and goddesses. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • To place key events from the ancient Egyptian period on a timeline. • To find out how society in ancient Egypt was organised. • To find out who the pharaohs were and why they were important. • To find out about ancient Egyptian gods and goddesses. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • To begin to find out who the ancient Greeks were, and place their civilisation in time • To understand the different types of government and the society in ancient Greece • To use sources to find out about daily life in ancient Greece • To know about religion in ancient Greece |



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| <ul style="list-style-type: none"> • About ancient Roman entertainment and to explore the life of a gladiator. • About Julius Caesars' failed Invasion of Britain. | <ul style="list-style-type: none"> • To find out about the pyramids of ancient Egypt. • To investigate the inventions and achievements of the ancient Egyptians. | <ul style="list-style-type: none"> • To compare and contrast the two city-states of Athens and Sparta • To find out about the ancient Greek scholars and philosophers • To find out about the ancient Greek scholars and philosophers |
| Year 5 Personalised Curriculum | | |
| Autumn Roman Britain | Spring Vikings vs Anglo Saxons (Local Study Lindisfarne) | Summer Shang Dynasty |
| <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • The terms 'invade' and 'settle' and to place the Romans on a timeline • Why and how the Romans successfully invaded Britain • Who was in Britain when the Romans invaded and learn about their way of life • Who Boudica was from different points of view • About the results of Boudica's revolt • About life in Roman Britain • How the Romans have influenced our lives today. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • What Britain was like before the first Viking invasions. • About the Viking invasions of Britain at Lindisfarne. • About the Viking settlement of Britain and how this affected the Anglo Saxons (links to Saints) • Why King Alfred was dubbed 'Alfred the Great'. • What life was like for Vikings living in Britain. • How and when England became a unified country. • About the end of the Anglo-Saxon and Viking era in Britain. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • About the Shang Dynasty of China and explore how we know about it. • The evidence surrounding the Shang kings. • About Shang royal burials. • What ordinary life was like for people during the Shang Dynasty. • About the writing and calendar created during the Shang Dynasty. • Why the Shang Dynasty ended |



| Year 6 Personalised Curriculum | | |
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| Autumn World War 1 | Spring World War 2 | Summer How has life changed in Britain since 1948 |
| <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • The elements that led to the start of World War I. • What life was like on the Western Front. • The advancements of warfare that occurred during WWI. • The involvement of animals in WWI. • What life was like for the people in Britain during WWI. • The end of WWI and what happened afterwards. • How to consolidate knowledge and understanding of WWI | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • The causes of World War 2 • What World War 2 was and where and when it took place. • What the Blitz was and which areas were most likely to be affected • About the effects of air raids and the causes of evacuation. • About the experiences and feelings of evacuees. • What rationing was, why it was necessary and how it impacted on people's lives. • About the experiences of Jewish children during the war and that the war created many refugees. • How the war affected people's everyday lives. | <p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • The main changes in Britain since 1948 and to identify key characteristics of different decades. • Similarities and differences between types of sources of information available in different periods in the past. • The main events of the 1950s and to investigate what life was like during this period. • The main events of the 1960s and to investigate what life was like in Britain during this period. • The main events of the 1970s and to investigate what life was like in Britain during this period. • The main events of the 1980s and to investigate what life was like in Britain during this period. • What life was like in Britain in the 1990s and to identify connections between different aspects of life since 1948. |