



St Oswald's Catholic Primary School – Curriculum Overview 2020/21

History

	Autumn	Spring	Summer
Nursery	Throughout nursery the children will cover these objectives: <ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating. (Communication and Language – Speaking 22-36) • Uses talk to recall and relive past experiences. (Communication and Language – Speaking 30-50) • Builds up vocabulary that reflects the breadth of their experiences. (Communication and Language – Speaking 30-50) • Extends vocabulary, exploring the meaning of new words. (Communication and Language – Speaking 40-60+) • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. (Mathematics, Shape, Space and Measure 22-36) • Uses everyday language related to time. (Mathematics, Shape, Space and Measure 40-60+) • Remembers and talks about significant events in their own experiences. (Understanding the World, People and Communities 30-50) • Developing an understanding of growth, decay and changes over time. (Understanding the World, The World 30-50) • Looks closely at similarities, differences, patterns and change. (Understanding the World, The World 40-60+) 		
Reception	<p>Catch up curriculum - Nursery objectives: Developing an understanding of growth, decay and changes over time. (Understanding the World, The World 30-50) Looks closely at similarities, differences, patterns and change. (Understanding the World, The World 40-60+)</p> <p>UW: Looks closely at similarities, differences, patterns and change (40-60) SSM: Uses everyday language related to time (40-60) SSM: Orders and sequences familiar events (40-60) C&L: Beginning to use more complex sentences to link thoughts (e.g. using and, because) (40-60) C & L: Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (40-60) C & L: Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (40-60) C & L: Questions why things happen and gives explanations. Asks e.g. who, what, when, how (40-60) C & L: Uses a range of tenses (e.g. play, playing, will play, played) (40-60) Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes (Early Learning Goal)</p>		
Year 1	<p>Catch up curriculum - Reception objectives: Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes (Early Learning Goal)</p> <p>SSM: Uses everyday language related to time (40-60) C&L: Beginning to use more complex sentences to link thoughts (e.g. using and, because) (40-60) C & L: Questions why things happen and gives explanations. Asks e.g. who, what, when, how (40-60)</p> <p>What are local heroes and what impact have they had?</p> <p>The children will learn about the lives of significant individuals within the local area. E.g. local musicians - Beatles or local sports people Dixie</p>	<p>How has childhood changed in the last hundred years?</p> <p>As Historians, the children will be investigating childhood in the past. We will developing an awareness of the past, exploring how life has changed and developed. We will use a wide vocabulary of everyday historical terms.</p>	<p>What makes a good monarch?</p> <p>As Historians, we will be learning about the two significant British monarchs (one current monarch and Queen Elizabeth I. This will involve retelling stories from the past and comparing different monarchs.</p>

	Dean and Kenny Dalgish		
Year 2	<p>Autumn 1 Catch up Curriculum - What makes a good monarch?</p> <p>As Historians, we will be learning about the two significant British monarchs (one current monarch and Queen Elizabeth I. This will involve retelling stories from the past and comparing different monarchs.</p> <p>Explain what you understand about the Great Fire of London.</p> <p>The children will find out some of the ways in which how we live now is different and similar to how people lived in 1666. They will find out, how the fire started, and its effects.</p>	<p>Can you explain the cause and effects that led to the sinking of the Titanic?</p> <p>The children will sequence chronologically the events of the Titanic disaster. They will be able to write about the reasons for the sinking. They will also be learning about our city's links to the Titanic's history.</p>	<p>How did these famous explorers impact life today?</p> <p>As Historians, the children will be learning about significant individuals, such as Amelia Earhart, Christopher Columbus and Neil Armstrong/Tim Peak. (choose two) Children will build upon their understanding of chronology and deepen their understanding using different sources of historical information.</p>
Year 3	<p>Autumn 1 Catch up Curriculum - How did these famous explorers impact life today?</p> <p>As Historians, the children will be learning about significant individuals, such as Amelia Earhart, Christopher Columbus and Neil Armstrong/Tim Peak. (choose two) Children will build upon their understanding of chronology and deepen their understanding using different sources of historical information</p> <p>How has Old Swan changed over time?</p> <p>The children will find out about the origins of Old Swan. Look at the history of Old Swan and how it has changed over time including the history of our school. The children will explore the historical features associated with Old Swan and the surrounding area.</p>	<p>What was life like in Stone age time?</p> <p>As Historians, the children will be learning about the Stone Age period. The children will build upon their understanding of chronology, understand what life was like at that time. The children will deepen their understanding and analysis of different sources of historical information.</p>	<p>What were the successes of Ancient Egypt?</p> <p>This unit should begin with 1 lesson focusing on all earliest civilisations to enable children to develop a greater understanding of chronology of ancient civilisations. They will then focus on Ancient Egypt. Some of the key aspects of our learning will focus on religion and culture. The children will understand the methods of historical enquiry the use of evidence and pose their own historically valid questions.</p>
Year 4	<p>Autumn 1 Catch up Curriculum - What were the successes of Ancient Egypt?</p> <p>This unit should begin with 1 lesson focusing on all earliest civilisations to enable children to develop a greater understanding of chronology of ancient civilisations. They will then focus on Ancient Egypt. Some of the key aspects of our learning will focus on religion and culture. The children will understand the methods of historical enquiry the use of evidence and pose their own historically valid questions.</p> <p>What impact has Ancient Greece had on modern life?</p> <p>As Historians, the children will be studying Ancient Greece. They will learn about many of the different Greek Gods, the beliefs Greeks had around these and research how Ancient Greece's achievements have impacted on modern Greece.</p>	<p>What impact have the Romans had on modern life?</p> <p>As Historians, the children will study the Roman Empire and its impact on Britain then and now. We will also be learning about the history of Liverpool, considering historical concepts such as continuity and change, cause and consequence.</p> <p>Slaves, gladiators, diary life, entertainment, colosseum</p>	<p>Can you compare and contrast two monarchs and how they reigned and behaved?</p> <p>The children will look at how are monarchy has changed focusing on the changing power of two monarchs and how these leaders affected the formation of Great Britain; Explain how different monarchs reigned and behaved. (Queen Victoria and Henry VIII)</p>

<p>Year 5</p>	<p>Autumn 1 Catch up Curriculum - Can you compare and contrast two monarchs and how they reigned and behaved?</p> <p>The children will look at how are monarchy has changed focusing on the changing power of two monarchs and how these leaders affected the formation of Great Britain; Explain how different monarchs reigned and behaved. (Queen Victoria and Henry VIII)</p> <p>What was the impact of the Trans-Atlantic slave trade on Liverpool?</p> <p>As Historians, the children will be studying Liverpool and our city's links to the Trans-Atlantic Slave Trade. The children will build upon their understanding of chronology and understand how Liverpool has changed over time.</p>	<p>What impact have the Anglo Saxon and Scots had on Britain in the past and present day?</p> <p>The children will study the world of Anglo Saxons and Scots focussing on their impact on Britain in the past and present.</p>	<p>What does Aztec civilization teach us about our lives today?</p> <p>The children will recognise some similarities and differences between the Maya civilisation and other societies; ask and answer questions about the Maya civilisation by using sources of information</p>
<p>Year 6</p>	<p>Autumn 1 Catch up Curriculum - What does Aztec civilization teach us about our lives today?</p> <p>The children will recognise some similarities and differences between the Maya civilisation and other societies; ask and answer questions about the Maya civilisation by using sources of information</p> <p>What impact did World War 2 have on Liverpool?</p> <p>Local Study – Liverpool in the Second World War (Considering the impact of global conflict on the city of Liverpool and its people. Exploring the important role played by the port of Liverpool in maintaining the flow of vital supplies to the nation).</p>	<p>What impact have the Vikings had on past and present Britain?</p> <p>As Historians, the children will investigate the Vikings focusing on their impact on Britain in the past and present. The children will have the opportunity to experience a day with 'Vikings'.</p>	<p>How has crime and punishment changed since Roman times?</p> <p>The children will make links between different times in history and their crimes and punishments. They will create links between the law, politics and the crimes and punishments changing faces through the ages</p>