



St Oswald's Catholic Primary School – Curriculum Overview 21/22

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. • Uses talk to recall and relive past experiences. • Builds up vocabulary that reflects the breadth of their experiences. • Extends vocabulary, exploring the meaning of new words. • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Uses everyday language related to time. • Remembers and talks about significant events in their own experiences. • Developing an understanding of growth, decay and changes over time. • Looks closely at similarities, differences, patterns and change. 		
Reception	Looks closely at similarities, differences, patterns and change Uses everyday language related to time Orders and sequences familiar events Beginning to use more complex sentences to link thoughts (e.g. using and, because) Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Questions why things happen and gives explanations. Asks e.g. who, what, when, how Uses a range of tenses (e.g. play, playing, will play, played) 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		
Year 1	What are local heroes and what impact have they had? The children will learn about the lives of significant individuals within the local area. E.g. local musicians - Beatles or local sports people Dixie Dean and Kenny Dalgish	How has childhood changed in the last hundred years? As Historians, the children will be investigating childhood in the past. We will develop an awareness of the past, exploring how life has changed and developed. We will use a wide vocabulary of everyday historical terms.	What makes a good monarch? 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.
Year 2	Explain what you understand about the Great Fire of London. 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.	Can you explain the cause and effects that led to the sinking of the Titanic? 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.	How did these famous explorers impact life today? As Historians, the children will be learning about significant individuals, such as Amelia Earhart, Christopher Columbus and Neil Armstrong/Tim Peck. (choose two) Children will build upon their understanding of chronology and deepen their understanding using different sources of historical information.

<p>Year 3 Opening worlds phase 1</p>	<p>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</p> <p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time –</p> <p>Autumn 2 -Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</p> <p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations (lays foundations for Judaism (Y3 Religion & Worldviews Spring 2, Summer 1) Indus valley to Hinduism - see right).</p>	<p>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</p> <p>Indus Valley Civilisation What kind of settlement was this? a system of monsoon-fed rivers; advanced urban planning in cities; long-distance trade material and spiritual culture: Sarasvati culture, including the Rig Veda, ancient writings & scriptures (links with Autumn 2 Religion & Worldviews) evidential basis - how do we know? archaeological finds Why did settlements spread over such a large area?</p> <p>Spring 2- Disciplinary focus: similarity and difference What did Greek city-states have in common?</p> <p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Greco-Persian wars, inc. battle of Marathon Athenian democracy and empire, Peloponnese War Greek religion – gods and goddesses</p>	<p>Disciplinary focus: evidential thinking What can sources from Ancient Greece tell us?</p> <p>Ancient Greece Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Why did the Greeks tell so many stories? Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Summer 1) Greek literature, inc. epic poetry – inc. Homer. Tragedy in Greek theatre Ancient Greek language Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p>Summer 2 - Disciplinary focus: causation How did Alexander the Great</p> <p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link Aristotle in Y3), early battles, conquest of Persia, death. Alexander the ‘Great’? Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p>
<p>Year 4</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>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 Aztec civilisation and other societies; ask and answer questions about the Aztec civilisation by using sources of information</p>
<p>Year 6</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>

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