



# St Oswald's Catholic Primary School – Curriculum Overview 24/25

## History

	Autumn	Spring	Summer
<b>Nursery</b>	Throughout Nursery, the children will cover these objectives: <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history (UW)</li> <li>• Continue developing positive attitudes about the differences between people (UW)</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UW)</li> <li>• Comment on images of familiar situations in the past (UW)</li> <li>• Compare and contrast characters from stories, including figures from the past (UW)</li> <li>• Remembers and talks about significant events in their own experiences. (UW)</li> <li>• Developing an understanding of growth, decay and changes over time. (UW)</li> <li>• Learns new words very rapidly and is able to use them in communicating. (CL)</li> <li>• Uses talk to recall and relive past experiences. (CL)</li> <li>• Builds up vocabulary that reflects the breadth of their experiences. (CL)</li> <li>• Extends vocabulary, exploring the meaning of new words. (CL)</li> <li>• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. (NP)</li> </ul>		
<b>Reception</b>	Throughout Reception, the children will cover these objectives: <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change (UW)</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (CL)</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (CL)</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how (CL)</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played) (CL)</li> <li>• 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 (UW)</li> <li>• Uses everyday language related to time. (NP)</li> <li>• Orders and sequences familiar events (NP)</li> <li>• To talk about changes made by different people from the past (PP)</li> <li>• Talk about the lives of the people around them and their roles in society (PP)</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (PP)</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling (PP)</li> </ul>		
<b>Year 1</b>	Autumn How have toys changed in the last 100 years?  As Historians, the children will be investigating childhood in the past. We will developing an awareness of the past, exploring how toys have changed and developed. We will use a wide vocabulary of everyday historical terms.	Spring Who were the Beatles and what was their impact on Liverpool?  The children will learn about the lives of The Beatles and what impact they have had on the local area.	Summer Who are Florence Nightingale and Mary Seacole?  The children will learn about the lives of Florence Nightingale and Mary Seacole and understand the significance of their role.
<b>Year 2</b>	Autumn 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	Spring Who was Kitty Wilkinson and what impact did she have on Liverpool?  As Historians, the children will be learning about the significance of Kitty Wilkinson and what impact she had on the local area.	Summer The Stone Age (Opening Worlds) <b>How has society evolved during the Stone Age?</b> The children will be learning about the Hunters of Doggerland. How humans, as hunter-gatherers, evolved within society. What is meant by

	the fire started, and its effects.		prehistoric. The settlement Skara Brae. They will learn how and why Stonehenge was formed.
<b>Year 3</b> <b>Opening Worlds</b>	<p>Autumn 1</p> <p>Disciplinary focus: change/continuity <b>How much did Ancient Egypt change over time?</b></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</p> <p>Disciplinary focus: similarity and difference <b>How similar and how different were Ancient Egypt and Ancient Sumer?</b></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 &amp; geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geog knowledge so far) and via art of ancient civilisations (lays foundations for Judaism (Y3 Religion &amp; Worldviews Spring 2, Summer 1) Indus valley to Hinduism - see right).</p>	<p>Spring 1</p> <p>Disciplinary focus: evidential thinking <b>How do we know about the Indus Valley civilisation?</b></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 &amp; scriptures (links with Autumn 2 Religion &amp; Worldviews) evidential basis - how do we know? archaeological finds Why did settlements spread over such a large area?</p> <p>Spring 2</p> <p>Disciplinary focus: similarity and difference <b>What did Greek city-states have in common?</b></p> <p>Persia and Greece Start with ancient Persia and its empire to set geographical &amp; 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>Summer 1</p> <p>Disciplinary focus: evidential thinking <b>What can sources from Ancient Greece tell us?</b></p> <p>Ancient Greece Art, culture &amp; 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</p> <p>Disciplinary focus: causation <b>How did Alexander the Great conquer so much?</b></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>Autumn 1</p> <p>Disciplinary focus: causation <b>How did Rome become so powerful?</b></p> <p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths &amp; legends Roman roads Roman politics and government during the Republic</p> <p>Autumn 2</p> <p>Disciplinary focus: evidential thinking <b>What can sources reveal about Roman ways of life?</b></p> <p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce &amp; apply volcano knowledge from geography)</p>	<p>Spring 1</p> <p>Disciplinary focus: change/continuity <b>What changed in Roman Britain?</b></p> <p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain</p> <p>Spring 2</p> <p>Disciplinary focus: similarity/difference <b>How did rulers change Christianity?</b></p> <p>Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1) Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2) Constantine and founding of Constantinople. 3) Fall of Rome in 5th century. 4) Byzantine Empire, including more on Constantinople - confluence of European &amp; Asian influences in art and architecture. 5) The Port of Adulis on the Red Sea. Kingdom of Aksum. Christianity spreads into</p>	<p>Summer 1</p> <p>Disciplinary focus: causation <b>Why did Islam spread so far and so fast?</b></p> <p>Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p>Summer 2</p> <p>Disciplinary focus: similarity and difference <b>How did worlds come together in Cordoba?</b></p> <p>Islamic civilisations (2) The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p>
<p><b>Year 4</b>  <b>Opening Worlds</b></p>			

		Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. 6) Ethiopian Christianity - its practices, cultural artefacts and ongoing importance in world Christianity.	
<b>Year 5</b> <b>Opening Worlds</b>	<p>Autumn 1</p> <p>Disciplinary focus: causation <b>Why were there so many restless minds in Cordoba and in Baghdad?</b></p> <p>Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p>Autumn 2</p> <p>Disciplinary focus: evidence <b>How have historians learned about Anglo-Saxon Britain?</b></p> <p>Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</p>	<p>Spring 1</p> <p>Disciplinary focus: change/continuity <b>How did the Vikings change England?</b></p> <p>The first Viking raids and invasions King Alfred of the Kingdom of Wessex The ‘Great Heathen Army’ Alfred in Athelney Alfred’s victory over Guthrun, Guthrun’s baptism Danelaw Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed &amp; Aethelred take on the Vikings Aethelflaed &amp; Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p>Spring 2</p> <p>Disciplinary focus: similarities <b>What connections* and similarities did the Norse peoples have with other peoples?</b></p> <p>Norse culture including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p>	<p>Summer 1</p> <p>Disciplinary focus: change/continuity <b>How did Angles, Saxons and Vikings shape England and Scotland?</b></p> <p>Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings &amp; Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p>Summer 2</p> <p>A House Through Time</p> <p>A local study of a house in Falkner Street and the families who have resided in their since it was built. This study focuses on the socioeconomic changes throughout time.</p> <p>OR</p> <p>Transatlantic Slavery</p>
<b>Year 6</b> <b>Opening Worlds</b>	<p>Autumn 1</p> <p>Disciplinary focus: evidential thinking <b>How do historians know about the Maya?</b></p> <p>Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians’ exp</p> <p>Autumn 2</p> <p>Disciplinary focus: similarities and differences <b>How similar and different were medieval Ethiopia and Benin?</b></p> <p>(i) material culture, society, government and technology in the medieval kingdom of Benin and (ii) material culture, society, government and technology in Ethiopia. This builds on pupils’ earlier</p>	<p>Spring 1</p> <p>Disciplinary focus: causation <b>Why did Manchester change so rapidly in the 19th century?</b></p> <p>The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities beginning</p> <p>Spring 2</p> <p>Disciplinary focus: similarity and difference <b>How typical of urban history is the history of my city / the city of xxx?</b></p> <p>Greek and Roman Pompeii Viking and medieval London 10th to 16th century Samarqand Independent study: a city near you</p>	<p>Summer 1</p> <p>Britain in the era of the Second World War</p> <p>This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.</p> <p>Summer 2</p> <p>Local history study – school designed unit</p>

	knowledge of East African worlds gained in Year 4 work on the empire of Aksum		
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