


History – Curriculum Overview – 2023/2024

						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR			Enquiry 1: What are our favourite celebrations each year?	Enquiry 2: How have I changed since I was a baby?	Enquiry 3: Why do we wear different clothes at different times of the year?	

Games and Toys (Past & Present)

Enquiry Question: How did children play in the past?



NC Objectives

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented

Sticky Knowledge

- Toys have changed over time as a result of advances in technology and available materials.
- We can learn from people's memory of the past.
- Children are able to put toys in chronological order by identifying certain key features.
- Children will be able to retrieve and infer evidence from a given source (old toy etc)

Key Vocab

Diablo, whip and top, croquet, skipping rope, skittles, marble, hopscotch, blow football

Adventurers and Explorers

Enquiry Question: Can anyone be an explorer?



NC Objectives

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Sticky Knowledge

- The order of events leading to the moon landing within a worldwide context (eg The Space Race).
- Significant figures include Neil Armstrong, Buzz Aldrin and Michael Collins. They flew in Apollo 11 and landed on the moon on 20th July 1969.
- Women played a significant part in the Apollo 11 mission and

			<p>throughout the history of space exploration - These women are JoAnn Morgan, Katherine Johnson, Mary Jackson, Margaret Hamilton.</p> <ul style="list-style-type: none">-Films and photographs taken at the time help us to find out about what happened.-Exploration has changed over time owing to advancements-Significant events in the space race between the Russian and US. <p>Key Vocab Apollo, space flight, moon landing, orbit, NASA, astronaut, space, moon, Neil Armstrong, walk, engineer,</p>			
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The Great Fire of London
Enquiry Question: Who was to blame for the Great Fire of London?



NC Objectives

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Sticky Knowledge

- Houses have changed over time and the spread of the fire was influenced by the materials used at the time which was mainly wood.
- Advances in technology would prevent the spread of a similar fire today.

The United Kingdom – Geography unit

Drop down afternoon – Who is King Charles?

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Sticky Knowledge

- King Charles III is our current reigning King.*
- King Charles II reigned as King of United Kingdom during The Great Fire of London.*
- King Charles II reigned as King for Great Britain and Ireland for 25 years in 1660 – 1685.*
- King Charles III set up the charity The Princes' Trust which supports young people in England to gain confidence and find a job.*
- King Charles III has two children,*

Titanic

Enquiry Question: Why was the Titanic sinking so catastrophic?



NC Objectives

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Sticky Knowledge

The order of events leading to the sinking of the Titanic and how it could have been avoided.

1. The Titanic sank on the 15th April 1912
2. 1515 people died in the Titanic.
3. Factors to this disaster included: The speed the ship was travelling, ignoring iceberg warnings, not enough life boats, crew in the crows nest could not find the binoculars
4. The Titanic was built in Belfast
5. The sinking of the Titanic had an impact on laws as ships were ordered to have enough lifeboats for everyone on board (Passengers and crew).
6. The Titanic had impact on the local area of Southampton as many residents from Southampton were travelling on the maiden voyage. Many members of the crew were also from Southampton.

Key Vocab

Titanic, iceberg, propeller, lifebelt, lifeboat, Atlantic,

Olympics and Paralympics
Enquiry Question: How does the Olympics impact gender and ethnic equality?



NC Objectives

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Inclusivity and Diversity Drop

Sticky Knowledge

- The origins of the Olympics/Paralympics and how they were formed.
- The similarities and differences between the original Olympics in Ancient Greece and Modern day. (put this on timeline)
- Key figures and famous figures from the Olympics/Paralympics and the impacts that they have had on the games and society.

Key Vocab

Olympics, Paralympics, games, spectators, races, champions, winners, nations, inclusion, field, track, swimming, hosts, London 2012

-The great fire occurred centuries before the eras previously studied.
-Because the fire happened so long ago, we rely a lot on what people wrote about the fire at the time but we can also find things out from books that were written later by researchers.
-Significant figures include Samuel Pepys, Thomas Farryner, Sir Christopher Wren and King Charles

Key Vocab

London, River Thames, Samuel Pepys, Thomas Farrinor, Sir Christopher Wren, Pudding Lane, Fire, Mayor of London

Prince William and Prince Harry.
-King Charles I had 11 children.

New York, first class, unsinkable, passengers, second class, sink, Captain Edward J. Smith, collision, survivors, third class, disaster, White Star Line

Stone Age

Enquiry Question: How did those living during in the Stone Age era survive?



NC Objectives

- changes in Britain from the Stone Age to the Iron Age
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Sticky Knowledge

-The stone age was a prehistoric era which occurred before the previous eras studied. As time went on, people were able to make tools out of bronze and iron.
 -The Stone Age was dominated using stone tools. The homes that people lived in were influenced by the availability of natural materials. Advances led to social and economic change and the concept of wealth.
 -Advances were made during the eras in specific areas, including towns, defences and trade.
 -What we know about this period is largely informed by artefacts as it was so long ago.

Key Vocab

Neolithic, Palaeolithic, Mesolithic, Chronology, tribal, hunter-gatherers, Skara Brae, Stonehenge, Bronze Age, prehistory, Homosapiens, pelt, beaker, smelting

Romans

Enquiry Question: Was the Roman invasion positive?



NC Objectives

- the Roman Empire and its impact on Britain

Sticky Knowledge

-The Roman Invasion coincided with the Iron Age.
 -The Roman Empire had grown, with a strong army, before the invasions of Celtic Britain.
 -The most significant Celtic Tribe to resist the Roman invasion was the Iceni Tribe, led by Boudicca.
 -The legacy of the Roman invasion on life and society in Britain include: urban life, roads, military garrisons, centralised government, taxations, language (Latin), Christianity

Inclusivity and Diversity Drop

- The role of women in Roman Britain – the Roman Gladiator. Archaeologists in London found what historians believe is the grave of a female gladiator.

Key Vocab

Roman, conquer, invasion, Caesar, Emperor, revolt, mosaic, hypocaust, gladiator, chariot, Roman baths, Roman roads, aqueduct, viaduct, amphitheatre, amphora, toga, villa, centurion, legion, Hadrian's wall, forum, fortifications, legacy

The Mary Rose and Tudor House

Enquiry Question: Who was Jacques Francis?



NC Objectives

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Inclusivity and Diversity Drop

Sticky Knowledge

-The years 1485 – 1603 AD and the significant events during this era – Battle of Bosworth, Henry VII and Elizabeth of York marriage, Henry VIII becoming king, Mary Rose sinking, separation from the Catholic church.
 -The key figures of their time, including Henry VII, Henry VIII and his wives.
 -What life was like for those living in Tudor times. – most lived as farmers and some in cities, average life expectancy was 35, crimes faced severe punishment, illness was regular and fatal, 80% of most people's calorie intake came from grain
 -The Mary Rose, its significance and how it came to sink
 - Jacques Francis (Born in Africa) lived in Southampton

					<p>and was tasked with diving down to the Mary Rose and collect the guns and weapons. The divers had to hold their breath as there was no diving equipment.</p> <p>Key Vocab Tudor house, War of the Roses, monarchy, Henry VII, Henry VIII, Elizabeth I, catholic, church of England, Mary Rose, Jacques Francis, Weaponry, diving,</p>	
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Local History Project- Victorians

Enquiry Question: How was life different for children in the Victorian era?



National Curriculum

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a local history study

Sticky Knowledge

- A local case study to learn about what life was like in Southampton during this period.
- The years 1837-1901 AD when Queen Victoria reigned.
- The impact and progress in Britain during her reign.
- The conditions of living for those during this time, particular focus on the poor.
- The workhouses, what they were and their purpose.
- An understanding of schooling for children during this period and how it differed to modern day.

Key Vocab

Anglo Saxons

Enquiry Question: How 'Dark' were the Dark Ages? (Middle Ages)



National Curriculum

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Inclusivity and Diversity Drop

Sticky Knowledge

- The departure of the Roman Empire left Britain vulnerable to invasion from foreign lands.
- The Angles, Saxons, Jutes and Picts were from other parts of Europe. The effectiveness of Anglo-Saxon society depended on the discrete skills of its member.
- The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile land of England.
- The Legacy of the Anglo Saxons on Language, place names, defences and literature.
- The importance of Anglo-Saxon artefacts to inform our current understanding of this era.

Key Vocab

- Archaeologists, Invader, Settler, Evidence, Artefact, Settlement, Anglo Saxon, Significance Culture, Cemetery, Conquest, Culture

Vikings

Enquiry Question: Who was Alfred the Great?



National Curriculum

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Sticky Knowledge

- The Vikings raided places such as monasteries and pillaged expensive items to trade. The Vikings also wanted to claim land and take over much of Britain.
- The Vikings arrived in Britain around 787 AD. Their first recorded raid took place in 793 AD. By 878 AD, the Vikings had settled permanently in Britain.

Key Vocab

- Norsemen, Monasteries, Monks, Runestones, Raiders, Allies Invasion, Conflict, Resistance, Colonist, Intrepid, Tactical, Warrior, Destructive, Navigate, Conquer,

		Monarch, Industry, Invention, Overcrowding, Wealth, Wealthy, Working Conditions, Prosperous, Social, Economic, Poverty, Monarchy				Ruthless, Colony, Trade
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Local History Project- WW1
Enquiry Questions: What role did Southampton play in WW1?



National Curriculum

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Sticky Knowledge

- The significant events during the years 1914-1918 AD, including the Christmas Day Truce.
- The conditions of the trenches that the soldiers fought in.
- Key aspects to life as a soldier and 'Going over the top'.
- Remembrance Day and its importance.

Key Vocab

WWI, First World War, The Great War, no man's land, Battle of the Somme, poison gas, conscription, armistice, trenches, trench foot, shell shock, Christmas Day truce, remembrance, propaganda,

Ancient Greece

Enquiry Question: How was life different for men and women in Ancient Greece?



National Curriculum

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Sticky Knowledge

- The ancient Greek Empire coincides with the end of the ancient Egypt (which was conquered by the Greeks).
- The varying experiences of boys and girls growing up in different parts of ancient Greece. Boys were expected to grow up to be active citizens who participated in public life, whereas girls were primarily confined to domestic responsibilities.
- Key achievements of ancient Greeks and their legacy and influence on the modern world; Architecture, Olympics and Sport, Art, Language and Literature and democracy)

Key Vocab

Egyptians

How has Tutankhamun's tomb helped us understand Ancient Egyptian times?



National Curriculum

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Sticky Knowledge

- The ancient Egyptian empire lasted about 3000 years, from its unification in 3100 BC to its conquest by Alexander the Great in 332 BC. The ancient Egyptian civilisation emerged towards the end of the stone age. Egypt was absorbed by the Roman Empire in 30BC.
- The ancient Egyptians believed in an afterlife and preserved the body after death. The Pharaoh represented the gods on earth and built temples to honour the gods.
- The ancient Egyptians used hieroglyphics to communicate (the discovery of the Rosetta stone made it possible to interpret hieroglyphic symbols).
- The discovery of Tutankhamun's tomb and related events were widely reported in the press at the time.

Key Vocab

				Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, Hellenistic, mythology, column		Ancient Egyptians, civilisation, pyramid, sphinx, Nile, flood, gods, fertile, agriculture, tomb, archaeologist, papyrus, scribe, hieroglyphics, Howard Carter, Tutankhamen
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British History overview 1066 and Beyond

Enquiry question: How has Britain changed since 1066?



National Curriculum

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Sticky Knowledge

- Some of the key periods in this time include: The Medieval Period, The Tudors, The Victorians, The First World War and The Second World War
- Chn add key facts from their research to their sticky knowledge pages.

Key Vocab

The Medieval Period, The Tudors, The Victorians, The First World War, The Second World War, progression, industry, migration, discovery, culture, quality of life

Local History Project- WW2

Enquiry question: What would it have been like in Southampton during WW2?



National Curriculum

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Sticky Knowledge

- WWII is an aspect of 'Modern History'. The chronology of international events leading to and during WWII.
- Key figures include Neville Chamberlain, Winston Churchill and Adolf Hitler. Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis.
- The war put a strain on available resources and food was rationed. The local area was significantly affected by bomb damage and was used for imports and factory work. Southampton also housed many soldiers who were waiting for deployment.
- Diaries can provide a first-hand account of historical events and their impact on the individual. We can find out about what an era was like and how it affected people at the time by talking to community members with first-hand experience.

Key Vocab

Appeasement, Allies, Invasion, Treaty, Prisoners of War, Black Out, Evacuee, Rations, Propaganda, Holocaust, Prime Minister, Nation, Resistance,

A Non-European Society Study

Enquiry question: How can we compare Mayan civilisation with past occupants of Britain? (Stone Age)



National Curriculum

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Sticky Knowledge

- Know about the location and chronology of the Maya Civilisation and compare with the Maya today.
- Use archaeological evidence, drawings (by explorer Frederick Catherwood) and reconstruction by academics (by Professor Richard A Levanthal) to draw conclusions about life in Maya cities. Know that some evidence is more reliable than others.
- Know that the Popol Vuh is a collection of myths and stories that help us to understand Maya religion
- Know some of the reasons why the Spanish invaders destroyed Maya artefacts and comment on quotation from Spanish bishop Diego de Landa.
- Know about some key aspects of Maya culture (writing, numbers, architecture, astronomy, agriculture, trade) and compare with other civilisations and modern day.
- Know valid reasons (including those suggested by Dr Feinman

				Enemy, Peace, Empire, VE Day, Conflict		<p>-archaeologist at The Field Museum, Chicago and BL Turner, Columbia University) why the Maya civilisation disappeared around 900 AD. -Know that theories are more reliable if they are supported by evidence.</p> <p>Key Vocab Hierarchy, Society, Drought, Deforestation, Sacrifice, Architecture, Terrain, Decline, Source, Non-European</p>
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