



St Gregory's Catholic Primary School – History



Whole School Yearly Overview

Year Group	Autumn	Spring	Summer
EYFS	Bonfire Night Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
Year 1	Chronological Understanding • Sequence events or objects in chronological order • Begin to use appropriate terminology such as; past, then and now Knowledge and Interpretation • Begin to describe similarities and differences in artefacts. Historical Enquiry • Obtain ideas about the past from pictures and other sources. • Sort artefacts into 'then' and 'now' Organise, Evaluate and Communicate Information • Write simple sentences to describe an even or period of time. • Communicate understanding in simple language. • Recount stories from the past.		



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	What was life like when our grandparents were children?	How has shopping changed over time?	Who are our local heroes? – Beatles & 1960s
	Objectives: • Distinguish between school life today and in the past. • Describe features of a typical 1950s home. • Explain why school life might be more enjoyable now or in the past. • Distinguish old toys from new toys. • Find out about what grandparents may have spent their pocket money on (e.g. comics and sweets)	Objectives: • Identify and compare places people used to shop in 1950s and 1960s. • Compare and contrast ways we shop now and ways people shopped in the past. • Know the difference between goods and services. • Use research techniques to find out about the history of a particular shop. • Know how the way we use shops has changed i.e. self-service. • Ask questions about the history of shops.	Objectives: • Identify people in local history as local heroes. • Research about The Beatles and the impact they had on our city. • Draw conclusions about a local hero from a picture. • Draw evidence from artefacts to identify their likely owner. • Suggest what documents tell me about local heroes. • Complete activities in support of my learning of the lives and actions of local heroes.
Year 2	Chronological Understanding • Sequence artefacts, events and photos closer together in time from different periods of their life. Knowledge and Interpretation • Confidently describe similarities and difference in artefacts. • Begin to give simple reasons why changes have occurred in the past. • Give more than one effect of an event and give simple explanations. Historical Enquiry • Ask questions such as why, what, who, how and where about a source and consider its effectiveness. • Sequence a collection of artefacts. Organise, Evaluate and Communicate Information • Describe an event using temporal language. • Connect ideas and give simple phrases as to why an event occurred.		



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	The Great Fire of London	How did the first flight change the world?	Who were the greatest explorers?
	Objectives: - To know what London was like at the time of the Great Fire. - To know how the Great Fire of London started and how it spread. - To know different historical sources of information. - To know what London was like after the Great Fire. - To know what important buildings were re-built after the Great Fire of London.	Objectives: - Locate the first aeroplane flight on a timeline. - Identify similarities and differences between a modern passenger aircraft and the Wrights' Flyer. - Construct a timeline of aviation history. - Use research techniques to find out information about a historical aeroplane. Experience – Trip to Manchester/Liverpool airport	Objectives: - Place some explorers on a timeline. - Know when Neil Armstrong lived and can locate him on a timeline. - Use research techniques to find out about Tim Peak. - Describe Helen Sharman's achievements. - Compare explorers and their achievements. - Say which of the four explorers I have studied I consider to be the greatest.
Year 3	Chronological Understanding - Place the time studied on a timeline. - sequence events or artefacts. - Use dates to relate to the passing of time. Knowledge and Interpretation - Identify some of the differences and similarities between the periods. - Give a few reasons for and results of the main events and changes. - Understand some of the main events, people and changes from the past. - Describe and explain simple concepts such as cause and effect. Historical Enquiry - Are aware that there are different types of sources and are beginning to make deductions from them.		



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	• Ask relevant questions about sources. • Identify some of the different ways in which the past is represented. Organise, Evaluate and Communicate Information • Begin to use simple historical language to communicate ideas.		
	What was new about the Stone Age?	How unpleasant were the Bronze and Iron Ages?	What was important to our local Victorians?
	Objectives: • Explain why the period is called the 'Stone Age.' • Make inferences about life at the time using sources. • Compare changes between the Neolithic and earlier periods. • Use sources to draw conclusions about Neolithic times. • Consider the role of monuments in the New Stone Age • Identify and describe some key features of each of the three periods of the Stone Age. (Mutual Respect – British Value)	Objectives: • Describe some key features of the Bronze Age. • Describe a range of aspects of the lives of Bronze Age people. • Back up my opinions with accurate information. • Compare houses and home life in Bronze Age and Iron Age times. • Identify some of the dangers facing Bronze and Iron Age people. • Make an overall judgement on which of the two Ages was by looking in detail at individual developments. • Trip to Liverpool Museum – (Artefacts) (Rule of Law – British Value)	Objectives: • Discover when the Victorians lived, and to explore some of the major achievements of Victorian times. • Discover Victorian buildings in the local area, and to plot these on a map. • Find out what life was like for poor people in Victorian times, and how Victorians dealt with poverty. • Explore local newspapers and trade directories and use them to deepen knowledge of the local area in Victorian times. • Explore continuity and change during Queen Victoria's reign, and to use evidence to reach a conclusion. • Trip to Quarry Bank Mill?



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			(Democracy & Rule of Law– British Value)
Year 4	Chronological Understanding - Place events from the time studied on a timeline. - Use terms related to the period and begin to date events. - Understand more complex terms e.g. BCE/AD Knowledge and Interpretation - Identify key features and events. - Explain some of the main events and give reasons for and results of the changes. - Understand some historical concepts. Historical Enquiry - Identify different examples of types of sources and can make deductions from them that go beyond simple observation. - Ask relevant questions and begin to find answers to historical questions. - Understand that aspects of the past have been represented and interpreted in different ways. Organise, Evaluate and Communicate Information - Use historical language to communicate ideas. - Display findings in a variety of ways.		
	What happened when the Romans came?	How much did the Ancient Egyptians achieve?	Slave Trade
	Objectives: - Look at the reasons why the Romans wanted to invade and settle in Britain. - Research details of when and how the Romans invaded Britain. - Describe features of life on Hadrian's Wall and in the towns and countryside. - Describe important features of religion and leisure.	Objectives: - Explain why the Nile was so important to Egyptians. - Describe a range of different roles and jobs carried out by Egyptians. - Explain the purpose of a number of Egyptian artefacts. - Understand the nature of Ancient Egyptian pyramids, including how they were constructed and their use.	Objectives: - To know when the Transatlantic Slave Trade happened. - To know what the Triangular Trade was. - To understand what life was like for an enslaved person and what was expected of them.



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	- Interpret sources of information which have survived giving us information about Roman Britain. - Organise their learning to support a judgement about the achievements of the Romans in Britain.	- Understand the types of evidence that can be used to discover Ancient Egyptian life. - Make and support an overall judgement on Ancient Egyptian achievement.	- To know what the journey across the Atlantic Ocean was like. - To know what happened at a Slave Market. - To understand why Slave Trade was abolished and when.
Year 5	Chronological Understanding - Make comparisons between different times in history. - Begin to describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. Knowledge and Interpretation - Identify and describe key features and their impact on today's society. - Understand why some civilisations have been successful and why others have not. - Have some awareness of historical concepts and make some connections, draw some contrasts and analyse some trends. - Examine causes and results of great events and the impact on people. Historical Enquiry - Begin to identify primary and secondary sources. - Use evidence to build up a picture of life in the time studied. Organise, Evaluate and Communicate Information - Use historical terminology appropriate to the topic. - Make use of dates to structure their work. - Begin to form arguments. - Record and communicate knowledge in different forms.		
	Would the Vikings do anything for money?	What impact did the Anglo-Saxons have?	Why should we thank the Ancient Greeks?
	Objectives:	Objectives:	Objectives:



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	- Explore whether available evidence always offers a balanced view. - Find out about Viking life in Norway, Sweden and Denmark. - Discover when, where and why Vikings settled in Britain. - Ask whether King Alfred deserves the title 'the Great.' - Find out what evidence we have about the Vikings, and to evaluate this evidence. - Create an original Viking saga. Anglo – Saxon Trip	- Explore reasons for the Anglo-Saxon 'invasions' of England, and to find (local) evidence of Anglo-Saxon settlement. - Explore reasons why Vortigern invited Saxons to live on his land, and to think about the significance of this event. - Discover when Christianity came to Anglo-Saxon England. - Discover what we can and cannot find out about Anglo-Saxons from archaeology, and to explore why people buried wealth but then didn't come back for it. - Write our own interpretation of King Offa, using the evidence we have discovered. - Hold a class debate by reviewing all of our work on the Anglo-Saxons, and reaching a conclusion.	- Understand why and how Ancient Greece became so important. - Identify and describe a range of ways that the Greeks improved the quality of their lives. - Compare the lives led by the Spartans and Athenians. - Understand some of the major achievements made by the Ancient Greeks. - Identify and describe some of the main battles and wars fought by the Ancient Greeks. - Recognise the legacy of the Ancient Greeks on the world today.
Year 6	Chronological Understanding - Make appropriate use of dates and specialist terms. - Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world. Knowledge and Interpretation - Identify features of and make links between past societies and periods. - Understand about beliefs, behaviour and characteristics of people. - Compare one aspect of life with the same aspect in another period. - Attempt to explain historical concepts such as causation of events. Historical Enquiry - Recognise primary and secondary sources. - Evaluate sources and identify those that are useful to the task.		



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• Show awareness of different viewpoints. Organise, Evaluate and Communicate Information • Use historical terminology which is mostly accurate. • Plan and carry out individual investigations. • Use a variety of ways to communicate knowledge and understanding including extended writing.			
How has communication changed over time?		How did World War 2 impact our local area?	What impact did early Islamic civilisation have on the modern world?
Objectives: • Explore ancient cave paintings and use these paintings as evidence to reach conclusions. • Discover how books were made in the period before the 1400s and to find out who owned books during medieval times. • Research the invention of the Printing Press and explore its impact. • Explore the world of mass newspapers in Victorian times. • Explore the world of modern technology and explore the impact of this technology. • Use a mode of communication to share what they have learned about the history of communication.		Objectives: • Investigate why World War Two started and which countries were involved. • Find out why children were evacuated and where they were sent. • Find out how much people got to eat during WW2 and if they were able to eat a balanced diet. • Find out what happened in Hamburg (1943) and Hiroshima (1945), and compare that to what happened in Coventry on 14th November 1940. • Discover what impact the military had in the local area. • Collect and present all that has been learned about WW2 in the local area in an engaging, informative way.	Objectives: • Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord) • Know what Islam is and how it began. • Know how far ahead of parts of Europe Baghdad was at this point in history. • Know what the greatest achievements were and some of the greatest thinkers of early Islamic civilisation.



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			Know what brought the 'Golden Age of Early Islamic Civilisation' to an end and what the legacy of this period is.
	Trip/Hook/Visitor Ideas: Visit to the Calder Stones See a world beyond their own – children to study how people communicated in the past as opposed to now. Lifelong learners – children understand how communication changes over time and that it will probably change again within their lifetime. British Values Democracy – pupil voice – children to discuss the positives and negatives of communication over the centuries.	Trip/Hook/Visitor Ideas: Visit to Imperial War Museum, Manchester See a world beyond their own – children to study how people lived during wartime Britain and the sacrifices they had to make. Kind, caring citizens – children to be empathetic to the suffering endured during WW1 and 2 and be respectful towards others irrespective of their faiths or beliefs. Experiences beyond the academia – children to visit the war museum and learn about life during wartime and the horrors civilians and soldiers faced. Lifelong learners – children learn from the mistakes of the past and work together to make the world a better place in the future. British Values Democracy – pupil voice – children to present what they have learned about WW2. Rule of Law – children understand why WW2 started. Individual liberty – freedom to choose whether to send children off to the countryside or not. Conscientious objectors	Trip/Hook/Visitor Ideas: Visit to Mosque to see Islamic Art and visit religious building. See a world beyond their own – children experience a different culture's place of worship and learn about their religion. Experiences beyond the academia – children to visit a mosque. Lifelong learners – children to be aware of other cultures and the need for mutual respect and thanks for the achievements they have made in the field of education, medicine, mathematics and astronomy. British Values Individual liberty – children to be aware that it is a person's choice to decide which religion they follow and that we should respect their choice irrespective of whether or not it is the choice we would choose. Mutual Respect – children to show respect in the mosque as it is a religious building and also respect of the Islamic faith.



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		Mutual respect – children to show respect to those presenting their work. Allies working together for the greater good of all. Tolerance of different faiths and beliefs – children learn about the holocaust and how the Jewish population were treated.	Tolerance of different faiths and beliefs – children to be aware that it is acceptable to follow a different faith to their own and that we should all be tolerant of each other's beliefs.
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