



Our Lady & St Benedict's Academy

History Overview

<p>Autumn 1</p>	<p>Text doesn't link to curriculum</p>	<p>30-50 months Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>ELG Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><u>What was it like for my Great Grand parents to go to school?</u> <u>Local History- School, toys from the past.</u> Significant historical events , people and places in their own locality Changes within living memory Know how things were different when my grandparents were children. Give examples of things that were different when my grandparents were children Know what a number of older objects were used for. Know words and phrases like: old, new and a long time ago. Spot old and new things in pictures Know how to ask questions about old and new objects. Know words and phrases like before, after, past, present, then and now.</p>	<p><u>Why is Stoke-on-trent famous?</u> <u>Local History - What is Stoke on Trent famous for?</u> Significant historical events , people and places in their own locality Pottery Famous Potters Designers Know about someone famous who was born or lived near our town. Know why there is a monument to a famous person or event near our town. Know about the life of a famous person from the past because I know how to research. Know how to use books and the internet to find out more information about the past. Know how to find things out about the past by talking to an older person. Know what certain objects from the past</p>	<p><u>How did Abbey Hulton get its name?</u> <u>Local History - Hulton Abbey</u> . A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Know that we can use primary and secondary evidence to ask questions and find answers to questions about the past. Know how to suggest suitable primary and secondary sources of evidence for historical enquiries.</p>	<p><u>Why is Stoke- on-Trent called The potteries?</u> <u>Local History - The pottery industry</u> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Research to find answers to specific historical questions about our locality. Know about how our locality today has been shaped by what happened in the past. Know how historic items and artefacts have been used to help build up a picture of life in the past. Know how to use more than one source of primary or secondary evidence for historical enquiry in order to gain a more accurate understanding of history. Know how to describe different accounts of an historical event,</p>	<p><u>Why were the canals important in Stoke-on-trent?</u> <u>Local history - Transport canals and roads</u> A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Brindley Know how an event or events from the past has shaped our life today. Describe events from the past using dates when things happened. Know how Britain had a major influence of the world. Know how to use sources of evidence to deduce information about the past. Know how to select suitable sources of evidence, giving reasons for choices.</p>	<p><u>Why was coal mining important in Stoke-on-Trent?</u> <u>Local History - mining</u> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Know how the lives of wealthy people were different from the lives of poorer people. Know that no single source of evidence gives the full answer to questions about the past. Know how to place features of historical events and people from the past societies and periods in a chronological framework. Know how to seek and analyse a wide range of evidence in order to justify claims about the past. Know about propoganda and how</p>
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Spring 1	<u>Text link to history</u>	30-50 months Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	40 - 60months Looks closely at similarities, differences, patterns and change - places <u>ELG</u> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places. They talk about the features of	<u>Why did London burn? 1666</u> <u>The Great fire of London</u> Events beyond living memory that are significant nationally or globally. Name a famous person from the past and explain why they are famous. – Samuel Pepys Know words and phrases like: old, new and a long time ago. Organise a number of artefacts by age Know what a number of older artefacts were used for	<u>Why did Spacemen go to the moon? 1969</u> <u>The Moon Landings - Neil Armstrong</u> The lives of significant individuals in the past who have contributed to national and international achievements <u>Who created the World wide web?</u> <u>Tim Berners Lee - Inventor of the world wide web</u> Changes within living memory <table border="1" data-bbox="1064 1021 1243 1380"> <tr> <td>Recount the life of someone famous who lived outside of Britain and explain why they were famous.</td> <td></td> <td></td> </tr> <tr> <td>Know about the life of a famous person from</td> <td></td> <td></td> </tr> </table>	Recount the life of someone famous who lived outside of Britain and explain why they were famous.			Know about the life of a famous person from			<u>What was life like before 8700 BCE? Stone Age to Iron Age</u> Changes in Britain from the stone age to iron age. <i>Know about how stone age people hunted for their food and what they ate.</i> Know about many of the differences between the stone, bronze and iron ages. Know about people learnt from stone age paintings. Describe what a typical day would have been like for a stone age man, woman and child. Know that we can use primary and secondary evidence to ask questions and find answers to questions about the past. Know how to suggest suitable primary and secondary sources of	<u>How did the God's influence the Greek people? 800 BC - 146 BC</u> <u>The Ancient Greeks</u> Ancient Greece - a study of Greek life and achievements and their influence on the western world Know about and talk about the struggle between the Athenians and the Spartans. Know about some of the things that the Greeks gave the world. Know that the Greeks were responsible for the birth of the Olympics. Know that the Greek God's were an important part of the Greek culture.	<u>Why did the Anglo Saxons invade Britain? 410 - 1066</u> <u>Anglo Saxons</u> Britains settlement by Anglo Saxons and Scots The Viking and Anglo Saxon struggle for the kingdom of England to the ime of Edward the confessor. Know where Anglo Saxons came from. Know at least two famous Anglo Saxons. Use a timeline to show when the Anglo Saxons were in England. Know the link between Anglo Saxons and Christianity. Know that many Anglo-Saxons were farmers. Know that the Anglo-Saxons gave us many of	<u>What was it like to be a child in Victorian times? 1837 - 1901</u> <u>The Victorians</u> A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066 Theme - industrial revolution <i>Know how the lives of wealthy people were different from the lives of poorer people.</i> Know how crime and punishment has changed over a period of time. Know that no single source of evidence gives the full answer to questions about the past. Know how to place features of historical events and people from the past
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<p>Summer 1</p>		<p>30-50 months Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>ELG Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><u>Who was the Lady with the lamp?</u></p> <p>Florence Nightingale The lives of significant individuals in the past who have contributed to national and international achievements Know what a number of older objects were used for.</p> <p>Know words and phrases like: old, new and a long time ago.</p> <p>Spot old and new things in pictures</p> <p>Know how to ask questions about old and new objects.</p> <p>Know words and phrases like before, after, past, present, then and now.</p> <p>Observe or handle primary sources of evidence to ask questions and find answers to questions from the past.</p> <p>Recount the life of a famous person from Britain and know what they did to make the world a better place.</p>	<p><u>What was it like to be a soldier in the war? 1914 - 1918</u> The First World War Events beyond living memory that are significant nationally or globally.</p> <p>Know about an event that happened before my grandparents were born.</p> <p>Know how to use the books and the internet to find out more information.</p> <p>Know what certain objects from the past were used for.</p> <p>Know how to use books and the internet to find out more information about the past.</p> <p>Know how to find things out about the past by talking to an older person.</p> <p>Know what certain objects from the past might have been used for.</p> <p>Know some of the different ways the past has been represented through primary and secondary sources.</p>	<p><u>Why did Egyptians build pyramids? 4500BC -332BC</u> Ancient Egypt The achievements of the earliest civilisations</p> <p>Know about the key features of Ancient Egypt.</p> <p>Know that there were many advanced civilisations on earth 3000 years ago.</p> <p>Know that we can use primary and secondary evidence to ask questions and find answers to questions about the past.</p> <p>Know how to suggest suitable primary and secondary sources of evidence for historical enquiries.</p>	<p><u>What did the Romans do for us? 600 BC -476AD</u> Romans The Roman empire and its impact on Britain Know about at least three things that the Roman's did for our country.</p> <p>Know why the Roman's needed to build forts in this country.</p> <p>Know that Rome was a very important place and many decisions were made there.</p> <p>Know about the lives of at least two Roman's.</p> <p>Summarise how Britain may have learnt from other countries and civilisations (historically and recently)</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>Know how to use more than one source of primary or secondary evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Know how to describe different accounts of an historical event, explaining why the accounts may differ.</p> <p>Know about the impact that a period of history had on the world.</p>	<p><u>Why did the Vikings fight with the Anglo Saxons? 750 - 1060</u> Vikings Britains settlement by Anglo Saxons and Scots The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor.</p> <p>Know how to use a timeline to show when the Viking raids started.</p> <p>Know why the Vikings often over powered the Anglo Saxons.</p> <p>Show on a map where the Vikings came from and where they invaded our country.</p> <p>Know that many Vikings came to our country as peaceful farmers.</p> <p>Describe events from the past using dates when things happened.</p> <p>Know how to use sources of evidence to deduce information about the past.</p> <p>Know how to select suitable sources of evidence, giving reasons for choices.</p>	<p><u>How was the second world war different to the first world war? 1939 - 1945</u> The Second World War A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066 Theme -Evacuees</p> <p>Research to find similarities and differences between 2 or more periods of history. WW1 and 2 – link back to year 2</p> <p>know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Know how to seek and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Know about propaganda and how historians must understand the social context of evidence studied.</p> <p>Know that no single source of evidence gives the full answer to questions about the past.</p>
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