



St. Joseph's Long Term Overview – History

<u>Half Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
FOUNDATION STAGE						
Unit	The Past I was a baby! Old and new.	The Past Childhood – baby/toddler/ child. Roles of people in society. Comparing the past to now. Characters from stories.	The Past A new year - now 2024!	The Past Begin to make sense of their own life- story and family history	The Past Today - Yesterday Our Year	
Thread	Houses and Homes	Monarchy and Rule Houses and Homes Religion	Change	Societal/Cultural Change	Change	
Concept	Similarity and Difference	Historical Significance	Continuity and Change	Continuity and Change	Continuity and Change	
Skills	Chronology Historical Enquiry Historical Interpretation	Chronology Historical Enquiry Historical Interpretation	Chronology Historical Enquiry Historical Interpretation	Chronology Historical Enquiry Historical Interpretation	Chronology Historical Enquiry Historical Interpretation	
End of Foundation Learning End Points	ELG: Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Comment on images of familiar situations in the past.					

	Compare and contrast characters from stories, including figures from the past.					
YEAR 1						
Unit	Mary Anning SCHOOL	Great Fire of London		Local History and Changes within living memory. Royal Family		
Concept	Continuity and Change	Cause and Consequence		Continuity and Change		
Thread	Societal/Cultural Change Houses and Homes	Societal/Cultural Change Monarchy and rule Legacy Houses and Homes		Monarchy and Rule Empire Societal/Cultural Change Houses and Homes Religion		
National Curriculum Coverage	.	An event beyond living memory that are significant nationally.		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
Historical Knowledge	That school was different when our parents went to school. School was different when our Grandparents went to school.	- The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that		King Charles III is our current monarch. He became King in 2022. The monarch before him was Queen Elizabeth II. She was Queen for 70 years.		

	<p>Our school opened in 1927. What our school was like in 1927.</p> <p>How we know our school was opened in 1927 and other special dates linked to our school.</p> <p>Schools were strict in the Victorian time.</p> <p>How schools have changed and stayed the same.</p>	<p>the fire spread quickly.</p> <ul style="list-style-type: none"> - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 		<p>Her father was King and he was King George VI.</p> <p>Monarchs are crowned at Westminster Abbey in a service called the Coronation. The crown jewels are used to crown the monarch, they were made in 1661.</p> <p>How Ramsbottom has celebrated Coronations (2022 and 1952).</p> <p>King George VI visited Ramsbottom in 1945.</p>		
Historical Skills	<p>Chronology</p> <p>Historical Enquiry</p> <p>Historical Interpretation</p>	<p>Chronology</p> <p>Historical Enquiry</p> <p>Historical Interpretation</p>		<p>Chronology</p> <p>Historical Enquiry</p> <p>Historical Interpretation</p>		
YEAR 2						
Unit		<p>Significant Individual</p> <p>Queen Victoria and Queen Elizabeth 1st</p>	Grace Darling		Castles	<p>Significant Individuals</p> <p>Robert Peel and Ramsbottom</p>
Concept		<p>Similarity and Difference</p>	Historical Significance		Cause and Consequence	Continuity and Change

Thread		Monarchy and Rule Empire Societal/Cultural Change Legacy	Societal/Cultural Change Legacy and Achievements Houses and Homes		Exploration Houses and Homes Invasion and Conflict	Legacy and Achievements Societal/Cultural Change Houses and Homes Religion
National Curriculum Coverage		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	The lives of significant individuals in the past who have contributed to national and international achievements.		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Significant historical events, people and places in their own locality.
Historical Knowledge		<p>The role of a Monarch.</p> <p>Queen Victoria reigned from 1837- 1901. She was monarch for 63 years.</p> <p>Queen Elizabeth 1st reign from 1558- 1603.</p> <p>Understand developments of</p>	<p>She lived on the Farne Islands, off the Northumberland coast in a lighthouse,</p> <p>Grace and her father rowed across stormy seas to rescue sailors from a shipwreck on 7th September 1838.</p>		<p>Castles developed from Motte and Bailey fortresses. These were made out of mud.</p> <p>Why castles were built out of stone and the locations they were.</p> <p>To name parts of the castle (moat, keep, turret, arrow slit, drawbridge,</p>	<p>-The Police force was established by Sir Robert Peel on the 29th September 1829.</p> <p>-The new constables were called Bobbies or Peelers.</p> <p>-Robert Peel was from Bury.</p>

Unit	Changes in Britain Stone Age to Iron Age			Ancient Greeks		Pompeii
Concept	Continuity and Change			Historical Significance		Cause and Consequence
Thread	Societal/Cultural Change Houses and Homes Monarchy and Rule			Empire Legacy and Achievements Houses and Homes Religion Monarchy and Rule		Societal/Cultural Change Legacy Houses and Homes
National Curriculum Coverage	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.			Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.		The legacy of Roman culture.
Historical Knowledge	- In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New)			- Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. - Towards the end of the period,		Pompeii was an ancient city near Naples in Italy. The city was destroyed when nearby volcano, Mount Vesuvius erupted in 79 AD.

	<p>Stone Age.</p> <ul style="list-style-type: none"> - The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. - People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. - In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewelry. - Stonehenge is a 			<p>Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</p> <ul style="list-style-type: none"> - Many objects produced in Ancient Greece were made by enslaved people. - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. - Ancient Athens is where democracy began. - The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. 		<p>The city of Pompeii was rediscovered in 1748.</p> <p>The ruins of Pompeii are a UNESCO World Heritage Site.</p>
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	<p>historic site that developed throughout this period. Lots of people added to it over many years.</p> <ul style="list-style-type: none"> - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. Communities lived on hills for protection. 			<ul style="list-style-type: none"> - The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. - There are lots of myths that originate from this time, including the Trojan War. 		
Historical Skills	Chronology Historical Enquiry Historical interpretation			Chronology Historical Enquiry Historical interpretation		Chronology Historical Enquiry Historical interpretation
YEAR 4						
Unit	Roman Britain			The Benin Kingdom	Britain's Settlement by Anglo Saxons and Scots	Viking and Anglo Saxon struggle for the Kingdom of England (up to Edward The Confessor)

Concept	Continuity and Change			Historical Significance	Continuity and Change	Continuity and Change Similarity and Difference.
Thread	Empire Societal/Cultural Change Exploration Religion Legacy and Achievements Invasion and Conflict Houses and Homes			Societal/Cultural Change Legacy and Achievements Houses and Homes	Societal/Cultural Change Empire Legacy and Achievements Houses and Homes Invasion and Conflict Religion	Monarchy and Rule Societal/Cultural Change Empire Legacy and Achievements Houses and Homes Invasion and Conflict Religion
National Curriculum Coverage	Pupils should be taught about the Roman Empire and its impact on Britain.			A non-European society that provides contrasts with British history	Pupils should be taught about Britain's settlement by the Anglo-Saxons and Scots.	Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Historical Knowledge	- The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.			The kingdom begins to develop and boundaries are established around the region called Igodomigodo in what is now Nigeria. AD 1100 The last Ogiiso of	- The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-	- The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of

	<ul style="list-style-type: none"> - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. <p>The Romans' legacy can be seen in many places around Britain today.</p>			<p>Igodomigodo, Owodo, dies and there is nobody to rule.</p> <p>AD 1180 Eweka becomes the new ruler and changes the name Igodomigodo to Edo. He calls himself the Oba.</p> <p>AD 1300- 1700 The 'golden age' of Edo. It has a large, powerful army and skilled craftspeople.</p> <p>AD 1489 The Edo people begin trading with the Portuguese, who call the place 'Benin'.</p> <p>AD 1553 The first British ships arrive in Benin. Britain becomes a major power in the slave trade and is keen to gain more control.</p>	<p>Saxon kingdoms.</p> <ul style="list-style-type: none"> - Anglo-Saxon influence can be seen in place names in Britain today. - Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. - The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. - At the end of this period, Christianity became the main religion in Britain. - Many places of worship were built, including Canterbury Cathedral. 	<p>Britain – including monasteries for their valuable possessions – and also traded in Britain.</p> <ul style="list-style-type: none"> - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. - Anglo-Saxon kings made continuous attempts to
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				AD 1897 The British enter Benin City without permission. Fighting breaks out (the ‘Benin Massacre’) and only two British officers survive. As punishment, the British launch the ‘Benin Punitive Expedition’ and destroy Benin City, stealing many treasures. The Oba is exiled and the British colonise Benin.		regain land from the Vikings. - Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. In 1066, at the Battle of Hastings, the last Anglo- Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.
Historical Skills	Chronology Historical Enquiry Historical Interpretation			Chronology Historical Enquiry Historical Interpretation	Chronology Historical Enquiry Historical Interpretation	Chronology Historical Enquiry Historical Interpretation
End of LKS2 End Points	<p>Know about changes in Britain from the Stone Age to the Iron Age.</p> <p>Know about the Roman Empire and its impact on Britain.</p> <p>Know about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Use historic terms related to the period of study (chronological understanding).</p>					
YEAR 5						
Unit	The Tudors			Ancient Egypt		Local History Study Crime and Punishment

Concept	Continuity and Change			Historical Significance		Similarity and Difference
Thread	Monarchy and Rule Empire Societal/Cultural Change Exploration Houses and Homes Religion			Legacy and Achievements Invasion and Conflict Religion		Societal/Cultural Change Legacy
National Curriculum Coverage	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			The achievements of the earliest civilizations		Pupils should be taught a local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Historical Knowledge	Know the names of key Tudor monarchs, notable people and events and put them in chronological order. Know about the War of the Roses and how the Tudor dynasty began.			<ul style="list-style-type: none"> - Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. - Life revolved around the Nile, which supported farming, craft and was used for trade. 		<ul style="list-style-type: none"> - The Police force was established by Sir Robert Peel on the 29th September 1829. - The new constables

	<p>We can explain why Henry VIII was a significant Monarch and had 6 wives.</p> <p>Know what happened at the Reformation and why it was a turning point in their country's history.</p> <p>Understand what life was like for rich and poor, male and female in Tudor times and how we know today.</p> <p>Explain why England went through it's 'Golden Age' during the reign of Queen Elizabeth Ist.</p>			<ul style="list-style-type: none"> - The ancient Egyptians built the pyramids. - When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. - The ancient Egyptians wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life. 		<p>were called Bobbies or Peelers.</p> <ul style="list-style-type: none"> - Robert Peel was from Bury. What Bury and Ramsbottom was like in the 1800s. - What Britain had before the Police Force (sheriffs, constables). The jobs they did and the responsibility they had. - How were crimes addressed during the Tudor Period. - How crime and
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						punishment has changed over the centuries to present day.
Historical Skills	Chronology Historical Enquiry Historical Interpretation			Chronology Historical Enquiry Historical Interpretation		Chronology Historical Enquiry Historical Interpretation
YEAR 6						
Unit		The Titanic	Second World War			Mayan Civilisation
Concept		Historical Significance	Monarchy and Rule Empire Exploration Legacy Houses and Homes Invasion and Conflict Religion			Legacy and Achievements Religion Monarchy and Rule
Thread		Exploration Legacy	Cause and Consequence			Historical Significance
National Curriculum Coverage		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			A non-European society that provides contrasts with British history
Historical Knowledge		- Know when the Titanic	- The Second World War (1939-1945) began because Hitler, the leader			- The ancient Maya developed an advanced number

		<p>Disaster took place.</p> <ul style="list-style-type: none"> - There were different class of people on board the ship and why they were on the ship? - The events of the night the Titanic sunk (in chronological order). - When the Titanic rediscovered and what artefacts were retrieved. 	<p>of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.</p> <ul style="list-style-type: none"> - At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. - Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. - Food supplies 			<p>system for their time. This included the concept of zero as a placeholder.</p> <ul style="list-style-type: none"> - The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. - The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the
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			<p>from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</p> <ul style="list-style-type: none"> - Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too. - The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year. 			<p>Underworld.</p> <ul style="list-style-type: none"> - The Maya built cities, pyramids and ornate sculptures in the rainforest. - The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation. - The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.
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Historical Skills		Chronology Historical Enquiry Historical Interpretation	Chronology Historical Enquiry Historical Interpretation			Chronology Historical Enquiry Historical Interpretation
End of UKS2 End Points	<p>Know about a non-European society that provides contrasts with British history – Mayan Civilisation.</p> <p>Know and understand significant aspects of the history of the wider world.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>					