



St. Joseph's Long-Term Overview 2024-2025

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	Starting School <i>The Past</i> <i>Childhood – I was a baby!</i> FS1 I was a baby, now I'm 3 Childhood – baby/toddler/child FS2 Growing up from a baby. Childhood – Baby to adult	Toys <i>Old and New</i> FS1 Explore old toys FS2 Compare to modern toys	A New Year - now 2025! Last and Present FS1 What I can do now! FS2 How I have changed. <i>Characters from stories</i> FS1 Well know book character FS2 Old v modern story character	My Life story and family Playground Games FS1 Learn and play traditional circle games. FS2 Learn and play traditional solo and team games. <i>Roles of People in Society</i> FS1 Who helped me when I was a baby? FS1 Who has helped me – then/now?	Our Year Our World Comparing the Past to Now FS1 The story of Creation FS2 How the world was different long ago	Record of Achievement Graduation Assembly Moving on FS1 Look at me now! FS2 A year in FS2. My Story FS1 My life story FS2 My family history
Thread	Houses and Homes	Houses and Homes Societal/Cultural Change	Change	Societal/Cultural Change	Historical Significance	Legacy and Achievement
Concept	Similarity and Difference	Similarity and Difference	Continuity and Change	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	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	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	- The Great Fire of London happened in 1666.		King Charles III is our current monarch. He		

	<p>parents went to school.</p> <p>School was different when our Grandparents went to school.</p> <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>	<ul style="list-style-type: none"> - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - 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>became King in 2022.</p> <p>The monarch before him was Queen Elizabeth II. She was Queen for 70 years. 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	Chronology Historical Enquiry	Chronology Historical Enquiry		Chronology Historical Enquiry		

	Historical Interpretation	Historical Interpretation		Historical Interpretation		
Year 2						
Unit		Significant Individual Queen Victoria and Queen Elizabeth 1 st	Grace Darling		Castles	Significant Individuals Robert Peel and Ramsbottom
Concept		Similarity and Difference	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		The role of a Monarch. Queen Victoria reigned from 1837-1901. She was	She lived on the Farne Islands , off the Northumberland coast in a lighthouse,		Castles developed from Motte and Bailey fortresses. These were made out of mud.	-The Police force was established by Sir Robert Peel on the 29th September 1829.

		<p>monarch for 63 years.</p> <p>Queen Elizabeth 1st reign from 1558-1603.</p> <p>Understand developments of English life under both monarchs' reigns.</p>	<p>Grace and her father rowed across stormy seas to rescue sailors from a shipwreck on 7th September 1838.</p> <p>The ship, a paddle steamer called SS Forfarshire, had broken on Big Harcar Rock.</p> <p>They rescued nine men.</p> <p>Queen Victoria sent them a thank you letter and £50.</p> <p>We will know why Grave Darlings actions were seen as so special.</p> <p>We will know why she is still remembered today.</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, portcullis). Why were these parts important?</p> <p>Castles were built for defence.</p>	<p>-The new constables were called Bobbies or Peelers.</p> <p>-Robert Peel was from Bury.</p> <p>What Bury and Ramsbottom was like in the 1800s.</p>
Historical Skills		Chronology	Chronology		Chronology	Chronology

		Historical Enquiry Historical Interpretation	Historical Enquiry Historical Interpretation		Historical Enquiry Historical Interpretation	Historical Enquiry Historical Interpretation
End of KS1 End Points	Know about changes within living memory. Know about events beyond living memory that are significant nationally or globally. Know about the lives of significant individuals in the past who have contributed to national and international achievements. Know about significant historical events, people and places in their own locality.					
Year 3						
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			- Ancient Greece was made up of city states, such as Athens,		Pompeii was an ancient city near Naples in Italy.

	<p>made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) 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 			<p>Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</p> <ul style="list-style-type: none"> - Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. - 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. 		<p>The city was destroyed when nearby volcano, Mount Vesuvius erupted in 79 AD.</p> <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>with them.</p> <ul style="list-style-type: none"> - In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewelry. - Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. - 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"> - Ancient Athens is where democracy began. - The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. - 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. 		
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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			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

	and its impact on Britain.					the Confessor.
Historical Knowledge	<ul style="list-style-type: none"> - 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. - 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 			<p>The kingdom begins to develop and boundaries are established around the region called Igodomigodo in what is now Nigeria.</p> <p>AD 1100 The last Ogiso of 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</p>	<ul style="list-style-type: none"> - The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms. - 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. 	<ul style="list-style-type: none"> - The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to

	<p>they included a heating system called a hypocaust.</p> <p>- The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</p> <p>The Romans' legacy can be seen in many places around Britain today.</p>			<p>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>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.</p>	<p>They worshipped many gods.</p> <p>- At the end of this period, Christianity became the main religion in Britain.</p> <p>- Many places of worship were built, including Canterbury Cathedral.</p>	<p>successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.</p> <p>- Anglo-Saxon kings made continuous attempts to regain land from the Vikings.</p> <p>- Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.</p> <p>In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William</p>
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						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	Know about changes in Britain from the Stone Age to the Iron Age. Know about the Roman Empire and its impact on Britain. Know about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Use historic terms related to the period of study (chronological understanding).					
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	<p>Know the names of key Tudor monarchs, notable people and events and put them in chronological order.</p> <p>Know about the War of the Roses and how the Tudor dynasty began.</p> <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</p>			<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. - 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. 		<ul style="list-style-type: none"> - The Police force was established by Sir Robert Peel on the 29th September 1829. - The new constables were called Bobbies or Peelers. - Robert Peel was from Bury. What Bury and Ramsbottom was like in the 1800s. - What Britain had before the Police Force (sheriffs,

	<p>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 wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life. 		<p>constables). The jobs they did and the responsibility they had.</p> <ul style="list-style-type: none"> - How were crimes addressed during the Tudor Period. - How crime and punishment has changed over the centuries to present day.
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 6						
Unit		The Titanic	Second World War			Mayan Civilisation
Concept		<p>Historical Significance</p>	<p>Monarchy and Rule</p> <p>Empire</p> <p>Exploration</p> <p>Legacy</p> <p>Houses and Homes</p> <p>Invasion and Conflict</p>			<p>Legacy and Achievements</p> <p>Religion</p> <p>Monarchy and Rule</p>

			Religion			
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		<ul style="list-style-type: none"> - Know when the Titanic Disaster took place. - 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 	<ul style="list-style-type: none"> - The Second World War (1939-1945) began because Hitler, the leader 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. - At the start of 			<ul style="list-style-type: none"> - The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. - The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used

		<p>rediscovered and what artefacts were retrieved.</p>	<p>the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.</p> <ul style="list-style-type: none"> - Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. - Food supplies 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. - Many men fought in the Second World War and women often took on jobs to help the war effort. 			<p>syllabograms.</p> <ul style="list-style-type: none"> - 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 Underworld. - 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
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			<p>Some women joined the armed forces too.</p> <p>- 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>			<p>the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.</p> <p>- The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.</p>
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>					

