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| **St Thomas of Canterbury Catholic Primary**  **History Overview** | | | | | | | |
|  | | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Nursery** |  | **What was life like for my parents?** |  | **What was transport like in the past?** |  | **What does our King do?** |  |
| **Reception** | **Topic** | **What was school like for my grandparents?** |  | **How did we communicate in the past?** |  | **What is the role of the government?** |  |
| *National Curriculum Coverage* | *Significant People*  *Learn a little about the past from Grandparents – What was school like?* |  | *Changes within living memory*  *Communication and Transport explore the internet* |  | *Significant people/British values* |  |
| **1** | **Topic** | **How has transport and travel changed over time?** |  | **What entertained our parents and grandparents when they were young?** |  | **How do we get a man on the moon?** |  |
| *National Curriculum Coverage* | *Significant historical events, people and places in their own locality. Stephenson’s Rocket* |  | *Changes within living memory. Where*  *appropriate, these should be used to reveal*  *aspects of change in national life* |  | *The lives of significant individuals in the*  *past who have contributed to national*  *and international achievements.*  * Recount interesting facts from an*  *historical event.* |  |
| **2** | **Topic** | **How have some famous people helped to make the world a better place?**  **(Florence Nightingale, Louis Braille)** |  | **What was it like when Queen Elizabeth came to the throne in 1953?** |  | **How did the Great Fire of London spread?** |  |
| *National Curriculum Coverage* | *The lives of significant individuals in the past who have contributed to national and international achievements.* |  | *Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.* |  | *Explore 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)* |  |
| **3** | **Topic** | **Who first lived in Britain? Stone Age** |  | **What are some of the earliest civilisations?** | **How can we rediscover the wonders of Ancient Egypt?** |  |  |
| *National Curriculum Coverage* | *Changes in Britain from the Stone Age to the Iron Age Iron Age hill forts: tribal kingdoms, farming, art and culture* |  | *The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.* | *An in-depth study of Ancient Egypt*  *Achievements*  *Society and the importance of the River Nile.* |  |  |
| **4** | ***Topic*** | **How can we rediscover the wonders of Ancient Greece?** |  | **How has the Roman Empire impacted on Britain?** |  | **What is monarchy and democracy?** |  |
| *National Curriculum Coverage* | *A study of Greek life and achievements and their influence on the*  *western world* |  | *Romans (Transport, trade and warfare) Links to Counties, Monarchy and Democracy and European Country topics* |  | *Monarchy and Democracy- Link to Parliament-rule of law and democracy and Ancient Greeks- first democratic society*  *Comparison of leadership throughout time (referring back to)* |  |
| **5** | *Topic* |  | How have our counties been formed by the Anglo-Saxons | Were The Vikings Really Vicious? |  | What was life like for the Maya civilization? |  |
| *National Curriculum Coverage* |  | Understand historical concepts such as continuity and change, cause and consequence  How Britain has influenced and been influenced by the wider world  What we can learn from artefacts. | The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor  How Britain has influenced and been influenced by the wider world |  | How the Mayan civilization developed.  The Mayan living conditions with relation to Central America. |  |
| **6** | **Topic** |  | **How did we win World War 2?** |  | **Why are railways so important?** |  | **Why was Liverpool the gateway to the world?** |
| *National Curriculum Coverage* |  | a study of an aspect or theme in British history that extends pupils’ chronological  knowledge beyond 1066.  Battle of Britain |  | A study of an aspect of history or a site dating from a period beyond 1066 that is  significant in the locality – railway and it’s link with coal and glass making in the town. |  | a study of an aspect of history or a site dating from a period beyond 1066 that is  significant in the locality  Liverpool and trade |