

St Albert's LanCS History Overview 2019-20

	Autumn Term 1 b	Spring Term 2b	Summer Term 3a
Key Stage 1	<ul style="list-style-type: none"> • Chronology, • Events, • People and Changes, Communication • Enquiry interpretation and Using Sources 		
Key Learning			
Historical Vocabulary	<ul style="list-style-type: none"> • develop an awareness of the past by using common words and phrases relating to the passage of time • Use a wider vocabulary of everyday historical terms • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events <p>Language relating to Time – a long time ago, centuries, decades, now, hours, last week, last year, then, timeline, weeks x years ago, years, yesterday</p> <p>Historical Concepts – artefact, calendar, change, church, coronation, evidence, explorer, global, invention, museum, parliament, significant, similar and differences, traitor, treason, voyage</p> <p>Historical roles and occupations – king, monarch, queen</p>		
Y1	<p>Autumn 2 - Fire, Fire (Great Fire of London)</p> <ol style="list-style-type: none"> 1. Where is London and what does it look like? 2. What was London like in the past (people/houses/way of life)? 3. What other sources can we use to imagine what life might have been like? 4. What happened in the Great fire of London? Why did the fire spread so quickly? 5. What did the residents do? Samuel Pepys compare written source 	<p>Spring 2 - Family Album (Family Tree - Monarchy)</p> <ol style="list-style-type: none"> 1. How many years have I lived for? How have I changed over time? 2. What notable events have we experienced in our lifetime ie Royal Wedding, Olympics, Queen's Jubilee, birth of Royal Babies, sporting events, Nelson Mandela 3. Who are the members of my family? 4. What is a monarch? 5. Who are the main members of our royal family? 6. Place some important British monarchs into the correct order on a timeline. 	<p>Summer - 1 Robots (Toys)</p> <ol style="list-style-type: none"> 1. What are birthdays and how do we celebrate? How did people celebrate birthdays in the past? – Then and Now. 2. What were toys like in the past? Ask and answer questions about old and new toys. 3. Sort toys between old and new. Identify similarities and differences between them. 4. Discuss how the materials from which toys are made have changed over time and why this is the case. 5. Place toys on a timeline in the chronology in

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	<p>with paintings.</p> <p>6. How did they try and put the fire out? Compare modern day fire fighting /fire engines.</p>		<p>which they were played with.</p> <p>6. What toys did the Royal Children play with? (link back to Monarchy)</p>
<p>Y2</p>	<p>Place where I live (Local History – significant People)</p> <ol style="list-style-type: none"> 1. Where do I live? What might my area have been like a long time ago? Use photographs from Knowsley archives to find out. Plot significant dates on class timeline (chronology). 2. Find out about my area by asking Mrs Westhead questions in the hot seat (Stockbridge Village in the past and my school, St Albert's). What does this tell us about what it was like in the past? Plot significant dates on class Timeline (chronology). 3. Where do I go to school? Did my school always look like this? Use information from Mrs Westhead's interview to answer this question. What does this information tell me about what school life was like in the past? 4. What games did children play in 	<p>Explorers (Christopher Columbus, Neil Armstrong and Amelia Earhart)</p> <ol style="list-style-type: none"> 1. What does the word explorer mean? What does an explorer do and what essential tools, equipment are needed? 2. Look at a famous explorer – Christopher Columbus. Why is he famous? Chronology links. What equipment would he have needed? 3. Look at a famous explorer –Neil Armstrong. Why is he famous? Chronology links. What equipment would he have needed? How would this have been the same/different to Christopher Columbus? 4. Look at a famous explorer – Amelia Earhart. Why is she famous? Chronology links. What equipment would she have needed? 5. If I were an explorer..... children decide where they would go if they were an explorer. 	<p>Buckets & Spades - (Victorian times, 1950s and Seaside Resorts)</p> <ol style="list-style-type: none"> 1. What is a seaside and what do we know about it? What are names of seaside near where we live? 2. What can objects tell us about seaside holidays? What is a Penny Lick? 3. Were seaside holidays the same in the past? (Seaside holidays over a 100 years ago). Make comparisons from Victorian times, 1950s and Nowadays 4. What have we learnt about the seaside in the past?

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	<p>school? (Link to grandparents and great grandparents). Further back in time, link to the Victorians.</p> <p>5. Important significant people from Liverpool – Kitty Wilkinson. How did they make a difference? Chronology links.</p> <p>6. Important significant people from Liverpool – Joseph Williamson (Williamson tunnels). How did they make a difference? Chronology links.</p>		
<p>KEY STAGE 2 Key Learning</p>	<ul style="list-style-type: none"> • Chronology, • Events, • People and Changes, Communication <p>Enquiry interpretation and Using Sources</p>		
<p>Historical Vocabulary</p>	<ul style="list-style-type: none"> • They should note connections, contrast and trends over time and develop the appropriate use of historical terms • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • They should construct informed response that involve thoughtful selection and organisation of relevant historical information <p>Language relating to Time AD, BC, centuries, chronological, chronology, decades, duration, millennia, eras, period, pre, post, sequence</p> <p>Historical Concepts – ancient, cause and consequence, civilisation, colony, conflict, conquest, continuity and change, cultural, democracy, diversity, economic, emigration, empire, enemy, evidence, execution, famine, freedom, immigration, invasion, invade, justice, law, legacy, migration, monarchy, monastery, nation, Non-European, peace, peasant, political party, power, primary source, prime minister, rebellion, republic, resistance, revolt, rights,, Romanisation (of Britain), Ruler, Secondary Source, settlement, significance, similarity and difference, slave, slavery, social history, trade, trade route, traitor, treason, tribal, war</p> <p>Historical roles and occupations – Archaeologist, aristocracy, emperor, general, god/goddess, hunter gathered, invader, military, monk, nobility, nun, parliament, settler</p>		

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<p>Y3</p>	<p>There's no Place like Home – Local History My Liverpool Home</p> <ol style="list-style-type: none"> 1. Where do I live? Stockbridge Village and Liverpool? Where is our local area and what is in it? 2. Which are natural feature and what has been built by people? Historical building and history of Liverpool 3. What did our Liverpool look like in the past and at different times? 4. How has Liverpool changed over the years? Creating a timeline of key events from Liverpool's history. 5. Liverpool's links to slavery. 6. What similarities, differences and developments can we find across map? 	<p>Rock and Roll (pre-historic Stone Age and Stonehenge)</p> <ol style="list-style-type: none"> 1. What was Britain like after the Dinosaurs became extinct but before modern man? 2. What was life like for hunter-gatherer? (Life after Ice Age) 3. What animals did the hunter-gatherer's hunt? (Life after Ice Age). 4. What did our first farming settlement look like? 5. When was Stonehenge built? How? Where? What would it be like to stand inside Stonehenge? 6. What were the significant buildings created about the same time as Stonehenge anywhere else in the world? 	<p>What the Romans Did? (Roman Britain)</p> <ol style="list-style-type: none"> 1. What was life in Britain before the Romans invaded and settled? Celts – Roundhouses. How reliable is this evidence? 2. Why did the Romans come to Britain? 3. Who was Boudicca and what did she do? 4. What were the main Roman Settlements and how were these connected? i.e. London – Londinium, Chester - Deva 5. How did Romans live in Britain? 6. How did Romans Change Life in Britain? Calendar, census, roads, indoor plumbing, heated baths, aqueducts, public libraries, central heating 7. What the Romans did for us - a summary.
<p>Y4</p>	<p>The Great Plague <i>Link with Great Fire</i></p> <ol style="list-style-type: none"> 1. <i>Recap Gun Powder plot (for Chronology)</i> 2. What was London Like Before the Great Fire? Recap What other sources can we use to imagine what London may have been like? 3. What was the Plague and why was it a Problem? Nursery 	<p>Tudors (Stand alone topic) <i>Link with Shakespeare</i></p> <p>How has the role of the monarchy changed from Tudor Times to today?</p> <ol style="list-style-type: none"> 1. Recap on the modern monarchy (at the end or the start) 2. Tudor Family tree and timeline (including Henry VIII, Elizabeth I and 6 wives) 3. Divorce and Break with Rome 4. Rich V Poor in Tudor Times 	<p>Water O Water (Science driver but Egyptians covered)</p> <ol style="list-style-type: none"> 1. What is civilisation? 2. Ancient Civilisations and their way of life? Indus, The Shang Dynasty, ancient Sumer, Ancient Egyptians 3. Focus on Ancient Egyptians?

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	<p>rhyme Why did the plague spread?</p> <ol style="list-style-type: none"> 4. What help was available? – plague doctors 5. How do we know about the London Great Plague victims? How many did it Kill ? London Mortality Bill 6. Did plague spread outside of London? What Happened at Eyam? Does the plague still exist today? Great fire in 1966. Exists today in India and Madagascar 	<ol style="list-style-type: none"> 5. Clothes and Children in Tudor Times 6. Food and explorers in Tudor Times (Walter Raleigh, Francis Drake , Christopher Columbus recap) 7. Crime and Punishment in Tudor Times (no police) 	
Y5	<p>A United kingdom (Mini Topic as a Geography driver)</p> <ol style="list-style-type: none"> 1. Who were the Anglo Saxons and where did they originate from? Did they all arrive at once? 2. Did they go home like the Roman Army? What evidence do we have that they settled in England? Did the Anglo Saxons settle in Wales or Scotland? 3. What did Anglo Saxon villages look lie and how did they live? 4. What was the story of Beowulf 5. What was found at Sutton Hoo? 	<p>Inventors & Inventions (Islamic Golden Age)</p> <ol style="list-style-type: none"> 1. Where is Baghdad and which country is it the capital of? Why has Bagdad been in the news a lot recently? 2. What does modern Baghdad look like? What was Baghdad like 1000 years ago? What was Bagdad like in AD900 3. Who were the Abbasids and why were they powerful? 4. What was happening in Europe at this time? 5. What was the house of Wisdom and who studied there? 6. What was invented during this time and how have these invention changed peoples lives? 7. Why did Islamic Golden Age end? 8. What other periods of history have been full of scientific developments? 	<p>Faster, Higher, stronger (Ancient Greece and the Impact on British Life and Society)</p> <ol style="list-style-type: none"> 1. Where is Greece and what do we know about it? 2. What was life like in Ancient Greece? How do we know about the ancient Greeks? Reliability of evidence 3. Ancient Greece, Beliefs, Myths and Legends 4. How did Greeks govern their cities? 5. Ancient Greeks Conquerors and Warriors 6. Ancient Greece the Olympiad 7. Famous Greeks and their achievements 8. How has Ancient Greece influenced the rest of the world? – democracy, alphabet

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		<p>9. What evidence do we have for what took place at this time? How reliable is it?</p>	
<p>Y6</p>	<p>London and WW2 -Standalone topic (linked to a visit to London, Parliament and Tower of London)</p> <ol style="list-style-type: none"> 1. <u>Recap on previous learning of London</u> Where did London originate from? (Recap from Year 3) Who invaded London? Roman 'Londinium' and what life was like to live there then? Significant women figures- Boudicca (Recap from Year 3) – explore why there are different representations of her through sources. The Tudor dynasty- Family tree- Who were Henry the VIII's wives? (year 4 and links with visit to Parliament) Guy Fawkes (Y1parliament) Remembrance Sunday (trenches and conscription) 2. <u>Crime and Punishment</u>- What were the laws in society and how do they compare to 	<p>Anglo Saxons and Vikings (Battle of Hastings Bayeaux Tapestry)</p> <ol style="list-style-type: none"> 1. Timeline of key events culminating in the Battle of Hastings 1066? 2. Recap (Year 5) on what was life like during Anglo Saxon times? How was society structured? 3. Who were the Vikings and why did they come to England? How did the Vikings fight? Viking Invasions to 1066 4. Who were the Normans and why did they come to England? How did the Normans Fight? 5. The Bayeaux Tapestry 6. Anglo Saxons, Vikings and Normans – a Summary 	<p>Seaside (Victorians) Southport/Blackpool</p> <ol style="list-style-type: none"> 1. When did holidays begin in Britain 2. Which were the first British seaside resorts and why did they develop? 3. How did the development of the Railways affect the lives of Victorians 4. What were early railways like in seaside resorts? 5. What were holiday like in Victorian times? 6. How have holiday changed since the Victorian Era? 7. Holidays and Leisure - a summary

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	<p>today's laws and punishments? What was the Tower of London used for in the past?</p> <p>3. Parliament – Parliament visit Suffragette movement- Emmaline Pankhurst and how she has influenced and impacted on the rights for women today</p> <p>4. <u>WW2:The Blitz-</u> What was it like to live through the blitz? Evacuees, Blackouts, rationing, shelters (Anderson, Morrison, underground)</p> <p>5. <u>WW2</u> -Explore different sources and discuss plausibility. What were the reasons behind propaganda? How did the war impact on British morale?</p> <p>6. <u>WW2 -Liverpool</u> in War time- compare and contrast, similarities and differences</p>		
<p>Whole school 2019 topics</p>	<p>Liverpool & Slavery-</p>	<p>Black History Month</p>	<p>VE Shakespeare LONDON</p>