

St Albert's History Overview

| | Autumn Term 2 | Spring Term 2 | Summer Term 1 |
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| Key Stage 1 Key Skills Focus | <ul style="list-style-type: none"> • Chronological Understanding • Knowledge and Understanding of past events, people and changes in the past • Historical Interpretation • Historical Enquiry • Organisation and Communication | | |
| 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 different, traitor, treason, voyage</p> <p>Historical roles and occupations – King, Monarch, Queen</p> | | |
| Y1 | Autumn 2 - Fire, Fire (Great Fire of London) Text: Significant Event(s): The Great Fire of London - 1666 Significant People: Samuel Pepys <ol style="list-style-type: none"> 1. Where is London? 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? | Spring 2 - Family Album (including Monarchy) Text: Significant Event(s): Two Royal Weddings (William & Harry), birth of Royal babies Significant People: Key members of the Royal Family <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? | Summer - 1 Robots (Toys) <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. |

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| | <ol style="list-style-type: none"> 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 6. How did they try and put the fire out? Compare modern day fire-fighting /fire engines with those from the time. | <ol style="list-style-type: none"> 5. Who are the main members of our royal family? 6. Place some important British monarchs into the correct order on a timeline. <p>Elizabeth I & Queen Victoria Comparing aspects of live in different periods</p> | <ol style="list-style-type: none"> 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 which they were played with. 6. What toys did the Royal Children play with? (link back to Monarchy) |
| Y 2 | <p><u>Autumn 1:</u> <u>Place where I live – Local History</u></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 Miss Jewel questions in the hot seat (Stockbridge Village in the past and my school). 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 interviewing Miss Jewel 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 school? (Link to grandparents and | <p><u>Spring Term 2:</u> <u>Explorers:</u> <u>Significant People:</u> (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? | <p><u>Summer Term 1:</u> <u>Buckets & Spades</u> Seaside changes over time</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? 3. What is a Penny Lick? 4. Were seaside holidays the same in the past?- seaside holidays over a 100 years ago 5. Comparisons from Victorian times, 1950s and nowadays 6. What have we learnt about the seaside in the past? |

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| | <p>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>5. If I were an explorer..... children decide where they would go if they were an explorer.</p> | |
| KEY STAGE 2 Key Learning | <ul style="list-style-type: none"> • Chronology, • Events, • People and Changes, Communication <p>Enquiry interpretation and Using Sources</p> | | |
| Historical Vocabulary | <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> | | |
| Y 3 | <p>There's No Place Like Home Local History – My Liverpool Home</p> <p>1. Where do I live? Stockbridge Village and Liverpool</p> | <p>Rock and Roll (pre-historic Stone Age and Stonehenge)</p> <p>1. What was Britain like after the Dinosaurs became extinct but before modern man?</p> | <p>What the Romans Did (Roman Britain)</p> <p>1. What was life in Britain before the Romans invaded and settled? Celts –</p> |

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| | <p>Where is our local area? What is in it?</p> <ol style="list-style-type: none"> 2. Which are natural features and what has been built by people? Historical building and history of Liverpool 3. What did 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 maps from the past and now? | <ol style="list-style-type: none"> 2. What was life like for hunter-gatherers? (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>Roundhouses. How reliable is this evidence?</p> <ol style="list-style-type: none"> 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. |
| Y4 | <p>The Great Plague</p> <ol style="list-style-type: none"> 1. What was the Gunpowder plot? 2. What was London like before the Great Fire? 3. What was the plague and why was it a problem? Explore the nursery rhyme and why is spread. 4. What help was available? Explore the plague doctors. 5. How do we know about the London plague victims? London Mortality Bill 6. Did the plague spread out of London? What happened in Eyam? | <p>The Tudors</p> <ol style="list-style-type: none"> 1. Discuss modern royal family and create a full class family tree. Make links by comparing to Tudor family tree and timeline of the Tudor period. 2. Explore the break with Rome and how divorce was allowed in Britain. - Explore the change in religion in the United Kingdom 3. Compare how the rich and the poor lived in Tudor times 4. Investigate what clothes, food and the children were like during Tudor times. | <p><i>Water O Water – Egyptians</i></p> <ol style="list-style-type: none"> 1. Locate Egypt and the River Nile. How did the Ancient Egyptians use the River Nile? 2. How was Ancient Egypt ruled and who are the Pharos? 3. What was life like for different people? The social hierarchy? 4. What were the pyramids and how were they built? 5. What happened to Egyptians when they died? |

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| | | <ol style="list-style-type: none"> 5. Find out about explorers in Tudor times and their discoveries – Walter Raleigh, Francis Drake, Christopher Columbus 6. Compare crime and punishment between Tudor times and present day (investigate the differences in how crime was dealt with). | <ol style="list-style-type: none"> 6. Chronology – exploring Ancient Egypt on a timeline. |
| <p>Y 5</p> | <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 like 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 Bagdad 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 people's lives? 7. Why did Islamic Golden Age end? 8. What other periods of history have been full of scientific developments? 9. What evidence do we have for what took place at this time? How reliable is it? | <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? 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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| Y 6 | <p>War and Conflict in Britain-WW2 (Stand Alone)</p> <ol style="list-style-type: none"> 1. Chronology- What significant events happened in the lead up to WW2? Timeline activity 2. What role did the significant individuals play in WW2- Allies and axis powers. 3. Use a range of sources- what do the following sources tell you about the War? What do I know from this source, what does this source infer, and what enquiry questions does it lead to? 4. WW2 impact on Liverpool- The Blitz. What was the Liverpool Blitz? Why did Germany target Liverpool? 5. Evacuation-What was evacuation and why was it so important? How was propaganda used to promote key messages? What were the pros and cons? 6. Women's role during the war effort- What job roles were essential to Britain being successful in the war? | <p>Anglo Saxons and Vikings</p> <ol style="list-style-type: none"> 1. Before the Vikings. What was the state of Britain before the Vikings arrived? Explore the chronology of the period. Discuss the Romans and their impact then followed by the Anglo Saxons. 2. Who were the Vikings? Where did they come from? Why did they come to Britain? Use sources to explore what they were like as a group of people. 3. Explore the Vikings as raiders focussing on their raid of Lindisfarne. Why did they raid? What was the impact of their raid upon Lindisfarne? Create a newspaper article after analysing various that explore the raid. 4. Viking Longships- Explore Viking boats by using various sources. Why were they so essential to the success of the Vikings as a group of people? What were the advantages of the longship? They could travel large distances over sea but could also explore inland. Children create fact file analysing what made the Viking longship so successful. 5. Viking Society- What were the roles of men, women and children in Viking society. How were the roles different to our lives today? Compare and contrast children's lives from then vs now. 6. 1066 Battle of Hastings and Bayeux Tapestry- Discuss the end of the Viking era in Britain. Analyse in detail the events of 1066 and how | <p>The Victorians (Stand Alone)</p> <ol style="list-style-type: none"> 1. Who were the Victorians? What do they think life in Victorian Britain was like? Introduce the chronology of the period, Queen Victoria and her role as monarch. 2. Life in Victorian Britain (Liverpool) Compare and contrast life between rich and poor. Compare life of a child in Victorian Britain vs life today. 3. The railway Investigate how the railway transformed life in Victorian Britain. What role did Liverpool play in the expansion of the railway? First ever passenger railway Liverpool to Manchester. 4. Crime and punishment What happened to criminals? Punishments etc. Police forces established across the country How were children guilty of crimes treated? 5. The Industrial Revolution and its impact on Victorian society What impact did the industrial revolution have on life during the Victorian era? 6. Victorian holidays Where did Victorians go on holiday? Look at New Brighton etc Did both rich and poor children go on holiday? |
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| | | <p>this led to the Norman conquest of Britain. Children to create cartoon strips detailing the events of 1066 that culminated with William being crowned king. Explore the Bayeux Tapestry and it documented the events of 1066. Discuss who created the tapestry and the motives for its creation.</p> | <p>Why not? How were there holidays similar to and different from holidays today? What did the Victorians do on their holiday?</p> | | | |
| | <p>Black History Month</p> | | <p><i>Shakespeare</i></p> | | | |