

Holy Family RC Primary School: History Overview

“Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.” Deuteronomy 32:7

	Autumn 1 (7 weeks)	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
EYFS Linked throughout the year and not always taught as stand-alone units	All about me: Families & Generations children learn to tell everyday stories and share details of their own life-story, using the past tense, through extended and frequent back and forth interactions with engaged adults in the provision.	Other key events of study: Bonfire Night (festivals) Christmas traditions, Old Christmas cards, advent calendars – change to chocolate	The Past through story telling: Understanding this via settings, characters and events, traditional tales Through exploration of the pictures in the story, and photographs from different points in life, the children are supported to notice differences and similarities between the past and present	<i>Living Things Topic</i>	Family history: Roles in society, photographs of family members and generations. Children will have several opportunities to describe important family experiences such as birthdays and holidays, based on pictures brought in from home.	Transport: An exploration of photographs of our local area around Oldham provides children with the opportunities to comment on a familiar place in the past. Through guided observations, the children are scaffolded to notice what is similar and different and notice how it has changed
Y1	Geography Where is My School?	Have toys changed within our families’ lifetime? Pupils will start by comparing toys from the past with the ones we have now. Pupils consider the materials they were and are now made from and make links to learning in science. Next, we will compare school life using our school building as a starting point and visit another local school built in the last decade to look for similarities and differences. Through this unit we will begin to appreciate how different life was in the past and imagine how it might change in the future 1900AD – Present Why do we have festivals? Pupils will build on their learning in the early years. Pupils will gain an understanding of the passing of time and why key festivals, harvest, Remembrance Day and Bonfire Night are ‘celebrated.’	Geography How does the climate in the polar regions and the area around the equator compare to the climate in the UK?	How did Florence Nightingale and Mary Seacole change nursing? Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Pupils will learn there are different interpretations of Florence Nightingale and Mary Seacole and their contributions to nursing. 1805AD – 1910AD	Oldham past and present; how was life different in the past? Changes within living memory and aspects of change in national life people and places in their own locality. Trams, railway, cars and bikes, mills and housing How has Limeside changed? 1910AD – Present	

		1605, 1918, 1592				
Y2	<p>How have explorers changed the world? Christopher Columbus and Ann Bancroft</p> <p>Significant historical events and comparison of famous explorers Children at Holy Family should begin to understand that history is the study of everything that has happened in the past to people and things. We will see that people through time have had the desire to explore our planet and beyond and that advances in technology have enabled us to reach new frontiers. 1492AD – 1506AD and 1986AD – 2001AD</p>	<p>How did Annie Kenney and Rosa Parks use their voice to make a change?</p> <p>Throughout history, individuals and groups have used their voices to stand up for what they believe in. In this unit, children will learn about two activists from different times and places: Through understanding the context and lived experience of each individual, the children will develop an understanding of why and how they chose to promote change. By making comparisons between the women, children will identify and explain similarities and differences in their methods and their lasting legacy.</p> <p>1879AD – 1918AD and 1913AD – 1956AD</p>	<p>How did the Great Fire change London?</p> <p>In 1665, the plague killed thousands of people. While the people were still recovering, a second disaster hit the city in 1666: the Great Fire of London. We will learn about the different reasons for the fire spreading so quickly and causing such devastation. We will also discover the lasting legacy of the fire and what makes an event that occurred more than 300 years ago so significant.</p> <p>1661AD – 1666AD</p>	<p>Geography How does the UK compare with Nairobi?</p>		<p>Geography Coastal areas How does the coastal area compare to Oldham?</p> <p>Fieldwork: Features of a coastal town.</p>
Y3	<p>Geography What is a region? What are rivers? Fieldwork : River Medlock.</p>	<p>What did the 4 civilizations have in common and what was the significant achievement of each of them?</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p>What were the Ancient Egyptians greatest achievements?</p> <p>The Ancient Egyptians were united under one ruler, Narmer and the empire lasted until 30BC, when the Romans conquered Egypt. Pupils will understand the importance of the River Nile as a water supply and for providing fertile farming</p>	<p>How did Britain develop from Stone age to Iron Age?</p> <p>This learning is focused on the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. Copper, then bronze and finally iron started to be used to make weapons and tools.</p> <p>3000BC – 43AD</p>	<p>Geography Should I settle here? Settlements use of land stone Age and Iron Age</p>	<p>How did the Roman Empire Begin? (4 week topic) Geography topic links to an Introduction to Roman Empire; Naples Bay</p> <p>After learning about the developments in Britain from the Stone Age to the Iron Age, pupils will learn that during the same period, in Italy, the Roman Empire had begun.</p> <p>753BC – 79AD</p>	<p>Geography Physical geography: Earthquakes Volcanoes How does the Bay of Naples compare to the North West of England?</p>

		lands. Pupils will learn about the rich array of primary sources archaeologists have discovered that give us information about what life was like in the period. Pupils will consider similarities and differences with other places in the Stone Age 4000BC – 332BC				
Y4	Geography The Water Cycle	How did the Romans end the Iron Age in Britain? Pupils will learn about the successful invasion led by Emperor Claudius in AD 43. Having become the dominant power in the Mediterranean, the Romans realised that a bigger empire would bring riches, so they decided to invade Britain. To understand the success of this invasion we will study the development of the Roman army into the most efficient and effective force the ancient world had ever seen. We will return to the Celts to examine their resistance and will conclude this unit by considering the lasting legacy of the Roman empire in Britain. 43AD – 410AD	How did the Anglo Saxons and Scots change Britain? (Geography Study of Scandinavian country) After the Romans 'left' pupils research who the Anglo-Saxons were and how they settled in Britain. They will compare them to the Roman invaders by examining similarities in their motivations for invasion and differences in how they built society. We will examine their settlements and discover what life was like in Anglo-Saxon Britain. How did they live? How did they make a difference to our lives today? 410AD – 787AD	Geography What is a county?	Why was there conflict between Anglo-Saxon and Vikings in Britain? The struggle for the Kingdom of England to the time of Edward the Confessor. Pupils will continue to explore the thread of invasion and settlement by learning that in AD 787, the first three Viking ships landed on the Dorset coast from Denmark and the NE. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland. 787AD – 1066AD	Geography Fieldwork: How can rivers be used? (Dovestones, Hydro generator)
Y5	Local History study: What were the significant changes in Manchester during the Industrial Revolution? Peterloo Massacre and impact of 'Cottonopolis' Pupils will learn what life was like for people in different social classes. They will explore some of the significant changes of this	Geography Manchester How has the Manchester Ship Canal changed over time?	Geography South Africa How have the geographical features and apartheid impacted urbanisation in South Africa?	How did the Ancient Greeks influence life today? Pupils will explore the legacy of Ancient Greece and its historical significance. In architecture and literature, we find influences from Ancient Greece, and Greek roots are commonly identified in the languages we speak today. From the Olympic Games		Geography How do the UK, North and Central America compare?

	<p>era and consider how they affected people. There is a focus on how life changed terms of work, education and health.</p> <p>Through a focus on the development of cotton mills and how technological advancements brought about significant changes for people living in this period.</p> <p>1730AD – 1930AD</p>			<p>to democratic elections, we can trace their origins back thousands of years to this ancient empire. Ancient Greek technology, science and philosophy continue to influence our daily lives and the modern world. Pupils will also learn about the importance of women in religion and impact on western world.</p> <p>776BC– 323BC</p>		
Y6	<p>How did life in the Mayan Civilisation compare to life in Viking Britain?</p> <p>Pupils will learn all about the Mayan Civilisation. By examining and evaluating a range of sources, pupils will learn how the Mayans developed a writing and number system; studied and charted the stars and planets; invented three complex calendars to keep track of time; built impressive temples, palaces, monuments and cities; skilfully farmed the land and established a complex political system.</p> <p>Pupils will make comparisons between the Mayans and life in Viking Britain.</p> <p>250AD – 900AD</p>	<p>Geography</p> <p>What is South America and how does trade impact on climate change?</p>	<p>What were the effects of World War 2 for Britain and its Empire?</p> <p>Pupils will understand why winning the battle is considered by many historians to be a key turning point in British history. We will also learn about how civilians at home in Britain were affected by these events. We will learn what happened to children who were evacuated from the city to the country and link this to our reading of Goodnight Mr Tom. World War Two was fought against countries that had stood for extreme nationalism which involved various racist ideas about different groups. In fighting against those countries, it became difficult for British people to continue to still believe that the Africans and Asians were inferior to white Europeans. (The Atlantic Charter and NHS)</p> <p>1939AD – 1950AD</p>	<p>Geography</p> <p>What are the features of Europe? How does France compare to the UK?</p>		<p>Geography</p> <p>How can we make the school grounds more sustainable?</p> <p>Fieldwork: Transition to Secondary</p> <p>Ordnance survey maps.</p>