



ST THOMAS AQUINAS
CATHOLIC MULTI-ACADEMY TRUST

English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

WHOLE SCHOOL HISTORY CURRICULUM PROGRESSION

History Intent : Following the national curriculum for History our intent is that all our children will leave primary school with the character traits, knowledge and skills to have a positive impact on the world through:

Head

- Learning about historical events and figures.
- Having opportunities to create, through designing historical investigations and enquiries
- Having opportunities to study, compare and offer opinions on primary and secondary sources of evidence

Heart

- Fostering curiosity and creativity about what they are learning and about the world around them. to ask questions
- Fostering a love of learning new knowledge and skills, a love of building on existing knowledge and skills and a love of creating, planning and undertaking historical enquiries, methodically.
- Having resilience and determination by knowing that hard work will give us the answers and help us to succeed e.g. comparing a range of contrasting sources to form and develop an individual viewpoint
 - Knowing that it is OK to not get things right all of the time and we learn from mistakes.

Hand

- Beginning to answer their own questions about the world around them and the events, which have shaped it.
- Having the historical knowledge required to understand the uses and implications of history, today and for the future.
 - Understanding that history is essential to everyday life and the impact it can have on our present and future

EYFS – Our History curriculum learning journey begins in the EYFS understanding the World curriculum.

Understanding the World

ELG Past and Present

Talk about the lives of people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Advent Term units			
YEAR	KEY KNOWLEDGE – see medium term plan which shows all knowledge as set out in NC for every topic KEY SKILLS to be used alongside the NC objectives as set out in 'Medium term planning' as stated above and to be used with 'Skills breakdown' document - showing how the skills progress through each year group.		KEY VOCABULARY
Year 1	Topic - Romans <u>To be able to:</u> Understand what life was like in the Roman empire. Recognise that the romans were invaders who created an empire – discuss the pros and cons of the roman empire, Understand the technological advances that took place during the Roman age – running water, heating, sewerage systems. Understand and recognise what life was like for people from all parts of society in the roman empire – compare and discuss the differences between the rich and the poor. Study the images in Roman mosaics and discuss what they tell us about life in Roman times. Understand the impact of the volcanic eruption at Pompeii and discuss what it tell us about life at that time. Understand what the Roman Wall is and why it was built		Roman, centurion, army, invade, empire, conquer, trade, wealth, technology, wall, Hadrian, society
Year 2	Topic - Romans <u>To be able to:</u> Understand what life was like in the Roman empire. Recognise that the romans were invaders who created an empire – discuss the pros and cons of the roman empire, Understand the technological advances that took place during the Roman age – running water, heating, sewerage systems.		Roman, centurion, army, invade, empire, conquer, trade, wealth, technology, wall, Hadrian, society

	<p>Understand and recognise what life was like for people from all parts of society in the roman empire – compare and discuss the differences between the rich and the poor.</p> <p>Study the images in Roman mosaics and discuss what they tell us about life in Roman times.</p> <p>Understand the impact of the volcanic eruption at Pompeii and discuss what it tell us about life at that time.</p> <p>Understand what the Roman Wall is and why it was built</p>	
Year 3	<p><u>Topic - Stone Age/Iron Age</u></p> <p><u>To be able to:</u></p> <p>Discuss Was Stone Age man simply a hunter and gatherer, concerned only with survival?</p> <p>Know how different was life in the Stone Age when man started to farm?</p> <p>Study and gather evidence about Stone Age life from the excavations at Skara Brae</p> <p>Understand why it was so difficult to build Stonehenge</p> <p>Understand How much did life really change during the Iron Age and how can we possibly know?</p>	<p>Stone Age</p> <p>Palaeolithic</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Historian</p> <p>Archaeologist</p> <p>Early Man/ Neanderthals – early humans</p> <p>Hunting, Gathering and Foraging</p> <p>Nomadic</p> <p>Tools</p> <p>Flint Knapping</p> <p>Cave/tent/</p> <p>Megalith</p> <p>Midden</p>
Year 4	<p><u>Topic - Greece</u></p> <p><u>To be able to:</u></p> <p>understand that our knowledge of the climate and geography of Greece today helps us understand the Importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. Grasp that these feature frequently in Greek legends.</p> <p>Locate Ancient Greece, Crete, Athens and Sparta on a map.</p> <p>place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age</p> <p>learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals</p> <p>*Pupils learn to generalise from the particular about salient features of Ancient Athenian society esp. role of slaves.</p> <p>Draw inferences from evidence on pots going beyond the literal.</p>	<p>Marathon, Athens, Sparta, theatre, Athenian, Mythology, Doric, Corinthian,</p>

	make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots explain why the Battle of Marathon was fought and can give reasons for defeat of Persia,	
Year 5	<u>Topic - Ancient Islam</u> <u>To be able to understand:</u> The Islamic Empire spread rapidly after Mohammad's death • Baghdad is a city that was built a long time ago near the river Tigris by Caliph AlMansur was the leader of the Abbasid Caliphate who • Many people came to Baghdad to trade and to study • Many important books were translated into Arabic by scholars in Baghdad • In 1258 CE, Baghdad was invaded and much of the city was destroyed	Mongols, Scholarship, civilisation, Islam
Year 6	<u>Topic - World War 1</u> <u>To be able to know:</u> Prior to 1914, tension was mounting in Europe with secret alliances • The assassination of Archduke Ferdinand resulted in Austria-Hungary declaring war on Serbia. • Following the assassination, Austria-Hungary declared war on Serbia • Britain declared war on Germany on 4th August 1914, after Germany invaded Belgium • WWI was fought on land, at sea and in the air • On the Western Front, World War I was fought from trenches. Soldiers, who came from all over the world, faced terrible and dangerous living conditions in the trenches • The people on the 'Home Front', took up jobs in factories, farms, offices etc. • The war ended 11th November 1918 when Germany and the allies signed a ceasefire • The Treaty of Versailles was signed in 1919 • Over 15 million people were believed to have been killed during the war and many more injured	Imperialism Alliance Chemical Warfare Trench Conscription
Lent Term Units		
YEAR	KEY KNOWLEDGE KEY SKILLS	KEY VOCABULARY
Year 1	<u>Topic – Tudors</u> <u>To be able to understand:</u> Life was different for the rich and the poor in Tudor England • Henry VII was the first Tudor monarch. • Henry VIII made himself Head of the Church of England and had six wives. • Edward VI was a Protestant and made religious reforms during his short reign. • Mary I was a Catholic and is sometimes remembered as 'Bloody Mary'. • Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.	Protestant, catholic, reformation, heir, execute
Year 2	<u>Topic – Tudors</u>	

	<p><u>To be able to understand:</u></p> <p>Life was different for the rich and the poor in Tudor England • Henry VII was the first Tudor monarch. • Henry VIII made himself Head of the Church of England and had six wives. • Edward VI was a Protestant and made religious reforms during his short reign. • Mary I was a Catholic and is sometimes remembered as ‘Bloody Mary’. • Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.</p>	Protestant, catholic, reformation, heir, execute
Year 3	<p><u>Topic – Anglo Saxons</u></p> <p><u>To be able to:</u></p> <p>Anglo Saxons came to England after the Romans left • Anglo Saxons comprised of the Angles, Saxons and the Jutes • During this time, England was divided into kingdoms • The Picts and the Scots were early settlers in Scotland • Many Anglo Saxons were farmers and grew crops and kept animals • Many Anglo Saxons & Vikings, who originally had Pagan beliefs, converted to Christianity • The Vikings raided, invaded and settled in England • Many Vikings lived on farms, growing crops and looking after animals • Danelaw was an area of England ruled by the Vikings • King Alfred was the Anglo-Saxon King of Wessex • King Alfred defeated the Vikings and made an agreement to trade peacefully • King Canute was a Viking King; he understood the limits of his power • Later, England had an English King called Edward the Confessor, who left no clear heir • The Battle of Hastings was fought in 1066</p>	Anglo Saxon, Archer, Danelaw, Axe, Freyja, Dane, Danegeld, Invade, Monk, Monastery, Odin, pillage, Pagan, raid, Shield, long ship, Thor Valhalla
Year 4	<p><u>Topic – Romans</u></p> <p><u>To be able to:</u></p> <p>Understand what life was like in the Roman empire.</p> <p>Recognise that the romans were invaders who created an empire – discuss the pros and cons of the roman empire, Understand the technological advances that took place during the Roman age – running water, heating, sewerage systems.</p> <p>Understand and recognise what life was like for people from all parts of society in the roman empire – compare and discuss the differences between the rich and the poor.</p> <p>Study the images in Roman mosaics and discuss what they tell us about life in Roman times.</p> <p>Understand the impact of the volcanic eruption at Pompeii and discuss what it tell us about life at that time.</p> <p>Understand what the Roman Wall is and why it was built</p>	<p>Roman, centurion, army, invade, empire, conquer, trade, wealth, technology, wall, Hadrian, society</p>

Year 5	<p><u>Topic – The British empire</u> <u>To be able to understand:</u> Great Britain had an empire from the 16th to the 20th century • Many monarchs were involved in growing the British Empire • Britain traded with countries all over the world • European trading nations increasingly fought over who controlled trade • The Mughal Empire ruled most of India and Pakistan in the 16th and 17th centuries • When the Mughal Empire collapsed, European nations fought for control of India • Britain was victorious during the Seven Years War and gained territory from France • Britain gained land in North America, Africa, the Philippines and India</p>	Empire, Georgians, trade, slavery, colonial, fashion, industrialisation, industrial revolution, urban, rural
Year 6	<p><u>Topic – World War 2</u> <u>To be able to:</u> To know that WW2 was a war fought around the world by many countries from 1939- 1945 • The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan) • The Battle of Britain was fought in the skies and won by the British RAF • Britain was heavily bombed in the war- known as the Blitz • The Code-breakers at Bletchley Park played a significant role in helping the allies win the war • The Holocaust is the name given to the genocide that took place at this time, where the Nazis killed millions of people, predominately Jewish people. • The Home Front also played a significant role and the government used propaganda to encourage the people to support the war</p>	Encryption Blitz Concentration camp Atomic bomb
Pentecost Term Units		
YEAR	KEY KNOWLEDGE KEY SKILLS	KEY VOCABULARY
Year 1	<p><u>Topic – Powerful Voices</u> <u>To understand that:</u> Throughout history, significant people have made big changes in the world. Historians like to study these significant people. • Gandhi opposed British rule in India and fought for political freedom. • Rosa Parks and Martin Luther King were influential in the US Civil Rights movement. • Malala Yousafzai fought for all children to have a right to education. • Greta Thunberg is a Swedish environmental activist who talks about climate change</p>	Empire, protest, boycott, activist

Year 2	<p><u>Topic – Powerful Voices</u> <u>To understand that:</u> Throughout history, significant people have made big changes in the world. Historians like to study these significant people. • Gandhi opposed British rule in India and fought for political freedom. • Rosa Parks and Martin Luther King were influential in the US Civil Rights movement. • Malala Yousafzai fought for all children to have a right to education. • Greta Thunberg is a Swedish environmental activist who talks about climate change</p>	Empire, protest, boycott, activist
Year 3	<p><u>Topic – The Wars of the Roses</u> <u>To be able to:</u> understand: The Wars of the Roses was a civil war fought between 1455 and 1485 between two families for the English throne- the House of York and the House of Lancaster • The Lancastrian king Henry VI, who was known as the ‘mad king’, was defeated by Edward IV (York) • Edward V was still young when his father died, so his uncle Richard ruled for him as protector. Richard III later took the throne from his nephew Edward V and became king. Edward and his brother were never seen again. • Richard III was defeated and killed by Henry Tudor at the Battle of Bosworth in 1485. • Henry Tudor was a Lancastrian and married Elizabeth of York. This ended the Wars of the Roses</p>	Civil war, Plantagenet, house of York, house of Lancaster
Year 4	<p><u>Topic – The Stuarts</u> <u>To be able to understand:</u></p>	
Year 5	<p><u>Topic – Industrial Revolution</u> <u>To be able to understand:</u> and manufacturing and human or animal power, to a society based on machinery. • To understand the Industrial Revolution had an enormous impact on British society, changing many people’s way of life. • To understand the significance of cotton spinning moving from being a hand craft, to being mechanised. • To understand why coal and iron were so important for the Industrial Revolution. • To know that there was a surge in child labour during the Industrial Revolution</p>	Locomotive, steam, cottage industry
Year 6	<p><u>Topic – The Cold War</u> <u>To be able to understand:</u> that the Cold War was a period of tension led by the capitalist superpower, the USA, and the communist superpower, the USSR. • To know that although the superpowers never officially went to war, they fought in proxy wars- each supporting opposing sides. For example, during the Korean War and the Vietnam War. • To know that the USA and USSR also competed to develop and stockpile the most dangerous nuclear weapons during the Cold War. This became known as the ‘arms race’. • To know that in 1962 the world came close to nuclear war during the Cuban Missile Crisis. • To know that the superpowers also competed during the ‘space race’. The USSR were the first to put a satellite into space and the USA were the first to put a man on the moon.</p>	Communism, capitalism, cosmonaut, containment, mutually assured destruction

