

St Peter's Long-Term Overview

Subject: History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Topic: Mayans	Topic: Ancient Greeks	Topic: Ancient Greeks	Topic: Stone Age	Topic: Vikings	Topic: Magna Carta (local history study)
	Concept: A non-European society that provides contrasts with British history: Mayans AD.900 <ul style="list-style-type: none"> - Who were the Ancient Mayans? - Writing and mathematics - Architecture (temple pyramids) - Gods and religion - Daily life - Decline of the Maya civilisation 	Concept: Ancient Greece – a study of Greek life and achievements and their influence on the western world <ul style="list-style-type: none"> - Mayans versus Greeks - Who were the Ancient Greeks? - Athens vs Sparta - Battle of Marathon - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <ul style="list-style-type: none"> - Democracy - Olympics 	Concept: Ancient Greece – a study of Greek life and achievements and their influence on the western world <ul style="list-style-type: none"> - Daily life - Gods and goddesses - Trojan War - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <ul style="list-style-type: none"> - Greek art and architecture - The legacy of the Greeks 	Concept: Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers - Bronze Age religion, technology and travel - Iron Age hill forts: tribal kingdoms, farming, art and culture 	Concept: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> - Viking raiders and invaders - Resistance by Alfred the Great and Athelstan - Further viking invasions, including Danegeld - Viking life - Laws and justice <ul style="list-style-type: none"> - The last Anglo-Saxon kings 	Concept: A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <ul style="list-style-type: none"> - William the Conqueror and the founding of the feudal system - John's start in power and the baron rebellion - Initial introduction of Magna Carta - Key clauses of the Magna Carta and comparisons with modern law - Edward III and lasting impact of the early monarchs - End of the feudal system
	Skills: <ul style="list-style-type: none"> - develop the appropriate use of historical terms - regularly address and sometimes devise historically valid questions 	Skills: <ul style="list-style-type: none"> - develop the appropriate use of historical terms - regularly address and sometimes devise 	Skills: <ul style="list-style-type: none"> - develop the appropriate use of historical terms - regularly address and sometimes devise historically valid questions 	Skills: <ul style="list-style-type: none"> - develop the appropriate use of historical terms - regularly address and 	Skills: <ul style="list-style-type: none"> - develop the appropriate use of historical terms - regularly address and sometimes devise historically valid 	Skills: <ul style="list-style-type: none"> - develop the appropriate use of historical terms - regularly address and sometimes devise historically

	<p>about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> - understand how our knowledge of the past is constructed from a range of sources. - establishing clear narratives within and across the periods they study - note connections, contrasts and trends over time 	<p>historically valid questions about change, cause, similarity and difference</p> <ul style="list-style-type: none"> - , and significance. - construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources. - 	<p>about change, cause, similarity and difference</p> <ul style="list-style-type: none"> - , and significance. - construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources. 	<p>sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> - construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources. 	<p>questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> - understand how our knowledge of the past is constructed from a range of sources. - establishing clear narratives within and across the periods they study - note connections, contrasts and trends over time 	<p>valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> - construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources.
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	<p>Outcome:</p> <ul style="list-style-type: none"> - Create a timeline of the Mayans - Write a postcard home describing Chichen Itza - Write up an interview with a Mayan - Practise Mayan Maths and create logograms based on the Maya writing system - Present a group report on an aspect of daily life - Act out freeze frames of different causes of the fall of the civilisation 	<p>Outcome:</p> <ul style="list-style-type: none"> - Order a timeline of the civilisation and place the Greeks in a wider context of time. - Compare the city states of Athens and Sparta - Perform a re-enactment of the Battle of Marathon - Create a poster for the Ancient Olympics - Compare the ancient origins of democracy with the UK's modern democratic system 	<p>Outcome</p> <ul style="list-style-type: none"> - Design a Greek vase - Write a diary entry from the perspective of a Greek or Trojan during the battle of the Trojan Horse - Write a non-chronological report on daily life - Create a factfile on the twelve Olympian gods 	<p>Outcome:</p> <ul style="list-style-type: none"> - Create and perform a TV advert about the 'new' bow and arrow - Conduct a debate over the reasons for Stonehenge - Write a job application to be a copper child - Write and perform a TV news report about the findings at Skara Brae - Create an informational booklet about one of the case studies we cover: Danesbury hillfort or Maiden Castle. 	<p>Outcome:</p> <ul style="list-style-type: none"> - Timeline of the Vikings - Compare Alfred and Athelstan - Comparison and acting out of poetry based on historical events - Create a poster and presentation about aspects of Viking daily life - Compare the Viking and Anglo-Saxon justice systems with our modern one. - Critically evaluate sources and determine their validity. Create a timeline of Anglo-Saxon kings. 	<p>Outcome:</p> <ul style="list-style-type: none"> - Creating a class Domesday book - Diary entry from the perspective of either John or a Baron before, during and after signing. - Reenactment of the signing of Magna Carta - Create a poster about the modern influence of Magna Carta - Design a Jurors Chair
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Year 6	Topic: Romans in Britain 1	Topic: Romans in Britain 2	Topic: Ancient Egyptians 1	Topic: Ancient Egyptians 2	Topic: Battle of Britain and WWII (1)	Topic: Battle of Britain and WWII (2)
	Knowledge/ Concepts: <i>The Roman Empire and its impact on Britain</i> <ul style="list-style-type: none"> • Where was the Roman Empire? • Who were Romulus and Remus? • Julius Caesar and Britain • Why did the second invasion fail? • Why did Claudius succeed in 43AD? 	Knowledge/ Concepts: <i>The Roman Empire and its impact on Britain</i> <ul style="list-style-type: none"> • Why did Boudicca rebel? • What was the Roman soldier all about? • What was music like in Ancient Rome? • Why was Hadrian's wall built? • Who were the Roman Gods? 	Knowledge/ Concepts: <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</i> <ul style="list-style-type: none"> • Where is Ancient Egypt and Egypt today? • What is on the AE timeline? • What historical sources do we have for AE? • How and why did mummification take place in AE? 	Knowledge/ Concepts: <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</i> <ul style="list-style-type: none"> • What is modern Egypt like? • What is the importance of the River Nile? • How did worship in AE change over time? • What is the Rosetta Stone and Hieroglyphics? • Why were the pyramids built? • Who was Tutankhamun? 	Knowledge/ Concepts: <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history, the Battle of Britain</i> <ul style="list-style-type: none"> • Why did WWII happen? Outbreak. • What happened early in the war and why? • Who was involved in the war, where did it take place? • Why did evacuation happen? • When did rationing take place? • What was the Holocaust and why did it happen? 	Knowledge/ Concepts: <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history, the Battle of Britain</i> <ul style="list-style-type: none"> • What is propaganda? • What happened at Pearl harbour and why did it happen? • What was it like to be a part of the Dunkirk evacuation in 1940? • What happened on D-Day and why did it happen? • What happened during VE day and how were people feeling?
	Skills: <ul style="list-style-type: none"> • Place on a timeline and relate to other studies. • Use relevant dates and terms. 	Skills: <ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone 	Skills: <ul style="list-style-type: none"> • Place on a timeline and relate to other studies. • Use relevant dates and terms. 	Skills: <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at 	Skills: <ul style="list-style-type: none"> • Place on a timeline and relate to other studies. • Use relevant dates and terms. 	Skills: <ul style="list-style-type: none"> • Recognise primary and secondary sources

	<ul style="list-style-type: none"> Sequence up to 10 events on timeline. Know key dates, characters Select and organise information to produce structured work, making appropriate use of dates and terms. 	<p>shares the same views and feelings</p> <ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied 	<ul style="list-style-type: none"> Sequence up to 10 events on timeline. Know key dates, characters Select and organise information to produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research 	<ul style="list-style-type: none"> Sequence up to 10 events on timeline. Know key dates, characters Select and organise information to produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
	<p>Outcome:</p> <p>Compare and contrast the different invasions for their motivations and relative successes and failures.</p>	<p>Outcome:</p> <p>Newspaper style article on Boudicca's revolt from a Roman point of view. A comparative piece on who the Roman Gods were and their similarities to other deities. An explanation of Roman building ideas and how they were used in Hadrian's Wall.</p>	<p>Outcome:</p> <p>Research notes from a variety of sources with the purpose of compiling a Mummification report. Mummification report.</p>	<p>Outcome:</p> <p>Confidently articulate reasons for the rise of civilizations in different ways.</p>	<p>Outcome:</p> <p>Include details of the outbreak of war into a narrative about the Blitz after working on a timeline of major events and causes. Plan and make a variety of Air Raid Shelters.</p>	<p>Outcome:</p> <p>Develop their own propogana poster to help the war effort based on examples studied. Report their opinions of various sources giving information about Pearl Harbour. Sequence events for the events surrounding Dunkirk. Write a diary for the time period involving the end of war in Europe.</p>

Year 7	<p>Topic: What is History? Key Skills What makes a person remembered in History? How do we measure time? What is an anachronism and how is it important to the source? What is a timescale? How Do Historians Find Out About The Past?</p>	<p>Topic: The Romans What happened when Julius Caesar visited Britain? Why did the Romans invade Britain in AD 43? What factors made the Roman Army effective in Britain? To what extent was Britain 'Romanised'? Why did Boudicca Revolt against Rome? Why is there a wall in Northern England? Why did the Roman Empire come to an end? What did the Romans do for us?</p>	<p>Topic: The Middle Ages What was England like before 1066 Who should be the next king of England and why ? What was the Battle of Stamford Bridge? What Happened during the battle of Hastings Why did William win? How were the soldiers different between the two armies? What problems did William have? What was the Harrying of the North?</p>	<p>Topic: The Middle Ages What was the peasant revolt? Why did the Church argue with the King? How did William control taxes? What is the Domesday Book? How did the feudal system help William rule England? What methods did William use to subdue the English people</p>	<p>Topic: Castles What is a motte and Bailey castle? Why are Stone Keep castles better? What is a concentric castle? How and why did Castles change during the Medieval Ages? What was the church like in medieval times? What was it like to live in a monastery?</p>	<p>Topic: The Crusades What were the crusades? Who were the crusaders? Christians vs Muslims Richard vs Saladin Crusade One Crusade two Why did crusade three fail?</p>
	<p>Concept: To be able to give a definition of History and understand expectations of communication and organisation skills. To recognise and value previous learning in history. To describe the reason for a significant person in detail and describe the impact of the person on History and the consequences of their actions. To analyse and evaluate the usefulness of sources. Classify life into the different periods on the geological timescale.</p>	<p>Concept: Introduction and explanation Describe and make links between situation and changes. To understand what factors prompted invasion in AD 43. Understand how England and Wales was absorbed into the Roman Empire.</p>	<p>Concept: Be able to compare and contrast England before and after 1066 To analyse the evidence of all the claimants to the throne of England. To understand why the king chose to go to Stamford Bridge and not protect the south coast. Describe the advantages and disadvantages of the English and French armies</p>	<p>Concept: To understand why there was a peasant revolt. To understand why the king was harrying the church. Analyse the methods William used to control taxes. Explain what the Domesday Book was and what it contained? To understand what a fudal system is and how effective it can be. To know what stratiges William used to subdue the north of England</p>	<p>Concept: To know what all the features of a Motte and Baily castle was and understand how William used them. Analyse the advantages and disadvantages of stone keep castles and why William favoured them. To know the defensive stratiges behind concentric castles and how effective they were. To understand the impact that the church had on the community.</p>	<p>Concept: Why did the crusades happen? The importance of religion. To understand that the crusaders came from all over Europe. To identify the main characters that were the driving force behind the crusades. Be able to identify the armies involved. Who was more tactically astute? The successes and failures of each crusade</p>
	<p>Skills: To be able to give a definition of History and understand expectations of communication and organisation skills.</p>	<p>Skills: Identify and describe the Roman Empire and its countries. Be able to explain why the Roman empire got bigger.</p>	<p>Skills: Develop good memory recall and state historical facts. Be able to analyse information and draw conclusions.</p>	<p>Skills: knowledge and understanding Identify significant events, make connections, Draw contrasts,</p>	<p>Skills: Weigh up evidence and understand the importance of defensive tactics. Be able to problem solve and suggest ways of</p>	<p>Skills: Identify significant events Make connections Draw contrasts, and analyse trends within periods and over long arcs of time.</p>

	<p>To recognise and value previous learning in history. To describe the reason for a significant person in detail and describe the impact of the person on History and the</p>	<p>To understand Boudicca's Revolt against Rome and justify her actions. Examine how the Romans established boundaries and be able to explain why?</p>	<p>Develop an understanding of strategy. Show an understanding of the impact that invasions have on countries. Weigh up evidence and understand the importance of tactics. Be able to problem solve and suggest ways of improving the feudal system. Be able to construct an evidenced point of view on the Feudal system and its usefulness.</p>	<p>Should understand how different types of historical sources are used rigorously to make historical claims</p>	<p>improving the castle system. Be able to construct your own castle which has improved defencies.</p>	
	<p>Outcome: Secure understanding of different sources and an understanding of interpretations report.</p>	<p>Outcome: To have an understanding of the Roman empire. To understand how it grew and got smaller. End of term test</p>	<p>Outcome: To have an understanding of England during the middle ages and be able to explain significant events. End of term test.</p>	<p>Outcome: To understand the impact that William the conquerer had on England. End of term test</p>	<p>Outcome: To know why William build Castles around England and the impact that castles had on the people. Castle project</p>	<p>Outcome: To know what the crusades were and why they came about Crusader report</p>

Year 8	<p>Topic: The Tudors Introduction to the Tudors. Henry VII's Problems. Closing The Monasteries. Why did Henry break with Rome? Queen Mary 7-Day life in Elisabeth's reign. Why did the Armada fail?</p>	<p>Topic: The Stuarts Who are the Stuarts? Was James I the scruffy Stuart? Was the gunpowder plot a set up? What was Charles like as a king? How did Charles I lose control? What was life like during the Civil Wars? What did the soldiers of the English civil war look like? What were the battles of the English Civil War?</p>	<p>Topic: The Stuarts Why did Parliament win the war? What was the execution of Charles I like? What was life like under Oliver Cromwell? Was Oliver Cromwell a Hero or a Villain? Who ruled from 1660? What was it like in Restoration London? Was the 17th Century a time of chaos and disaster?</p>	<p>Topic: The Industrial Revolution What is the meaning Industrial Revolution? Why did Britain industrialise first? How did Britain's factories industrialise? What was life like for 19th Century Children. How much of an impact did trains have on industrial Britain? How does a town turn into a city? What was the Victorian Class system? What was the impact of Victorian inventions</p>	<p>Topic: Industry and Empire What was the British Empire? Why did the British become Empire builders? Britain: Winning or losing the Empire India: The "Jewel in the Crown" Why did the British Leave India in 1947? Taking Australia: Adventure or invasion?</p>	<p>Topic: Revision Revision on all subjects in preparation for transition exams.</p>
	<p>Concept: To identify the Tudor family tree. To develop source analysis using portraits. To assess whether Henry VII was a successful king. To give reasons why Henry closed down the monasteries. To argue the most important reason. Explain the reasons why Henry broke away from the Church with your own opinion. To understand different interpretations of Mary I and make a judgement. To research the life of Elisabeth 1st.</p>	<p>Concept: To use investigative skills to determine whether James I was a scruffy Stuart. To be able to draw on evidence and decide if the plotters were framed? Debate the concept of 'Divine Right' Interpretations of James I using the sources – focus on bias, fact, opinion, nature origin and purpose of the sources. Look at video on how to debate and use information provided and their homework to debate on whether the Gun powder plot was a conspiracy or not? To be able to construct an essay which explains how Charles 1st lost control</p>	<p>Concept: To understand what it was like to live in a civil war - Discuss the validity of sources Investigate a painting on life through civil war, students try to recreate scene To classify the reasons why Parliament won through the investigation of tactics, weapons and soldiers Draw conclusions from the evidence and decide which was the most important To give a detailed news report on Charles 1st and how he died. Research task studying the different rules and things Oliver Cromwell did</p>	<p>Concept: Identify and describe features of 'industrial' and 'pre-industrial' Britain. Be able to describe the reasons as to why Britain industrialised first. Identify some problems with water-powered factories. Identify the features of child labour in the 19th century.. Explain how trains changed Britain. Be able to identify the demands on the public with an increase in city size. Categorise information on three classes. Explain what the most important Victorian inventions were.</p>	<p>Concept: Assess the growth of the British Empire. Assess the motives for building an empire Explain how and why Britain lost or won their colonies. Analyze why India would be a good colony To identify different factors that led to the independence of India Describe and explain the situation in India To assess the impact the British had on Aboriginal Australians, comparing the long term and short time impact</p>	<p>Concept:</p>

			and how it impacted the population	Explain the good and bad point of the industrial revolution.		
	<p>Skills: Develop good memory recall and state historical facts. Be able to analyse information and draw conclusions. Develop an understanding of strategy. Show an understanding of the impact that invasion of the Spanish armada may have had. Be able to construct an evidenced point of view on the life of Elisabeth 1st.</p>	<p>Skills: Introduce and explain. To be able to reach an agreement on James 1st. To gain knowledge and understanding of the gun powder plot. To be able to give an interpretation of how the king lost control.</p>	<p>Skills: To investigate To classify and interpret Draw conclusions. Use facts Gain knowledge and understanding.</p>	<p>Skills: To investigate To classify and interpret Draw conclusions. Use facts Gain knowledge and understanding</p>	<p>Skills: To investigate To classify and interpret Draw conclusions. Use facts Gain knowledge and understanding</p>	<p>Skills: Memory recall Take notes Read up on topics. Retain information.</p>
	<p>Outcome: Understanding of Tudor monarchs and the consequences of Henry's rule. End of term test.</p>	<p>Outcome: To be able to gain an understanding of the Stewart monarchs and how they ruled. End of term test.</p>	<p>Outcome: Develop an opinion on Oliver Cromwell and decide if he was a hero or villain? To give an informed opinion on whether the monarchy taking back control was a good idea. To understand the reasons behind the English civil war and the impact it had on the UK. End of term test.</p>	<p>Outcome: To understand the impact of the Industrial revolution on Great Britain End of term test.</p>	<p>Outcome: To understand the reasons behind the British empire and its impact on the colonies. End of term exam.</p>	<p>Outcome: Gain historical knowledge in preparation for year 9 Transfer exams.</p>