



# St. Benedict's Primary School **History** Overview 2022-2023



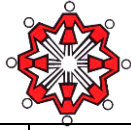
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	<p><b>Enchanted Woodlands</b> Science - plants</p>	<p><b>Bright Lights</b> <b>Big City</b> Geography – The UK, maps and direction <b>We are historians</b> The Great Fire of London <b>Hi 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p>Gather facts and information from a range of sources; organise and use to answer questions about the events of the Great Fire. Place events in chronological order and mind map questions we could ask a person living during and after the time of the Great Fire.</p> <p><b>Remembrance Day</b> Powerpoint – What is Remembrance Day?</p>	<p><b>Superheroes</b> PE Fantasy and real heroes. The senses <b>We are researchers</b> <b>Hi 3</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Sequence the story of a significant historical figure. Listen to the story of a historical 'superhero' such as Rosa Parks, Emily Davison, Mary Seacole or Florence Nightingale, Edith Cavell, Elizabeth Fry or Thomas Fowell Buxton. Find out what they did to make things better for other people.</p>	<p><b>Beachcombers</b> Science - seashore</p>	<p><b>Paws Claws and Whiskers</b> Art and Design animals and their features</p>	<p><b>Dinosaur Planet</b> History – dinosaurs and fossils <b>We are dinosaur hunters</b> <b>Hi 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p>Ask and respond to simple questions about the past using different sources of information. Sequence events chronologically on a timeline. Begin to describe similarities and differences in historical artefacts and pictures. Compare life during the age of the dinosaurs with modern life. Use pictures and key words to illustrate the main differences. Ask and respond to simple questions about the past, using sources of information.</p>



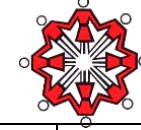
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<p><b>Year 2</b></p>	<p><b>Street Detectives</b> Geography – exploring the local community <b><u>We are street detectives</u></b> <b>Hi 4</b> Learn about significant historical events, people and places in their own locality. <b>Hi 1</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Look at pictures, slides and photographs of old and modern homes (Victorian homes compare interestingly with more contemporary homes), identifying differences, including materials from which they are built. Look at pictures of shops in the past and compare them to shops today. Learn about the history of the school.</p>	<p><b>Land Ahoy</b> Geography Captain Cook, boats and sea rescues <b><u>We are explorers</u></b> <b>Hi 3</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Provide children with picture/date/information cards to sequence. Discuss the pictures of each explorer and think about the differences in their ships and dress, reflecting on what these tell us about the times in which they lived or live. Use stories of famous pirates and compare aspects of life in different times.</p> <p><b><u>Remembrance Day</u></b> Reading comprehension / vocab / questions. Why buy a poppy?</p>	<p><b>Muck, Mess and Mixtures</b> Science/Art Materials and their properties through art <b><u>Dashboard - The history of the Birmingham Balti</u></b> (Notebook resource)</p> <p><b>Hi 1</b> Learn about changes within living memory. <b>Hi 4</b> significant historical events, people and places in their own locality.</p> <p>Learn about the origins of the Birmingham Balti and how the tradition of Indian restaurants was born with the Bangladeshi lascars or sailors.</p>	<p><b>Towers, Tunnels and Turrets</b> D&amp;T/History Castles, towers and tunnels. Building structures <b><u>We are castle experts</u></b> <b>Hi 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p>Look at pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles. Order the castles from oldest to newest and explain their sequence. Ask and answer questions about a range of historical sources. <b>Hi 3</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Listen to an account of the celebrated</p>	<p><b>Scented Gardens</b> Science – flowers and their parts, growing things <b><u>Stand alone lesson</u></b> <b><u>Mughal Gardens</u></b> (Notebook resource)</p> <p><b>Hi 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the origins of the Mughal and Islamic gardens.</p> <p>Use sources to describe key elements of the gardens.</p> <p>Design a Mughal garden</p>	<p><b>Wriggle and Crawl</b> Science – mini-beasts and their habitats</p>
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				engineer, Isambard Kingdom Brunel, looking at some of the amazing structures he created. Play Hot seat game to question him.		
<b>Year 3</b>	<p><b>Heroes and Villains</b> Music, moral dilemmas <b><u>Standalone lesson</u></b> <b><u>We are historians</u></b> <b>Hi 6</b> Identify historically significant people and events in situations. Look at photographs and images of historical heroes and heroines (Joan of Arc, Rosa Parks, Martin Luther King, Amy Johnson). Identify who they are, when they lived/died. Put the heroes and heroines in order on a timeline. Research important historical events relating to them and find out how they changed the world.</p> <p><b>Gods and Mortals</b> <b><u>Companion Project 5 lessons</u></b> Hi8 Learn about Ancient Greece Order events and dates from ancient Greek history on a timeline.</p>	<p><b>Predator</b> Science food chains, fossils and predatory plants</p> <p><b><u>Remembrance Day</u></b> The roles of women in the second world war powerpoint. Discussion - What do you think would have happened if the British women of war did nothing at all?</p>	<p><b>Tremors</b> Geography /History – natural disasters, earthquakes and volcanoes <b><u>We are archaeologists</u></b> <b>Hi 2</b> Learn about the Roman Empire and its impact on Britain. Choose the most important source material for a task, showing awareness of a range of sources. Become archaeologists, discovering the ashen casts of the Pompeii bodies. What stories do the images tell? What evidence do they give about the eruption? Make a list of deductions, then check out their accuracy using a range of historical sources.</p>	<p><b>Mighty Metals</b> Science – materials, forces, magnets and robots</p>	<p><b>Scrumdiddlyumptious!</b> D&amp;T - Food, nutrition and cooking <b><u>We are investigators</u></b> <b>Hi 6</b> Identify and give reasons for, results of historical events, situations or changes. Relate this to James Lind and the importance of his work- a pioneer of naval hygiene in the Royal Navy who conducted one of the first ever clinical trials and developed the theory that citrus fruits cured scurvy- thus discovering the importance of vitamin c to health and wellbeing.</p>	<p><b>Tribal Tales</b> History- Stone Age, Bronze Age and Iron Age history <b><u>We are historians</u></b> <b>Hi 1</b> Learn about changes in Britain from the Stone Age to the Iron Age. Show developing understanding of chronology, by beginning to realise that the past can be divided into different periods of time. Arrange pictures and dates on a timeline of the Stone Age, Bronze Age and Iron Age, discussing why the periods are described in these terms. Make links and discuss the chronology in relation to other periods of world history, such as the Ice Age, the Mesozoic Era, the invasion of the Romans or even events from the present day. Suggest useful research questions.</p>



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	Describe the achievements and influence of the ancient Greeks on the wider world. Make choices about the best ways to present historical accounts and information. Explain the cause and effect of a significant historical event					Describe some of the main changes in Britain, resulting from an event. Use appropriate historical vocabulary to describe key features of a time period.
<b>Year 4</b>	<p><b>I Am Warrior</b> History- The Roman Empire and its impact on Britain <b>We are historians</b> <b>Hi 2</b> Learn about the Roman Empire and its impact on Britain. Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Use a range of source materials to answer questions about the past which go beyond simple observations. Choose the best way to record a range of historical information, giving reasons for the choice. Ask and answer more complex</p>	<p><b>Potions</b> Science- Solids, Liquids and Gas <b>Standalone lesson</b> Historic use of potions <b>We are investigators</b> <b>Hi 6</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Develop historical enquiry skills using evidence/ communicating ideas. Use a range of source materials to answer questions about the past which go beyond simple observations. <b>Remembrance Day</b> Contribution of commonwealth countries to the second world war fact cards</p>	<p><b>Traders and Raiders</b> History/DT- Here Come the Saxons: Anglo Saxons and Vikings <b>We are historians</b> <b>Hi 3</b> Learn about Britain's settlement by Anglo-Saxons and Scots. <b>Hi 4</b> Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Use a range of source materials to answer questions about the past which go beyond simple observations.</p>	<p><b>Burps, Bottoms and Bile</b> Science- Inside your body</p>	<p><b>Misty Mountain Sierra</b> Geography- Mighty Mountains</p>	<p><b>Blue Abyss</b> Geography/Science- The Ocean World <b>Standalone lesson</b> Find out why the 1872 Royal Navy ship, HMS Challenger is considered to be so important and how its story has contributed to modern oceanography. (Until the HMS Challenger expedition of 1872–1876, scientists had no way of proving that life existed on the deep sea bed) Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>



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	<p>questions through independent research. Explain the impact of a significant historical figure on life in Britain.</p>		<p>Choose the best way to record a range of historical information, giving reasons for their choice. Ask and answer more complex questions through independent research.</p>			
<b>Year 5</b>	<p><b>Stargazers</b> Science – The solar system and space</p> <p><b>Hi 6</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Galileo Galilei - find out about his life and work and his discovery of sunspots on the sun. Sir Isaac Newton find out about his theories on the universal force of gravity. The space race – find out about the competition between USSR and USA for supremacy in space exploration.</p> <p>Describe how a significant individual or movement</p>	<p><b>Off With Her Head</b> History - The Tudors</p> <p><b>Hi 6</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied. Use a range of local history resources to describe how an event affected a local town or village. Explain why people acted as they did. Make connections between two periods of history, to begin to develop historical perspective. Link events from periods studied to changes or</p>	<p><b>Alchemy Island</b> Music - A fantasy world</p>	<p><b>Beast Creator</b> Science - Classifying minibeasts, interpreting data</p>	<p><b>Pharaohs</b> History - Ancient Egypt <b>Hi 7</b> Learn about 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations. Explain why people acted as they did. Describe how different types of evidence tell us different things about</p>	<p><b>Allotment</b> <b>Geography - Food</b> origins and farming</p>



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	has influenced the UK or wider world	developments in contemporary society, both in Britain and the wider world. Describe how a significant or movement has influenced the UK or wider world.  <b>Remembrance Day</b> White poppy powerpoint.			the past and understand why contrasting arguments and interpretations occur. Follow independent lines of enquiry and make informed responses based on this. Describe how a significant individual or movement has influenced the UK or wider world. Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	
<b>Year 6</b>	<b>A Child's War</b> History World War 2 <b>Hi 8</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind  Hi 5 a local history study	<b>Blood Heart</b> Science Human circulatory system <b>Remembrance Day</b> Muslim Soldiers in WW1 Common/history/resources <a href="https://www.history.org.uk/primary/categories/311/resource/9420/muslim-soldiers-in-world-war-i">https://www.history.org.uk/primary/categories/311/resource/9420/muslim-soldiers-in-world-war-i</a>	<b>Frozen Kingdom</b> Geography Polar Regions Context - The Titanic <b>Hi 1</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Context – Timeline of Polar exploration	<b>Darwin's Delights</b> Geography Evolution and Inheritance Charles Darwin <b>Hi 8</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	<b>Hola Mexico</b> History / Music Maya Civilisation <b>Hi 4</b> Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	<b>Gallery Rebels</b> Art and design Significant Artists



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	<p>Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.</p> <p>Present an in-depth study of a local town or city, suggesting how to source the required information Use primary and secondary sources to build a picture of the experiences of local children during the second world war.</p>		<p><b>Hi 8</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>			
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