

St Peter's CE Primary Curriculum overview for **History** and **Geography**

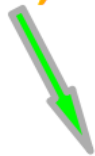
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Rec</b>	<b>Me/Myself</b> 	<b>Exploring Maps</b> 	<b>Outdoor Adventures</b> 	<b>Dinosaurs</b> 	<b>Around The World</b> 	<b>Homes/ Castles</b> 
<b>Year 1</b>	<b>History of Toys</b> 	<b>What is it Like here?</b> 	<b>The Great fire of London</b> 	<b>What is the Weather like in the UK?</b> 	<b>History of Transport</b> 	<b>What is it Like to live In Shanghai?</b> 
<b>Year 2</b>	<b>Would you prefer to live in a hot or cold place?</b> 	<b>The Gun Powder Plot</b> 	<b>Famous People: Explorers Nurses</b> 	<b>Why is our world Wonderful?</b> 	<b>Famous Queens</b>  	<b>What is it like to live by the coast?</b> 
<b>Year 3</b>	<b>Why do people live near volcanoes?</b> 	<b>Stone Age to Iron Age</b>  	<b>Ancient Egypt</b>  	<b>Who lives in Antarctica?</b> 	<b>Are all settlements the same?</b> 	
<b>Year 4</b>	<b>Where does all our food come from?</b> 	<b>Why are rainforests important?</b> 	<b>Roman Britain</b>  	<b>Anglo Saxons, Vikings and the Norman Conquest</b>  	<b>What are rivers and how are they used?</b> 	<b>Life in Tudor Times</b>  
<b>Year 5</b>	<b>What is life like in the Alps?</b> 	<b>Children in Victorian Britain</b> 	<b>Ancient Greeks</b>  	<b>Why do oceans matter?</b> 	<b>Why does population change?</b> 	
<b>Year 6</b>	<b>The Kingdom of Benin</b>  	<b>Where does our energy come from?</b> 	<b>Would you like to live in the desert?</b> 	<b>The Transatlantic Slave Trade</b> 	<b>Local History Study: Life in Westminster during the Blitz. History and Geography</b>	

# What do our children need to be taught in order to leave St Peter's as good historians?

substantive knowledge



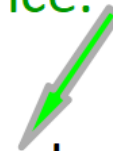
Knowledge about the past.  
Facts - people, events, ideas, topic knowledge, chronological knowledge, concepts (e.g. **empire**, **monarchy**)



disciplinary knowledge



Knowledge of how historians investigate and construct the past. Using concepts such as cause and effect, change and continuity, similarity and difference, historical significance. Think like a historian.



Deep learning, understanding and progress.

### Whole School History Curriculum Topics and Enquiry Questions

Phase	Year	Topic	Overarching Historical Enquiry	Golden Threads (Concepts)	Historical Skills
EYFS	Rec	Me/myself	What is my history and how do I know?	<b>Monarchy and power, invasion and settlement, society and legacy, exploration and empire.</b>	<b>Chronological understanding, Range and depth of historical knowledge, Historical significance, Interpretation of History, Historical Enquiry - sources and evidence, Organisation and communication</b>
		Dinosaurs	How do we know about the dinosaurs?		
		Homes/Castles	What was it like to live in castle?		
KS1	Y1	History of Toys	How have toys changed or remained the same over time?		
		The Great Fire of London	How did the Great Fire change London?		
		History of Transport	How did people travel around in the past?		
	Y2	Gunpowder Plot	Is it right to burn guys on Bonfire Night?		
		Famous People	How did these famous people make a difference in the world?		
		Famous Queens	Who was the greatest queen?		
LKS2	Y3	Stone Age to Iron Age	How has Britain Changed from the Stone Age to the Iron Age?		
		Ancient Egypt (Depth Study)	What was life like by the River Nile in Ancient Egypt?		
	Y4	Roman Britain	What impact did the Romans have on Britain?		
		Anglo-Saxons, Vikings and Normans	What were some key events between 410 and 1066 in Britain? Anglo-Saxons, Vikings and the Norman Conquest.		
		The Tudors (Thematic study)	What was life like in Tudor times? Tudor pastimes		
	UKS2	Y5	Children in Victorian Britain (Thematic study)		
The Ancient Greeks (Depth Study)			Can we thank the Ancient Greeks for anything in our lives today?		
Y6		Kingdom of Benin (Depth Study)	What do we know about the Kingdom of Ancient Benin?		
		Transatlantic Slave Trade	What are the legacies of the Transatlantic slave trade?		
		Westminster and World War II	What was life like in Westminster during the Blitz?		







## History Overview

This is our 'planned route' (learning journey) through a particular topic. Each enquiry is a lesson. It is our core knowledge. Core knowledge is what we have identified as the most important for pupils to secure in their long-term memory. For Core Knowledge, see Knowledge Organisers. For Skills, see Progression of History Skills document. For vocabulary, see Progression of Vocabulary document




**Green** indicates links to Black British History

**A** = Assessment lesson





**Local history** lessons happen in Year 1, Year 4 and Year 6




	Topic 1	Topic 2	Topic 3
Rec	<p><b>Me/Myself</b></p>  <p>See separate document for EYFS planning</p>	<p><b>Dinosaurs</b></p>  <p>See separate document for EYFS planning</p>	<p><b>Homes/Castles</b></p>  <p>See separate document for EYFS planning</p>
Year 1	<p><b>History of Toys</b></p>  <p><b>Overarching question:</b> What were toys like in the past?</p> <p><b>Enquiries:</b> What's my favourite toy? How can we find out about toys from the past? How are new and old toys similar and different? What did our parents and grandparents play with? How have similar toys changed? How can we display historical objects? Toy Museum. What were toys like in the past? <b>A</b></p> <p><b>Historical concepts:</b> Concepts of 'old' and 'new, developing an understanding of chronology; identify similarities and differences, looking at objects in detail and giving reasons for their opinions.</p> <p><b>Vocabulary:</b> See Progression in Vocabulary</p>	<p><b>The Great fire of London</b></p>  <p><b>Overarching question:</b> How did the Great Fire change London?</p> <p><b>Enquiries:</b> What are the differences between London now and London in the past? What was life like for people living in the 17th century? What happened during the Great Fire of London? How do we know what happened? (Primary source - <b>Pepys's diary</b>) What happened after the fire? How did the Great Fire change London? <b>A</b></p> <p><b>Historical concepts:</b> Place events in chronological order, use words and phrases relating to the passing of time; recognise why people did things, why events happened and what happened as a result; identify different ways in which the past is represented; find out about the past from a range</p>	<p><b>History of Transport</b></p>  <p><b>Overarching question:</b> How did people travel around in the past?</p> <p><b>Enquiries:</b> How did people travel before cars and trains? Who was the 'father of railways'? When was the motor car invented? How have aeroplanes changed over time? <b>Local history lesson</b> - What transport was used on the Regent's canal? How did people travel around in the past? <b>A</b></p> <p><b>Historical concepts:</b> Developing an understanding of chronology; identify similarities and differences between people and ways of life in different time periods; learning about historical sources.</p> <p><b>Vocabulary:</b> See Progression in Vocabulary</p>



	<p><b>Link to National Curriculum:</b> - Changes within living memory</p>	<p>of sources of information; ask and answer questions about the past  <b>Vocabulary:</b> See Progression in Vocabulary  <b>Link to National Curriculum:</b> - Events beyond living memory that are significant nationally or globally - Lives of significant individuals in the past who have contributed to national and international achievements, identify similarities and differences between ways of life in different periods, understand some of the ways in which we find out about the past  Lesson 1 link,  <a href="https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-1">https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-1</a>  <a href="https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-2">https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-2</a>  <a href="https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-3">https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-3</a>  <b>Trip:</b> Great Fire of London workshop at the Museum of London  <b>Songs:</b> London's Burning</p>	<p><b>Link to National Curriculum:</b> - Lives of significant individuals in the past. Changes within living memory. Events beyond living memory that are significant nationally or globally for example, the first aeroplane flight.</p>
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<p>Year 2</p>	<p><b>The Gun Powder Plot</b> </p> <p><b>Overarching question:</b> Is it right to burn guys on Bonfire Night?</p> <p><b>Enquiries:</b> What happens on Bonfire Night? What did Guy Fawkes do that makes us burn a guy on bonfire Night? Protestant/Catholic conflict) What went wrong with the Plot and how do we know? Is it right to burn guys on Bonfire Night? <b>A</b></p> <p><b>Golden threads:</b> society and legacy, Monarchy and power</p> <p><b>Historical concepts:</b> sequencing, use of evidence, interpretations, cause and consequence, significance</p> <p><b>Vocabulary:</b> See Progression in Vocabulary</p> <p><b>Link to National Curriculum:</b> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><b>Useful links:</b>  <a href="https://www.keystagehistory.co.uk/keystage-1/gunpowder-plot-smart-task-dear-producer/">https://www.keystagehistory.co.uk/keystage-1/gunpowder-plot-smart-task-dear-producer/</a>  <a href="https://www.youtube.com/watch?v=74GKQoYPL6E">https://www.youtube.com/watch?v=74GKQoYPL6E</a></p>	<p><b>Famous People: Explorers and Famous Nurses</b> </p> <p><b>Overarching question:</b> How did these famous people make a difference in the world?</p> <p><b>Enquiries:</b> Who was Neil Armstrong and why is he remembered today? What was the mission to the moon like? <b>Who were Florence Nightingale and Mary Seacole? Why is Mary Seacole a nursing hero? What were the most important events in Mary Seacole's life?</b> How did these famous people make a difference in the world? <b>A</b></p> <p><b>Golden threads:</b> society and legacy, exploration</p> <p><b>Historical concepts:</b> Fit people / events into chronological framework; recognise why people did things, why events happened and what happened as a result; sort and weigh up conflicting accounts of the past; find out about the past from a range of sources of information and develop their own perspective; ask and answer enquiry questions about the past.</p> <p><b>Vocabulary:</b> See Progression in Vocabulary</p> <p><b>Link to National Curriculum:</b> Events beyond living memory that are significant nationally or globally - Lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Useful links:</b> Mary Seacole – Newsround  <a href="https://www.bbc.co.uk/newsround/52661174">https://www.bbc.co.uk/newsround/52661174</a></p>	<p><b>Famous Queens</b> </p> <p><b>Overarching question:</b> Who was the greatest queen? (QE1, QV, QEII)</p> <p><b>Enquiries:</b> What is a monarch and where do monarchs live? Which of the three queens reigned for the longest? What is Queen Elizabeth I famous for? Why was Queen Victoria known as the Empress of India? Why is Queen Elizabeth II an important queen? Who do you think was the greatest Queen and why? <b>A</b></p> <p><b>Golden threads:</b> monarchy and power, exploration and empire</p> <p><b>Historical concepts:</b> Chronology; identify similarities and differences between people and ways of life in different time periods; learning about historical sources, representation of events. How Britain has influenced and been influenced by the wider world</p> <p><b>Vocabulary:</b> See Progression in Vocabulary</p> <p><b>Link to National Curriculum:</b> - Lives of significant individuals in the past - Events from beyond living memory</p> <p><b>Trip:</b> The Royal Mews</p>
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<p><b>Year 3</b></p>	<p><b>Stone Age to Iron Age</b></p>  <p><b>Overarching question:</b> How did Britain change from the Stone Age to the Iron Age?</p> <p><b>Enquiries:</b> When was the stone/bronze/iron age? (chronology/context) How did humans survive? What happened at Stonehenge? How did homes change from the Stone Age to the Iron Age? How did tools and weapons change? Materials, The Iron Age: what changed? What stayed the same? Technology, tools</p> <p><b>Golden threads:</b> society and legacy,</p> <p><b>Historical concepts:</b> asking questions about the past; fitting both BC and AD dates into a chronological framework; understanding how knowledge of the past is constructed from a range of sources; understanding concepts of continuity and change.</p> <p><b>Vocabulary:</b> See Progression in Vocabulary</p> <p><b>Link to National Curriculum:</b> - changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Ancient Egypt</b> (Depth Study)</p>  <p><b>Overarching question:</b> What was life like by the River Nile in Ancient Egypt?</p> <p><b>Enquiries:</b> When and where was Ancient Egypt? (Chronology/context) How important was the River Nile? How was Egyptian society organised? How were the pyramids built and why? What gods did the people of Ancient Egypt believe in? Trip to British Museum -Life after death - Mummification workshop. How did historians work out how to read hieroglyphics? What and how do we know about Tutankhamon? Can I ask and answer a historical question through research? Self-directed research project. What was life like by the River Nile in Egypt? <b>A</b></p> <p><b>Golden threads:</b> monarchy and power, society and legacy,</p> <p><b>Historical concepts:</b> Developing an understanding of chronology; identify similarities and differences between people and ways of life in different time periods; learning about historical sources, representation of events and how reliable a source is.</p> <p><b>Vocabulary:</b> See Progression in Vocabulary</p> <p><b>Link to National Curriculum:</b> An overview of the earliest civilisations and a depth study of at least one early civilisation; understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Trip:</b> The British Museum – Life in Ancient Egypt workshop Feb 2023</p>
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<p><b>Year 4</b></p>	<p><b>Roman Britain</b> </p> <p><b>Overarching question:</b> What impact did the Romans have on Britain?</p> <p><b>Enquiries:</b> Who were the Romans and when did they come to England? (Chronology/context) <b>Local history</b> lesson - What did the Romans bring to Londinium? (continuity and change, artefacts) Are there any Roman Roads left in Britain? What happened at the Battle of Watling Street in 61AD? (Link to English text. Re-enactment of the Battle.) Why and when did the Romans leave Britain? What impact did the Romans have on Britain? <b>A</b></p> <p><b>Golden threads:</b> invasion and settlement, society and legacy, empire</p> <p><b>Historical concepts:</b> asking questions about the past, fitting both BC and AD dates into a chronological framework; understanding how knowledge of the past is constructed from a range of sources.</p> <p><b>Link to National Curriculum:</b> -The Roman Empire and its impact on Britain, How Britain has influenced and been influenced by the wider world</p> <p><b>Useful links:</b> <a href="https://www.english-heritage.org.uk/visit/places/hadrians-wall/">https://www.english-heritage.org.uk/visit/places/hadrians-wall/</a> Trip – Museum of London (currently closed)</p>	<p><b>Anglo-Saxons, Vikings and the Norman Conquest</b> </p> <p><b>Overarching question:</b> What were some key events between 410 and 1066 in Britain?</p> <p><b>Enquiries:</b> When and why did the Anglo-Saxons come to Britain? (chronology and context) How did the Anglo-Saxons influence Britain? Place names. What do we know about the Viking raid of Lindisfarne in 793AD? Does Alfred the Great deserve his reputation? 871-899. What was Danegeld? Who won the Battle of Hastings in 1066? What were some key dates and events between 410 and 1066 in Britain? <b>A</b></p> <p><b>Golden threads:</b> invasion and settlement, society and legacy, empire</p> <p><b>Historical concepts:</b> Historical significance, chronology,</p> <p><b>Link to National Curriculum:</b> Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. How Britain has influenced and been influenced by the wider world</p> <p><b>Workshop:</b> Anglo-Saxon workshop in school</p> <p><b>Useful links:</b> <a href="https://www.historic-uk.com/HistoryUK/HistoryofEngland/Alfred-the-Great/">https://www.historic-uk.com/HistoryUK/HistoryofEngland/Alfred-the-Great/</a></p>	<p><b>Life in Tudor Times</b>  </p> <p><b>Overarching question:</b> What was life like in Tudor times? (thematic study)</p> <p><b>Enquiries:</b> Who were the Tudor monarchs? (Chronology and context) What can a map tell us about Tudor pastimes? (Ralph Agas map of London, original 1560s - use evidence to reconstruct daily life) What was the Globe theatre? (Historical significance, legacy) <b>What do we know about black Britons in Tudor times?</b> (society, diversity) What was life like in Tudor times? Assessment</p> <p><b>Golden threads:</b> Society and legacy,</p> <p><b>Historical concepts:</b> Characteristic Ideas, Change and Continuity</p> <p><b>Link to National Curriculum:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
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<p><b>Year 5</b> <b>Children in Victorian Britain</b> (thematic study) </p> <p><b>Overarching question:</b> Were the Victorian times a dark age or a golden age for children?</p> <p><b>Enquiries:</b> What are the key dates and the who were the important people? (Chronology/context). What changes took place for poor children? How was going to school different for rich and poor? How did Victorian children spend their leisure time?</p> <p><b>What do we know about black children in Victorian Britain?</b> Were the Victorian times a dark age or a golden age for children? <b>A</b></p> <p><b>Vocabulary:</b></p> <p><b>Golden threads:</b> monarchy and power, exploration and empire, society and legacy</p> <p><b>Historical Concepts:</b> <b>chronology</b>, continuity and change, interpreting historical sources</p> <p><b>Link to National Curriculum:</b> An aspect or theme extending beyond 1066</p> <p><a href="https://www.theguardian.com/world/2017/oct/01/barnardos-black-history-victorian-archive-children-photos-testimonials">https://www.theguardian.com/world/2017/oct/01/barnardos-black-history-victorian-archive-children-photos-testimonials</a></p>	<p><b>Ancient Greeks</b> (Depth Study)  </p> <p><b>Overarching question:</b> What was Greek life like and what were some achievements?</p> <p><b>Enquiries:</b> Where and when did the ancient Greeks live? (Chronology and context) What was daily life like in Ancient Greece? How did Alexander the Great's Empire grow? How was life different in Athens and Sparta? How can we find out about the Olympics from primary sources? What were the beliefs of the Ancient Greeks? What did the ancient Greeks believe about the Trojan War and how we know about their beliefs? Why is the Parthenon historically significant? Can I ask and answer a historical question through research? Self-directed research project. What was Greek life like and what were some achievements? <b>A</b></p> <p><b>Golden threads:</b> society and legacy,</p> <p><b>Historical Concepts:</b> Interpret primary and secondary sources. Improve understanding of chronology, researching the city states of Ancient Greece. Investigate famous Greek achievements and their influence on the western world</p> <p><b>Link to National Curriculum:</b> Ancient Greece: a study of Greek life and achievements and their influence on the western world</p> <p><b>Trip:</b> The British Museum</p>
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<p><b>Year 6</b></p>	<p><b>The Kingdom of Benin</b> (Depth Study) </p> <p><b>Overarching question:</b> What do we know about the Kingdom of Ancient Benin?</p> <p><b>Enquiries:</b> Where was ancient Benin? What are the key dates of ancient Benin? How do we know about the history of early Benin? What is the Benin creation story? (2 lessons, extended write). Were there similarities between England and the Kingdom of Benin in 1066? What was the consequence of the chaos during the reign of Ogiso Owodu? How powerful was the oba? How were the bronzes made? Did the people of ancient Benin believe in God? What do we know about the Kingdom of Ancient Benin? <b>A</b></p> <p><b>Golden threads:</b> exploration and empire, society and legacy</p> <p><b>Historical concepts:</b> cause and consequence, similarity and difference,</p> <p><b>Link to National Curriculum:</b> a non-European society that provides contrasts with British history – one study chosen c. AD 900; Benin (West Africa) c. AD 900-1300. How Britain has influenced and been influenced by the wider world</p> <p><b>Trips:</b> British Museum workshop</p>	<p><b>The Transatlantic Slave Trade</b> </p> <p><b>Overarching question:</b> What are some legacies of the Transatlantic Slave trade?</p> <p><b>Enquiries:</b> What was the Transatlantic slave trade and who took part? Why was the slave trade so successful and who benefitted? What were conditions like for slaves on board the ships and how do we know? <b>Who helped to abolish slavery and how?</b> What are some legacies of the Transatlantic slave trade? <b>A</b></p> <p><b>Golden threads:</b> Monarchy and power, society and legacy, exploration and empire</p> <p><b>Historical concepts:</b> chronological understanding, cause and effect, change and continuity, historical evidence and enquiry - Use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out. Contrasting arguments and interpretations of how the past have been constructed. Bring knowledge gathered from several sources together in a fluent account. How Britain has influenced and been influenced by the wider world.</p> <p><b>Link to National Curriculum:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b>Local history Study: Westminster in World War II. History and Geography</b></p> <p><b>Overarching question:</b> What was life like in Westminster during the Blitz?</p> <p><b>Enquiries:</b> What were some key events in WWII? (Chronology and context) What was the Blitz and how did people stay safe? What happened in and around St Peter's during the Blitz? (Using maps and written sources) <b>Who was Ita Ekpenyon?</b> What was life like in Westminster during the Blitz? <b>A</b></p> <p><b>Golden threads:</b> society and legacy</p> <p><b>Historical concepts:</b> cause and effect, change and continuity, historical evidence and enquiry - Use a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together in a fluent account, Historical significance. Historical interpretation. Be aware that different evidence will lead to different conclusions</p> <p><b>Link to National Curriculum:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  <a href="https://www.obv.org.uk/news-blogs/war-blitz-forgotten-black-british-history-remembered-0">https://www.obv.org.uk/news-blogs/war-blitz-forgotten-black-british-history-remembered-0</a>  <a href="https://www.bbc.co.uk/news/uk-england-london-52995586">https://www.bbc.co.uk/news/uk-england-london-52995586</a></p>
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