



History Curriculum Overview- Cycle 1



2020-21	Year 1/2	Year 3/4	Year 5/6
Term 1	Where are we? (Geography)	Where are we in Europe? (Geography)	Where in the world are we? (Geography)
	What do we remember on the 5 th November? (History) 	How did the ancient Egyptians show their beliefs? (History) 	Why should we remember the early Islamic civilisation? (History/ Geography) 
Term 2	Events beyond living memory that are significant nationally or globally (Gunpowder Plot): • What is a monarch? (Kings and Queens of Britain, incl. Elizabeth I and Elizabeth II) • What was Britain like at the time of the Gunpowder plot? (James I, Parliament Catholics, Protestants) • What happened in the Gunpowder Plot? • What happens on Bonfire Night? (celebrations and traditions) Key vocabulary: monarch, king, Parliament, Houses of Parliament, Catholic, Protestant, conspirators, treason, gunpowder, cellar, bonfire, fireworks	Achievements of the earliest civilizations (a depth study of Ancient Egypt): • What is a civilisation? Where and when did the earliest civilisations begin? • Who were the ancient Egyptians? (maps and timelines) • How was ancient Egyptian society organised? (hierarchy, Pharaohs) • What did the ancient Egyptians believe? (Gods and religion) • What can we learn about the ancient Egyptian beliefs from pyramids and tombs? (mummification and the afterlife)	Non-European society that provides contrasts with British history (a study of early Islamic civilisation): • Where is Baghdad and what is its place in the world? (maps) • How different was Baghdad to London around 900AD? • What was in the House of Wisdom? (learning and knowledge) • Why was the Silk Road important? (trade)

	How has school life changed? (History)  Changes within living memory (Victorian schools): • How old is our school? • How have classrooms changed? (classrooms, equipment and teachers) • What was life like for a Victorian child? (lessons and punishments) • What toys did children used to play with? • How were Victorian school different to modern schools? Key vocabulary: past, present, change, Victorian, modern, lesson classroom, , teacher, toys, playtime, punishment, Local links: our school building, members of the school community	• What is the Rosetta stone and why is it so important? (hieroglyphics) • How did the ancient Egyptian civilisation come to an end? Key vocabulary: Egypt, Egyptian, settlement, civilisation, River Nile, hierarchy, pharaoh, religion, polytheism, afterlife, mummification, ritual, temple, monument, hieroglyphs, Rosetta Stone, Egyptologist, archaeologist, excavate, tomb, pyramid, Howard Carter, Tutunkhamun,	• Who were the greatest individuals of the early Islamic civilisation? (Ibn-Battuta, Al-Zahrawi, Ibn al-Haytham, Ibn Sina, Fatima al-Fihri,, Ibn Rushd) • What brought the ‘Golden Age of Islam’ to an end and what legacy did it leave? Key vocabulary: civilisation, Islam, Baghdad, caliphate, Mesopotamia, trade route, House of Wisdom, mosque, advanced, knowledge, Arabic, philosophy, architecture, calligraphy, exploration, achievement, legacy, massacre
Term 3	How does the weather affect us? (Science/ Geography)	What is underneath our feet? (Science/ Geography)	Why do living things change and how do we know? (Science/ Geography)
Term 4	What could my den be made of? (Science/ DT)	What did the Romans do for us? (History)   The Roman Empire and its impact on Britain: • How did ancient Rome become an empire? (founding of Rome, growth of the empire, power of the army by AD 42) • When and why did the Romans invade Britain? (Caesar’s attempt in 55 BC, successful invasion by Claudius in 43 AD) • What was life like in Britain before the Romans invaded? (Iron Age Britain)	How did bronze and iron change Britain? (History)  Changes in Britain from the Stone Age to the Iron Age: • What is prehistory and how can we study it? • What was life like during the Stone Age? (Palaeolithic, Mesolithic, Neolithic periods) • What was life like in the Bronze Age? • What was life like in the Iron Age?

		- Who was Boudicca and why do we remember her? (British resistance, rebellion in 61 AD) - What was life like in Roman Britain? (focus on Aquae Sulis- Bath) - When did Christianity come to Britain? - How and why did Roman rule in Britain end? - What legacy did the Romans leave in Britain? (technology, architecture, roads, religion, culture, food) Key vocabulary: empire, emperor, Julius Caesar, Claudius, invasion, army, centurion, citizen, slave, Latin, Iron Age, Celts, tribes, warriors, Boudicca, resistance, rebellion, Romanisation, Christianity, architecture, temple, mosaic, villa, aqueduct, roads, Roman baths, Hadrian's wall, legacy Local links: Bath (Aquae Sulis), Roman Baths	What evidence of early human life is around us? (Stonehenge, Cheddar gorge, Sodbury fort) Key vocabulary: prehistory, period, Palaeolithic, Mesolithic, Neolithic, hunter-gatherer, agriculture, tools, technology, weapon, pottery, textiles, artefact, monument, religion, cave paintings, Stonehenge, Skara Brae, Cheddar Gorge, bronze, iron, tribe, warrior, hillfort, invasion, advances, Local links: Sodbury hillfort
Term 5	How can we stay healthy? (Science)	What is the difference between surviving and thriving? (Science)	How can we sort living things? (Science)
Term 6	What do explorers do? (History/ Geography)  The lives of significant individuals in the past who have contributed to national and international achievements: - Who was Christopher Columbus and why do we remember him? (sea exploration) - Who was Matthew Henson and why do we remember him? (Arctic exploration) - Who was Amelia Earhart and why do we remember her? (air exploration)	Where does our electricity come from? (Science/ Geography)	How has our understanding of the human body changed over time? (Science/History)  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (medicine): How long have humans been studying medicine? (ancient civilisations- Egyptians/Greeks/Romans)

	Who was Neil Armstrong and why do we remember him? (space exploration) Key vocabulary: explorer, exploration, travel, transport, journey, voyage, air, sea, land, space, Space Race, navigation, map,		- How did people in medieval times try to prevent and cure diseases? - What were the key medical achievements of the Victorian era? (Joseph Lister, Louis Pasteur, John Snow) - How have women contributed to medical advancements? (Florence Nightingale/Mary Seacole, Edith Cavell, Elizabeth Blackwell, Gerty Cori, Marie Curie, Rosalind Franklin) - What's next for medicine? Key vocabulary: medicine, disease, cure, vaccination/inoculation, advancement, achievement, contribution, pioneer, Nobel prize,
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History Curriculum Overview- Cycle 2



2021-22	Year 1/2	Year 3/4	Year 5/6
Term 1	What lives where? (Science/ Geography)	Where does our water come from? (Science/ Geography)	What is out there and how do we know? (Science/ Geography)
Term 2	How do people keep in touch? (History)   Changes within living memory (communication): What is communication?	Who settled in Britain and why? (History)  Britain's settlement by Anglo-Saxons and Scots/ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:	What did the tree see? (History)   A study over time tracing how several aspects of national history are reflected in the locality/ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:

	- How did early humans communicate? (speech, cave drawings) - What is reading/writing and why was it invented? (languages, sign language, braille) - How can messages be sent long distances? (postal service, telegrams) - How have telephones changed over time? - What forms of communication are popular now? (television, mobile phones, computers) Key vocabulary: communication, language, drawing, writing, post, letter, telephone, mobile phones, computers, email, past, generation, living memory	- Who were the Anglo-Saxons, where did they come from and why did they come? - What was life like in Anglo-Saxon Britain? - Who ruled Anglo-Saxon Britain and how was the country divided? - How did Anglo-Saxon Britain become a Christian country? - Who were the Vikings and why did they invade? - What were the consequences of the Viking invasion? - Who was Alfred the Great/ Queen Æthelflæd? - What was the Norman conquest, and what were the consequences? Key vocabulary: society, kingdom, hierarchy, culture, settlement, settler, invasion, invader, religion, trade, raiding, long ships, Local links: local Anglo-Saxon place names	- How long have people been living in Old Sodbury? (Anglo Saxons, Domesday Book and other early references) - What's changed and what's stayed the same? (maps and photos) - Who lived in Old Sodbury and what jobs did they do? (Census data) - Who does the war memorial remember? (WW1/WW2) - How old are the buildings in Old Sodbury? (listed buildings) - What was life like in Old Sodbury in the Victorian era? (Victorian Britain, Jubilee memorial and our school) - How did the railways effect Britain/ Old Sodbury? (railways and the Sodbury tunnel) Key vocabulary: chronology, timeline, period/era, continuity, change, cause/effect, evidence, research, primary/secondary source, local history, memorial, jubilee, monarch, monarchy, generation, ancestor, listed building, census, archive Local links: all around Old Sodbury!
Term 3	How is our school like Hosanna School? (Geography)	How is Old Sodbury similar to Bristol? (Geography)	Why is the South West a favourite destination? (Geography)
Term 4	What grows near us? (Science/ Geography)	Why are rainforests so important? (Science/ Geography)	How have the ancient Greeks influenced the modern world? (History)  

			A study of Greek life and achievements and their influence on the western world: - Who were the ancient Greeks? (maps and timelines) - What were the differences between Athens and Sparta? (development of democracy) - What can we learn about the ancient Greeks from their art and architecture? - What can we learn from ancient Greek myths and legends? - How have the ancient Greeks impacted our alphabet and language? (also theatre?) - Who were the greatest thinkers of the age? (philosophy and mathematics) - How have the Olympic games changed since they were first held in ancient Greece? - Who was Alexander the Great and how did he spread Greek ideas and culture? (links to Roman Empire and Roman Britain) Key vocabulary: civilisation, city state, government, democracy, citizen, art, architecture, temple, Parthenon, myths, heroes, polytheism, Mount Olympus, language, alphabet, culture, philosophy, Olympic games, achievement, legacy, influence
Term 5	What happens to our waste? (Science)		How do living things grow? (Science)
Term 6	What did Brunel achieve? (History) 	How did flight take off? (History)  A study of an aspect or theme in British history that extends pupils' chronological knowledge	How big is my footprint? (Geography/ Science)

	Significant historical events, people and places in their own locality (Isambard Kingdom Brunel): • What is an engineer? • Who was Isambard Kingdom Brunel and what was his life like? • What was significant about Brunel's ships? (SS Great Britain) • What was significant about Brunel's bridges? (Clifton Suspension Bridge) • What was significant about Brunel's railways? (Great Western Railway, Temple Meads station) • Why do we remember Brunel? Key vocabulary: engineer, bridge, railway, station, tunnel, ship, Great Western Railway, Clifton Suspension Bridge, Temple Meads station, Paddington station, Great Eastern, SS Great Britain, achievement, Local links: Bristol landmarks including the Clifton Suspension Bridge, Temple Meads Station and SS Great Britain	beyond 1066 (flight)/ A study of an aspect of history that is significant in the locality • How has transport changed over time? (trains, planes, cars, boats) • What were the earliest forms of flight? (early planes/Wright brothers, hot air balloons/Montgolfier brothers) • What motivated the need to fly? • What part did Bristol play in the story of flight? (WW2, pioneers) • How has flight changed the way we live? • What's next for flight? (new technologies, commercial space flight) Key vocabulary: transport, technology, travel, journey, flight, planes, hot air balloons, gliders, powered flight, pioneer, aerospace, Local links: Bristol Aerospace	
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Historical threads:



Exploration and Invention



Community and Culture



Invasion and Power