



ST AIDAN'S

CATHOLIC PRIMARY SCHOOL

Learning and growing together, inspired by the love of Jesus

History

Year 1

Topics

- Toys
- The great fire of London
- The history of our school

TOYS

National curriculum

- ♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding of toys from the past. Children play with examples of toys from the past and talk about their findings with support they add them to a timeline.
<u>2</u>	Children will develop their historical enquiry. Children ask questions about the past (e.g. stimulated by; pictures, stories, questions to a visitor)
	Children will develop their historical enquiry. Children will find answers and ask questions about the past using sources of information (e.g. pictures, stories, information texts)
<u>3</u>	Children will develop their range and depth of understanding. Children will describe and compare the differences between toys from the past and present.
<u>4</u>	Children will develop their historical understanding. Children will begin to identify and recount some details from the past using sources to compare their favourite toy to a toy from the past
<u>5</u>	Children will present their understanding. Children will show knowledge and understanding about toys from the past thinking about materials, uses and changes in play.

Key vocabulary

Old, Victorian, 21st century, past, oldest, present

The great fire of London

National curriculum

- ♣ Children will learn about events beyond living memory that are significant nationally or globally.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Life in the 17 th century (1666)
<u>2</u>	Children will develop their range and depth of understanding. Children will describe the difference between past and present.
<u>3</u>	Children will develop their historical enquiry. Children will find answers to simple questions about the past from sources of information (e.g. pictures, stories). Children sequence the events of the great fire.
<u>4</u>	Children will develop their historical understanding. Children will begin to identify and recount some details from the past from sources (e.g. pictures, stories, diaries). Children write their own recount of the Great Fire of London.
<u>5</u>	Children will present their understanding about how the great fire of London has changed life today

Key vocabulary

London, Samuel Pepys, diary, eye witness, Pudding lane, 17th century, past.

The history of our school

National curriculum

- ♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- ♣ Children will learn about people and places in their own locality.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding through timelines of when the school was built, when parents attended and when significant changes have taken place.
<u>2</u>	Children will develop their range and depth of understanding. Children will describe the difference between their school in the past and present in own and others' lives. Children investigate how the building has changed.
<u>3</u>	Children will develop their historical enquiry. Children will find answers to questions about the history of school (parent and grandparent interviews/visits)
<u>4</u>	Children will develop their historical understanding. Children will begin to identify and recount some details of how school life has changed; staff, behaviour, work, school uniform and significant achievements.
<u>5</u>	Children will present their understanding about the history of their school. Children will show knowledge and understanding about the past in different ways. Children will begin to discuss what has changed and why whilst considering what the future might hold for St Aidan's.

Key vocabulary

St Aidan, Huyton, Knowsley, changes, building, uniform, school life, questioning

Year 2

Topics

- Mary Anning and the discovery of fossils
- Significant people
- The Beatles

Mary Anning

National curriculum

♣ Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Create a timeline of <i>Mary's</i> life
<u>2</u>	Know why <i>Mary</i> was a significant individual
<u>3</u>	Know about <i>Mary's</i> famous discoveries
<u>4</u>	Know the influence <i>Mary</i> has had on today
<u>5</u>	Use knowledge of <i>Mary</i> to write a biography

Key vocabulary

Fossils, *Mary Anning*, dinosaur, prehistoric, fossil, rocks, skeleton, search

Significant
people

National curriculum

- ♣ Children will learn about significant people and places in their own locality.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Create timeline of Charles' life and compare it to Mary Anning's
<u>2</u>	Charles' trip on the Beagle
<u>3</u>	Charles' writing of An Origin of the Species
<u>4</u>	What impact did Charles have on the world
<u>5</u>	Children will present their understanding of significant people from the past.

Key vocabulary

Charles Darwin, significant, chronology, impact, era (period) , evidence

The Beatles

National curriculum

- ♣ Children will learn about significant historical events (music era), people and places in their own locality.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Chronological timeline of the Beatles
<u>2</u>	Use primary sources to learn about the Beatles
<u>3</u>	Create a biography of one member of The Beatles
<u>4</u>	Know how The Beatles have shaped our local area
<u>5</u>	Children will present their understanding about The Beatles. Children will describe objects, people and events.

Key vocabulary

The Beatles, significant, musical era, research, artefact, memorial,

Year 3 topics

The Stone Age

The Romans

The Egyptians

The Stone Age

National curriculum

- ♣ Children will learn about changes in Britain from the Stone Age to the Iron Age
- ♣ Children will develop a chronologically understanding of the past.
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will understands timeline can be divided into BC and AD and plot The Stone Age on a timeline. Walt: · Children will learn key dates of The Stone Age
<u>2</u>	Children will develop their range and depth of understanding. Children will use evidence to describe past. Walt: · Children will learn about the homes of the Stone Age people
<u>3</u>	Children will develop their historical enquiry. Children will use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Walt: · Children will learn hunting and gathering during the Stone Age.
<u>4</u>	Children will develop their historical understanding. Children will look at different versions of same event and identifies differences in the accounts. Walt: · Children will learn about Skara Brae
<u>5</u>	Children will present their understanding. Children will presents findings about past using speaking WALT: Children will learn about The Bronze and Iron Age
<u>6</u>	Children will organise and communicate their ideas. Children will write stories and recounts about the past. WALT; Children will consolidate their understanding of The Stone Age.

Key vocabulary

The Stone Age, Iron Age, Bronze Age, Neolithic, B.C (Before Christ), Stonehenge, hunter-gatherer, **Mesolithic**, Mammoth

The Romans

National curriculum

- ♣ Children will learn about the Roman Empire and its impact on Britain
- ♣ Children will learn about changes in Britain from the Stone Age to the Iron Age
- ♣ Children will develop a chronological understanding of the past.
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will understand timeline can be divided into BC and AD. WALT: children will place the Romans on a timeline.
<u>2</u>	Children will develop their range and depth of understanding. Children will use evidence to describe past. Children will learn about the Roman Empire and its impact on Britain.
<u>3</u>	Children will develop their historical understanding. Children will look at different versions of same event and identifies differences in the accounts. Children will learn about the Roman dictator Julius Caesar.
<u>4</u>	Children will develop their historical enquiry. Children will use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Children will learn that Boudica was a Celtic queen who led a revolt against the Roman ruler in ancient Britain.
<u>5</u>	Children will present their understanding about Hadrian's wall.
<u>6</u>	Children will organise and communicate their ideas. Children will write stories and recounts about the past.

Key vocabulary

Romans, Artefact, Centurion, Rome, legion, Emperor, army/soldiers, Boudicca, conquest, revolt, Empire

The Egyptians

National curriculum

- ♣ Children will develop a chronologically understanding of the past.
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.
- ♣ Children will develop an understanding of world history.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will understands timeline can be divided into BC and AD. Children will place the Egyptians on a time line.
<u>2</u>	Children will develop their range and depth of understanding. Children will use evidence to describe past: Children will learn about the hierarchical ruling system of Ancient Egypt.
<u>3</u>	Children will develop their historical understanding. Children will look at different versions of same event and identifies differences in the accounts. Children will learn about pharaohs and their power.
<u>4</u>	Children will develop their historical enquiry. Children will use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Children will learn why the Ancient Egyptians placed their dead and possessions in tombs.
<u>5</u>	Children will present their understanding. Children will presents findings about past using speaking Children will present their findings about Tutankahmun and the discovery of his tomb.
<u>6</u>	Children will organise and communicate their ideas. Children will write stories and recounts about the past. Children will work in small groups to research everyday life in Ancient Egypt - food/entertainment/houses/ clothing etc

Key vocabulary

Pharaoh, pyramid, embalming, Afterlife, Tutankhamun, mummification, tombs, Egypt, chambers

Year 4 topics taught

The Anglo Saxons

The Vikings

Local history

The Anglo Saxons

National curriculum

- ♣ Children will understand about Britain's settlement by Anglo-Saxons and Scots
- ♣ Children will develop their chronological understanding.
- ♣ Children will develop a narrative within and across the periods they study
- ♣ Children will devise historically valid questions about change

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will begin to appreciate length of time for different periods. Children will place The Anglo Saxons on a timeline.
<u>2</u>	Children will develop their range and depth of understanding. Children will show knowledge and understanding by describing features of past societies and periods. Children will learn about the Anglo-Saxon Religion and beliefs.
<u>3</u>	Children will develop their historical enquiry. Children will start to understand the difference between primary and secondary sources of evidence. Children will learn about Alfred The Great through a range of different sources.
<u>4</u>	Children will develop their historical understanding. Children will give reasons why there may be different accounts of history. Children will be able to explain the mystery of Sutton Hoo.
<u>5</u>	Children will present their understanding. Children will present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Children will be able to research and present their findings of King Author.
<u>6</u>	Children will organise and communicate their ideas. Children will present their findings using subject specific words such as monarch, settlement, invade.

Key vocabulary

Sutton Hoo, Pagan religion, hillfort, Alfred the Great, King Authur, Anglo Saxons

The
Vikings

National curriculum

- ♣ Children will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- ♣ Children will develop their chronological understanding.
- ♣ Children will develop a narrative within and across the periods they study
- ♣ Children will devise historically valid questions about change

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will begin to appreciate length of time for different periods. Children will place the Vikings on a timeline.
<u>2</u>	Children will develop their range and depth of understanding. Children will show knowledge and understanding by describing features of past societies and periods. Children will learn where the Vikings came from and their background.
<u>3</u>	Children will develop their historical enquiry. Children will start to understand the difference between primary and secondary sources of evidence. Children will learn that the Vikings invaded Britain in 793 AD and invaded Lindisfarne monastery.
<u>4</u>	Children will develop their historical understanding. Children will give reasons why there may be different accounts of history. Children will learn why The Vikings invaded Britain on long boats
<u>5</u>	Children will present their understanding. Children will present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.
<u>6</u>	Children will organise and communicate their ideas. Children will present their findings using subject specific words such as monarch, settlement, invade.

Key vocabulary

Anglo-Saxon, Viking, Raid, Trade, Invasion, Wessex

Local History

National curriculum

- ♣ Children will develop their chronological understanding.
- ♣ Children will develop a narrative within and across the periods they study
- ♣ Children will devise historically valid questions about change
- Children will develop their understanding of British history
- Children will develop their understanding of local history.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will begin to appreciate length of time for different periods. Children will be able to place significant events from the area onto a timeline.
<u>2</u>	Children will develop their range and depth of understanding. Children will show knowledge and understanding by describing features of past societies and periods. Children understand how the plague and Black Death came to Liverpool and the effects that it had.
<u>3</u>	Children will develop their historical enquiry. Children will start to understand the difference between primary and secondary sources of evidence. Children will research the transatlantic trade triangle.
<u>4</u>	Children will develop their historical understanding. Children will give reasons why there may be different accounts of history. Children will learn about William Roscoe and how he tried to abolish the African slave trade.
<u>5</u>	Children will present their understanding. Children will present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Children will present their understandings about Victorian Britain in Liverpool.
<u>6</u>	Children will organise and communicate their ideas. Children will present their findings using subject specific words such as monarch, settlement, invade. Children will communicate their findings about the history of football clubs in Liverpool.

Key vocabulary

Black death , privateer pirates from Liverpool, transatlantic trade triangle, William Roscoe
Victorian Britain in Liverpool

Year 5 topics taught

- The Tudors
- The Victorians
- The Mayans

The Tudors

National curriculum

- ♣ Children will develop their understanding of British history.
- ♣ Children will establish clear narratives within and across the periods they study.
- ♣ Children will note connections, contrasts and trends over time
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will sequence historical periods. Children will be able to learn key dates related to the Tudors.
<u>2</u>	Children will develop their range and depth of understanding. Children will identify some social, cultural, religious and ethnic diversity of societies studied in Britain and wider world. Children will learn about Tudors and King Henry the 8 th
<u>3</u>	Children will develop their historical enquiry. Children will use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Children will learn about King Henry the 8 th wives.
<u>4</u>	Children will develop their historical understanding. Children will look at different versions of the same event and identifies differences in the accounts. Children will learn research different Tudor jobs using a variety of sources.
<u>5</u>	Children will present their understanding. Children will present structured and organised findings about the past using speaking, writing, ICT, drama and drawing skills. Children will learn about the crime and matching punishment for the Tudors
<u>6</u>	Children will organise and communicate their ideas. Children will choose most appropriate way to present information to an audience Children will understand that Tudor England changed substantially after Elizabeth became Queen.

Key vocabulary

Tudor Tudors, battle of Bosworth, War of roses, Henry VIII, wattle and daub, ruff, Monarchy, Reformation

The Victorians

National curriculum

- ♣ Children will develop their understanding of British history.
- ♣ Children will establish a clear narratives within and across the periods they study.
- ♣ Children will note connections, contrasts and trends over time
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will sequence historical periods. Children will complete a time line activity.
<u>2</u>	Children will develop their range and depth of understanding. Children will identify some social, cultural, religious and ethnic diversity of societies studied in Britain and wider world. Children will research life for a poor child in 1840?
<u>3</u>	Children will develop their historical enquiry. Children will use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. <ul style="list-style-type: none">• Children will research people who helped to improve the lives of Victorian children? (link to canvas picture, Hannah Lightbody)
<u>4</u>	Children will develop their historical understanding. Children will look at different versions of the same event and identifies differences in the accounts. Children will be able to compare modern and Victorian schooling
<u>5</u>	Children will present their understanding. Children will present structured and organised findings about the past using speaking, writing, ICT, drama and drawing skills.

	Children will research and present their findings on the Industrial Revolution and the impact that it had in Liverpool.
<u>6</u>	Children will organise and communicate their ideas. Children will choose most appropriate way to present information to an audience Children can choose from the following topics: Victorian crime and punishment Victorian clothes significance of the Victorian period

Key vocabulary

Queen Victoria, Prince Albert, reign, industrial revolution, the cane, writing slate, the workhouse, board schools, Acts of Parliament,

The Mayans

National curriculum

- ♣ Children will develop their understanding of world history.
- ♣ Children will establish a clear narrative within and across the periods they study.
- ♣ Children will note connections, contrasts and trends over time
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will sequence historical periods. Children will identify the era of the Mayans in relation to other studies on a scaled class timeline.
<u>2</u>	Children will develop their range and depth of understanding. Children will identify some social, cultural, religious and ethnic diversity of societies studied in Britain and wider world. Children will learn about where the Mayans came from.
<u>3</u>	Children will develop their historical enquiry. Children will use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Children will use a range of sources to identify the social, cultural and religious beliefs of the Mayan civilisation.
<u>4</u>	Children will develop their historical understanding. Children will look at different versions of the same event and identifies differences in the accounts. Children will explore the Mayan beliefs of sacrifice and Gods - the reliance on the sun and their calendar.
<u>5</u>	Children will present their understanding. Children will present structured and organised findings about the past using speaking, writing, ICT, drama and drawing skills. Children will present their findings about medicine - early use of plants and herbs - artefacts found to suggest understanding of curing minor illness and ailments
<u>6</u>	Children will organise and communicate their ideas. Children will choose most appropriate way to present information to an audience.

	Children can research and present one of the following topics. Crops/farming, building, developing a number system, calendar, society hierarchy, crafts and tools, medicine etc
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Lesson ideas

Key vocabulary

Pyramid, dynasty, hieroglyphics, sacrifice, bloodletting, cacao, Ahau, city states

Year 6 topics taught

- World War Two
- The Swinging 60's
- Ancient Greece

World War Two

National curriculum

- ♣ Children will develop their understanding of world history.
- ♣ Children will establish a clear narrative within and across the periods they study.
- ♣ Children will note connections, contrasts and trends over time
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.
- ♣ Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will develop their chronological understanding. Children will use timelines to demonstrate periods of time and passing of time. Children will place WW2 on a timelines alongside other periods of history that they have been taught.
<u>2</u>	Children will develop their range and depth of understanding. Children will choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life of topic. <i>Children will learn when World War II started and why. Children will understand who Hitler was and his effect during WWII</i>
<u>3</u>	Children will develop their historical enquiry. Children will use documents, Printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. <i>Children will learn about bombing raid in Britain (Blitz). To understand how people protected themselves.</i>
<u>4</u>	Children will develop their historical understanding. Children will understand that the past has been represented in different ways. Children will learn what it was like as a child during WW2 using a wide range of sources.
<u>5</u>	Children will present their understanding. Children will present information in an organised and clearly structured way.

	Children will use different sources to research what life was like for Jews living in Germany during the war.
6	Children will organise and communicate their ideas. Children will make accurate use of specific dates and terms Children will present their findings about one of the following topics. Rationing, technology used in World War 2, To know how the war has impacted our lives today..

Key vocabulary

Rationing, dictatorships, evacuee, holocaust, blitz, Hitler,

Local Legends

Local History

National curriculum

- ♣ Children will develop their understanding of world history.
- ♣ Children will establish a clear narrative within and across the periods they study.
- ♣ Children will note connections, contrasts and trends over time
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.
- ♣ Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	<p>WALT: Children will place some local legends on a timeline.</p> <p>Children will learn about inspirational people from Liverpool. During the topic, children will learn about:</p> <p>Lord Thomas Stanley (1st Earl of Derby), Hannah Lightbody, William Gladstone, William Rathbone, Bessie Braddock, Dame Rose Helibron and The Beatles</p> <p>Please show the children the canvas which is along the Year 2 corridor.</p> <p>The children will put the inspirational people in order on a time line. Time line of birth.</p> <p>William Rathbone (1819-1902) Bessie Braddock (1899-1970) Dame Rose Helibron (1914-2005) The Beatles (1940 +) William Gladstone (1809-1898) Hannah Lightbody (1766-1828) Lord Thomas Stanley (1st Earl of Derby)</p>

	<p>Do children know of any other local legends? What are they famous for? Have children noticed any status of legends in Liverpool??</p> <p>Bessie Braddock- Liverpool Lime Street The Beatles - Pier Head John Lennon - Mathew Street Cilla Black</p>
<u>2</u>	<p>Walt: Research the legacy of some local legends</p> <p>Children will use ipads/ books to research the impact that The Beatles had on Liverpool. What legacy did they leave?</p> <p>Children will research and explain the impact of the Beatles band on Liverpool.</p>
<u>3</u>	<p>WALT: Children will develop their historical enquiry.</p> <p>Children will develop their historical enquiry. Children will use documents, Printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Children will research Bessie Braddock and the impact that she had on Liverpool. Who was she? What did she do and why?</p>
<u>4</u>	<p>Children will develop their historical understanding. Children will understand that the past has been represented in different ways.</p> <p>Children will learn about strong/ powerful women from Liverpool. Children will research Dame Rose Helibron (1914-2005) And Hannah Lightbody (1766-1828)</p> <p>What did they do? How did they help others? Why are they inspirational? Research other inspiration women from Livepool.</p>
	<p>Shorter unit due to SATS</p>

Key vocabulary

Civil rights , Slums, Assassination, The Beatles, Bessy Braddock,

Ancient
Greece

National curriculum

- ♣ Children will develop their understanding of world history.
- ♣ Children will establish a clear narrative within and across the periods they study.
- ♣ Children will note connections, contrasts and trends over time
- ♣ Children will understand how our knowledge of the past is constructed from a range of sources.
- ♣ Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information

Sequence of lessons

<u>Lesson</u>	<u>Objective</u>
<u>1</u>	Children will be able to place the Ancient Greeks on a timelines alongside other periods of history that they have been taught
<u>2</u>	Children will develop their range and depth of understanding. Children will choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life of topic. Children will be able explain the impact of the Ancient Greeks on life today.
<u>3</u>	Children will develop their historical enquiry. Children will use documents, Printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Children will research the ancient Greek empire.
<u>4</u>	Children will develop their historical enquiry. Children will use documents, Printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Children will learn the difference between Athens and Sparta.
<u>5</u>	Children will develop their historical understanding. Children will understand that the past has been represented in different ways.

	Children will understand Ancient Greek Olympic games and will make comparisons between then and now.
<u>6</u>	Children will present their understanding. Children will present information in an organised and clearly structured way. Children will research on of the following topics to present back to the rest of the class: Ancient Greeks, Greek Gods, Olympic games, Athens and Sparta

Key vocabulary

Sparta, Athens, Olympic games, Zeus, ancient empire, Pankration,