

History Curriculum Overview 2024-2025

Holy Trinity Catholic Primary School

	Autumn Term		Spring Term		Summer Term	
Year Nursery	<p>Why I Am Unique Colour Monster</p> <p>The children will explore their own timelines with their families, communities, cultures, traditions and diversities through pretend play, imitating everyday actions and events from their own families and cultural backgrounds, e.g. making and drinking tea, going to the barbers. The children will learn that they have similarities and differences that connect them to, and distinguish them from others and their curiosity and interests. The children's historical learning will focus on observing and noticing changes in their environment linked to the season of Autumn over a period of time.</p>	<p>Why I Am Unique Let's Celebrate!</p> <p>History will be continued to be explored through their families, communities, cultures, traditions and diversities by learning about Bonfire Night, Diwali, Remembrance Day and Christmas traditions around the World. The children will learn from, join in with and share family customs and routines of their own and those of their friends. The children will also be encouraged and supported in talking about significant events in their own experience.</p>	<p>Winter Wonderland Changes</p> <p>The children will explore history in learning about how Chinese New Year, Lent and Pancake Day is celebrated through their families, communities, cultures, traditions. The children will learn from, join in with and share family customs and routines of their own and those of their friends. The children will also be encouraged and supported in talking about significant events in their own experience</p> <p>Winter learning in history will focus on observation and discussion about changes in the children's home and school environment.</p>	<p>Keepers Growth</p> <p>The celebrations of St Patrick's Day, Holi, St David's Day, Mother's Day and Easter will enable children to explore history. The children will learn from, join in with and share family customs and routines of their own and those of their friends.</p>	<p>Reach For The Sky</p> <p>The children will explore their families, communities, cultures, traditions and diversities through learning about St George's Day. The children will compare, contrast and talk about their family, community culture and traditions, thinking about the custom of St George and the values we live by in our school, families and communities. The children will explore how our values help us to live and play together peaceably and with care for others as a group.</p>	<p>Once Upon A Farm</p> <p>The children will explore their families, communities, cultures, traditions and diversities through learning about life on a farm. The children will explore historical ideas through changes in time focusing on the season of Summer how this impact on them and their environment. The children will use their knowledge and develop their skills to observe, notice and talk about changes in their environment such as the weather and the natural environment, discussing how this compares to other changes they have observed throughout the year</p>

<p>Year Reception</p>	<p>HT Hunters Autumn historical learning focuses on observation and discussion about seasonal changes in the children's lives through changing of weather and the environment. Observational drawing will support the children's understanding and creative interpretation of similarities and difference between the past and now.</p> <p>Bear Hunting will support the children historical understanding in what has previously happened to a character and events within a story.</p>	<p>Where are you from? The children will be exploring their knowledge of history by focusing on Remembrance Day in exploring the past through know some similarities and differences between what has occurred in the past and now.</p>	<p>Out of this world! The children will be encouraged and supported in talking about their ideas of what is in space, leading to exploring space travel through out history. They will be exploring and investigating significant people within space travel such as Mae Jemison.</p> <p>Historical learning about Winter will focus on observing and discussing changes in the children's home and school environment linked to the season.</p>	<p>New Life The children will be continuing to look at seasonal change through Spring observing how time has changed from the previous seasons. Children will be observing and discussing changes in their home and school environment linked to the season</p>	<p>Where are you? The children will talk about the lives of the people around them and their roles in society, through the learning about Stickman, his family and what he has done. The children will use this to help them understand the past through settings, characters and events encountered in the book and through retelling this.</p>	<p>He's got the whole world in his hands The children will be continuing to look at seasonal change through Spring observing how time has changed from the previous seasons. Children will be observing and discussing changes in their home and school environment linked to the season</p>
<p>Year One</p>	<p>Nurturing Nurses Starting with investigating significant people in the children's lives who care for them they will progress to discover the lives and impact of Florence Nightingale, Mary Seacole, Sister Dora and Edith Cavell</p>	<p>Meet Dr Penny Brooks-The Modern Olympics</p> <ul style="list-style-type: none"> In constructing a timeline of past Olympics, the children will investigate Much Wenlock, its link with Modern Olympics and the work of Dr. William Penny Brooks. The children will then compare the Ancient Olympic games to those of today through researching Olympic sports and local Olympians 	<p>Do you want to play? Childhood: Then and Now (Local History)</p> <ul style="list-style-type: none"> By asking the question, "What shall we play?" the children will consider how toys have changed and developed over time. The children will begin to look at how our school changed and what school may have been like for their parents, across the world and in Bilston 			
<p>Year Two</p>	<p>Fire! By investigating life in London in the 17th Century, the children will discover the events of Great Fire of London. They will investigate how we know about the Great Fire of London and what life was like after the Great Fire. This will then lead to a comparison of London then and now.</p>	<p>To Earth and Beyond! Through an introduction to Christopher Columbus and the voyage of 1492 the children will go on to investigate his contribution to exploration. As the children look to the future they will consider space exploration, be introduced to Neil Armstrong, the 1969 moon landing and Major Tim Peak</p>	<p>Now We are Seven- Childhood Then and Now (Local History) By asking the question, "What was childhood like for members of our families?" the children will explore the history of our school. They will research other aspects of how family holidays and shopping have changed and consider how communication and technology has changed. Finally, they will journey into the future of toys</p>			

<p>Year Three</p>	<p>From Stonehenge to Stonall Hill Fort The children will explore what prehistory means and how people in the prehistoric period survived. They will use sources of evidence to determine what they tell us about the prehistoric period tell us? How did the Bronze Age replace the Stone Age? What was life like in an Iron Age hill fort?</p>	<p>The Life and Times of Lady Fu-Hao Using a Shang Dynasty artefact investigation and timeline the children will explore the life of Lady-Fu Hao and leadership within the civilisation. They will also research oracle bones and writing</p>	<p>What did the Romans do for us? The children will discover the Roman empire, the invasions of the British Isles and the building of Hadrian's Wall. Following this they will investigate the Roman Army's impact on life in Britain and Boudicca's Rebellion. The legacy of the Romans on life in Britain will be explored, as will their ultimate retreat</p>	<p>Let us go forward together (Local History) The children will explore how the Second World War came to Bilston, investigating how local industries helped and the conscription men to fight. They will research how Adolf Hitler rose to power and the impact on Bilston. Also the students will begin to understand what happened to the children during WW2 through being evacuated.</p>
<p>Year Four</p>	<p>Walls have ears (Local History) Continuing from Year Three children further explore the impacts and effects of the Second World War in Bilston. Children first look at the preparation for D Day in the marking of end of the fighting in Europe They will look at the War Memorials in the area and focus on the soldiers in Bilston who were awarded medals. They will live a day in the life of an evacuee and research how the people of Bilston supported those fighting through di for victory, make do and mend and rationing.</p>	<p>Our Migration Story- Anglo-Saxon and Scot Settlement Using artefact investigations, the children will investigate the groups of people who invaded and settled in the British Isles during this period. They will learn more about how Anglo-Saxon culture and life was brought to this country and continues to influence aspects of life today in such areas as language and place names. The conversion to Christianity will be examined and the archaeological finds of Sutton Hoo studied.</p>		<p>Awesome Egyptians Using artefact investigations and chronology skills the children will explore mummification, pyramids and hieroglyphics. The children will investigate the daily lives of Ancient Egyptians and how they changed over the period of the civilisation. The children will compare Ancient to Modern Egyptian life. Finally, the children will learn about Howard Carter's discovery and the use of archaeology in discovering about life in the past.</p>

<p>Year Five</p>	<p>Full steam ahead (Local History)</p> <p>The children will be exploring their local history through the Victorians. They will focus on who were the Victorians, exploring the empire they created and look at Queen Victoria's visit to Wolverhampton. The children will understand what industrialisation is and why the Industrial Revolution was important to Britain. The children will explore both its positive and negative impact including the poor relief and workhouse system. They will examine whether the Victorians can be considered a period of golden or a bleak age.</p>	<p>The Struggle to Settle</p> <p>The children will revisit where the Angles, Saxons, Jutes, Frisians came from, where else did they settled and why they came to Britain. Research will help the children to understand what kind of people they were. The children will answer the question of whether Alfred deserves to be called the 'Great' and whether they agree that 'The Vikings were defeated after Alfred.' The children will discover whether the struggle affected the area we live in..</p>	<p>The Marvellous Mayans.</p> <p>An artefact investigation and timeline will support the children in discovering about the life of Ancient Mayans, including their beliefs, number system, their farming systems and diet. The children will locate ancient Maya cities within the modern location of Central America, including understanding the importance of Chichen Itza</p>
<p>Year Six</p>	<p>Bostin' Bilston- Our Industry (Local History)</p> <p>The children will revisit and reactivate learning about the Industrial Revolution, focussing on the importance and impact of industrialisation on Bilston. Learning about the significance of steam power, the cotton spinning mechanism and improved transport links will support the children's understanding of why coal and iron was important during this period. The children will compare Britain before and after the industrial revolution and the changes which occurred</p> <p>The children will learn more about famous local firms such as John Wilkinson, Bilston Steel Works and GKN through using, analysing and evaluating sources of evidence and oral history about the changes in industry.</p>	<p><u>Crime and Punishment</u></p> <p>The children will be taking the theme of Crime and punishment to investigate the time periods they have previously studied. They will use a wide range of resources and artefacts to look at how criminals were punished 800 years ago, how different legends inform us of the past, focus of the changes between 1500 to 1750. Furthermore, they will be comparing punishments in the 18th and 19th century as well as evaluating how criminal punishment has improved in the last 100 years. This will be achieved through using, analysing and evaluating sources of evidence and oral history.</p>	<p>The Grandiose Greeks</p> <p>Using artefact investigation and by constructing timelines the children will learn more about who the Ancient Greeks were and how their culture changed over time. The rivalry of the City States of Athens and Sparta will be explored, as will democracy and warfare. Finally, the children will investigate Ancient Greece's impact on the Western world</p>