




History at St Thomas's Primary School

Intent	At St Thomas we believe that history inspires pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children are encouraged to develop their knowledge and understanding of events, cultures and lives in a variety of countries and time periods. The history curriculum at St Thomas enables children to develop knowledge and skills that are transferable to other subjects. The curriculum is designed to ensure that as pupils progress through school, their growing knowledge about the past helps to deepen their understanding of how humans have shaped the world throughout history. They are encouraged to make connections and note contrasts between different periods to give them an appreciation of the bigger picture of human history. Knowledge Organisers are carefully designed to ensure that learning is sequential and developed over time and allows children to build on prior knowledge to ensure that they know more and remember more.
Implementation	At St Thomas, we implement a history curriculum that is progressive throughout the school covering the key strands of The National Curriculum. History is taught as part of a termly topic, focusing on the knowledge and skills stated in the National Curriculum, ensuring that knowledge builds progressively and that children develop skills systematically. Connections between subjects are made to reinforce learning where appropriate. History teaching focuses on enabling children to think as historians. A variety of teaching approaches are used and lessons are planned to include opportunities for children to work as pairs, in groups and to work independently). New information and knowledge is introduced in small steps. Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. We also encourage them to build upon their peers' learning. We encourage adults and children to use both rich language and precise vocabulary linked to the subject area that they are studying so that they can understand it and can then use it to reason, articulate and make generalisations. To ensure that the children get the best support in lessons adaptations are made in lesson design and resources.
Impact	Evidence through pupil voice and outcomes in books will show that children can confidently articulate and demonstrate their historical knowledge and understanding (including key historical concepts) using the correct vocabulary. Children will be able to make connections and draw contrasts between the different periods and civilisations they have studied. Older children will be able to talk about how our understanding of the past is arrived at with the aid of a range of sources.
Context	<p>“I come that they might have life and life in all its fullness.” The Gospel of John 10 v 10 Our church lies at the centre of our local area.</p> <p>Before 1758, Heaton Chapel did not exist but was simply part of Heaton Norris. The need for a chapel was identified by Parliament in 1645 but it was another 100 years until the church was dedicated 28th October 1758. The main road from Manchester to Stockport ran through Heaton Chapel. There was a toll gate opposite the church. Heaton Chapel Station was built in 1851 close to the St. Thomas' Rectory because of the clergy man at the church. A large biscuit works was opened in 1918 by McVitie and Price. In this location chocolate covered biscuits such as Penguin biscuits and Jaffa cakes are made.</p>

Learning and Growing in the Sight of God

Learning – Perseverance / Joy	Growing – Community / Compassion	Sight of God – Faith / Trust
		
At St Thomas we have created a balance of knowledge and skills in each unit of study. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to maximise motivation	At St Thomas the children are encouraged throughout each period of history they study to empathise with the people alive at the time, to explore different viewpoints and to grow their understanding themselves and others.	Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God.







Substantive

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts - Golden Threads

We have identified a set of key historical concepts that we have called golden threads that children will repeatedly revisit throughout their time at St Thomas from Early Years upwards. By having our units centred around these concepts, pupils are able to make links between their learning from one unit and year group to another, as well as use this knowledge to make connections with the present day and their own lives. We want the children to be able to think about these concepts over a long-time span.

Trade	Settlement	Civilisation	Religion and Belief	Conflict	Invasion
					
<p>T</p> <p>The action of buying and selling anything.</p> <p>The kind of job where you need skills and special training.</p>	<p>S</p> <p>A place, typically one which has previously been uninhabited, where people establish a community.</p>	<p>C</p> <p>The way in which a group of people live, how they are organised and what they believe in where they live.</p> <p>A way of life that is better or more organised than another way of life.</p>	<p>Re</p> <p>Religion – a particular system of faith and worship.</p> <p>Beliefs – something one accepts as true or real; a firmly held opinion.</p>	<p>C</p> <p>A serious disagreement or argument</p> <p>A prolonged armed struggle</p>	<p>In</p> <p>To enter a country or group's land as an enemy, by force, in order to conquer or plunder.</p>

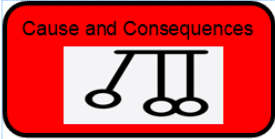

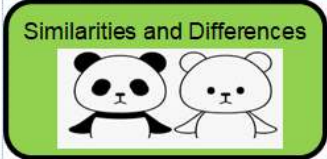



Disciplinary

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses.

Cause and Consequences	Change and Continuity	Similarities and Differences
		
<p>Cause To understand that events do not just happen and then end. To be know why things happened. To understand that causes develop over time.</p> <p>Consequence To explain that an event can cause further issues (consequences), and these can be both good and bad. The ripple effect through time. To explain that an event can cause further issues (consequences), and these can be both good and bad. The ripple effect through time.</p>	<p>Understanding how to map time, to confidently grasp the past, present and future. To see that events and changes occurred at similar/different paces and at similar/different times across the world.</p> <p>To be able to explain how the present is different from the past. To develop a nuanced understanding that there are similarities across different time periods to show that some aspects of history continued over time.</p>	<p>Confidently describing the key features of the past, and communicating how life is different now, and how it was disparate for different countries, cultures and sections of societies.</p>
Historical significance	Sources and Evidence	Historical Interpretations
		
<p>Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance</p>	<p>To learn how historians, use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question.</p>	<p>Foundation stone to appreciating that the past is in an interpretation of the available evidence from the time. To consider the impact of perspective on interpretation.</p>











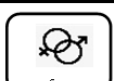







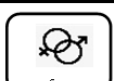







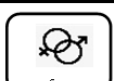



HISTORY - Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Reception	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Year 1	Where do you live? What has changed?	Why did Guy Fawkes not like the King?	Where do different animals live?	What do you do if you get lost in the woods?	How did explorers change the world?	What was the life of pirate really like? Did they all bury treasure?
Year 2	Nairobi and London What is the same what is different?		How can we stay safe at the coast?		Could the Great Fire of London have been prevented?	
Year 3		What discoveries defined the Stone, Bronze, and Iron Ages?		What secrets made ancient Egypt an unstoppable civilization?	Are the Hatters the best football team in the world?	
Year 4	Who were the Ancient Greeks?		What did the Romans ever do for me?	Is the viaduct the most important structure in Stockport?		
Year 5			Anglo-Saxons versus The Vikings Who are you supporting?			How would it feel to be a Mayan?
Year 6	Did World War 1 result in world peace?			Has medical advancement saved the human race from extinction?		

HISTORY - Curriculum Overview



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2								
General Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside								
Hook Book - A	What makes Me am Me! Ben Faulkes	Meerkat Christmas Emily Gravett	Naughty Bus Jan and Jerry Oke	Giganotosurus Johnny Duddle	The Pirates are coming John Condon	The Sea Saw Tom Percival								
Hook Book- B														
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy								
Knowledge and Understanding of the World is a Specific Area of Learning. It relates to children's everyday lives, their homes, families, other people, the local environment and community, and the wider world. Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests, and develop awareness of the beliefs and views of others.														
Past and Present – Development Matters (UTW) Finding out about the Past. Comparing to the present	I am beginning to make sense of my own life- story and family history	I am beginning to make sense of my own life- story and family history	I am beginning to make sense of my own life- story and family history	I am beginning to make sense of my own life- story and family history	I can comment on fictional/historical figures or familiar objects or situations from the past.									
Sequences in time / family history	I can sequence family members according to name/size, e.g. baby, child, adult.	I can sequence family members according to name/size, e.g. baby, child, adult.	I can sequence family members according to name/size, e.g. baby, child, adult.	I can sequence family members according to name/size, e.g. baby, child, adult.	I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.									
Sequences in time Vocabulary	I can show some awareness of the time of day, e.g., dinner-time or bedtime	I can show some awareness of the time of day, e.g., dinner-time or bedtime	I can show some awareness of the time of day, e.g., dinner-time or bedtime	I can show some awareness of the time of day, e.g., dinner-time or bedtime	I can use words to sequence, e.g, first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening.									
Substantive Concepts Golden Threads														
Characteristics of Effective Learning (Disciplinary Knowledge – skills we need to learn)	<p>Playing and Exploring – Children investigate and experience things and have a go. Children who actively participate in their own play develop a larger store of information and experience to draw on which positively supports their learning.</p> <p>Active Learning – Children concentrate and keep on trying if their encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating lifelong learners they are requires to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>													
Protected Characteristics	<table border="1"> <tbody> <tr> <td> Age</td> <td> Disability</td> <td> Religion</td> <td> Marriage & Civil Partnership</td> </tr> <tr> <td> Sex</td> <td> Pregnancy & Maternity</td> <td> Race</td> <td> Sexual Orientation</td> </tr> </tbody> </table>						 Age	 Disability	 Religion	 Marriage & Civil Partnership	 Sex	 Pregnancy & Maternity	 Race	 Sexual Orientation
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 Sex	 Pregnancy & Maternity	 Race	 Sexual Orientation											

HISTORY - Curriculum Overview



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Hook Book - A	What makes Me am Me! Ben Faulkes	Meerkat Christmas Emily Gravett	Naughty Bus Jan and Jerry Oke	Giganotosurus Johnny Duddle	The Pirates are coming John Condon	The Sea Saw Tom Percival
Hook Book- B						
Enhanced Provision			Small World Use road signs Create town add people Make a map of their town Make marks in the sand using vehicles Small World Expand the area with road signs and road			
Topic Time DEAL						
Experiential Opportunities						







HISTORY - Curriculum Overview



























Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Hook Book - A	What makes Me am Me! Ben Faulkes	Meerkat Christmas Emily Gravett	Naughty Bus Jan and Jerry Oke	Giganotosurus Johnny Duddle	The Pirates are coming John Condon	The Sea Saw Tom Percival
Hook Book- B						
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy

Knowledge and Understanding of the World is a Specific Area of Learning.

It relates to children's everyday lives, their homes, families, other people, the local environment and community, and the wider world. Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests, and develop awareness of the beliefs and views of others.

Past and Present – Development Matters (UTW) Finding out about the Past. Comparing to the present	I can comment on fictional/historical figures or familiar objects or situations from the past.	I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past	I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.			
Sequences in time / family history	I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.	I can sequence family members according to their age. I can explain who they are and the key differences in what they can and cannot do.	I understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life. I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members.			
Sequences in time Vocabulary	I can use words to sequence, e.g., first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening.	I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after I can retell my daily routines/ weekly routines in sequence. I can name the days of the week/ the seasons of the year.	I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year.			
Substantive Concepts Golden Threads						

Characteristics of Effective Learning (Disciplinary Knowledge – skills we need to learn)	<p>Playing and Exploring – Children investigate and experience things and have a go. Children who actively participate in their own play develop a larger store of information and experience to draw on which positively supports their learning.</p> <p>Active Learning – Children concentrate and keep on trying if their encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
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HISTORY - Curriculum Overview



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Hook Book - A	What makes Me am Me! Ben Faulkes	Meerkat Christmas Emily Gravett	Naughty Bus Jan and Jerry Oke	Giganotosurus Johnny Duddle	The Pirates are coming John Condon	The Sea Saw Tom Percival
Hook Book- B						
Enhanced Provision			<p>Pictures of themselves – where do you travel Road safety Make a toy town for the bus to go through – construction Google maps / bus maps Junk model – make a vehicle Old buses – what is the same / different Role play equipment – hats and tickets Images of buses inside and outside the buses</p>			
Topic Time DEAL			<p>TIR as naughty bus. The things I've seen etc.. what my job is... I'm not just a toy...I am important because...</p>			
Experiential Opportunities	<p>Park visit – tree study Asda shop visit Autumn Trail Harvest Tine</p>	<p>Guy Fawkes / Bonfire Night Diwali Hanukkah</p>	<p>Bus ride to Hazel Grove Valentine's Day</p>	<p>Planting seeds Lent Easter Time Weather experiments Mother's Day Easter Egg Hunt Park visit – observational</p>	<p>Post a wanted sign Food tasking Walk to the park – observe changes</p>	<p>Ice cream at the park Fossil Hunting Pirate Day Map work – find the treasure Healthy Eating Week</p>

HISTORY - Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2 (Geography, history link)	Summer 1	Summer 2
			There is no place like home. This is where I live.		The Wild World Into the Woods!	Time Travellers Explorers
Enquiry Question		Why did Guy Fawkes not like the King?		I'm a St Thomas' pupil – Get me out of here! But how?	Why do people explore?	
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Subject Content Time Periods Changes within living memory Events beyond living memory Significant individuals Local events		Events beyond living memory – Gun Powder Plot		Significant individuals Gerardus Mercator (Comparison with the proportional map) versus Mary Anning	Events beyond living memory - moon landing Significant individuals Ibn Battuta Neil Armstrong Amy Johnson (contrast with John Alcock) Darren Edwards Sir John Alcock – blue plaque on school / local event	Significant individuals Anne Bonny versus Edward Teach The Polynesians
Substantive Concepts (Golden threads)		Religion and Belief Conflict		Landscape Travel / Sustainability	Religion and Belief Conflict Travel (Geography thread)	Settlement Civilisation Conflict
Key Vocabulary (On Knowledge Organiser)		History Source Evidence Artefact Fact Opinion Significant Event Changes Invention Question Reason Different periods of time (+topic specific vocabulary)		Source Evidence	Cause Consequences Similarity Connections Difference Order Timeline Compare Reason Century/ decade Living memory (+topic specific vocabulary)	Cause Consequences Similarity Difference Connections Order Timelines Compare Reason Century/ decade (+topic specific vocabulary)

HISTORY - Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>There is no place like home. This is where I live.</p>		<p>The Wild World Into the Woods!</p>	<p>Time Travellers Explorers</p>	<p>Time Travellers Ocean Travel - pirates</p>
<p>Disciplinary Concepts</p>		<p>Sources and evidence</p>		<p>Sources and Evidence</p>	<p>Cause and Consequences (Intent of the explorers to travel and the consequences of their travel) Similarities and Difference</p>	<p>Cause and Consequences (Intent of the explorers to travel and the consequences of their travel) Similarities and Difference</p>
<p>Experiential Knowledge Our Church Our Community Visits / Places / People</p>		<p>Bonfire Night experiences (National holiday)</p>		<p>Trip to the Juniors Make a local map</p>	<p>Go to the airport (Manchester)</p>	<p>Ocean Explorer Day</p>
<p>Protected Characteristics</p>		<p>Religion and Belief</p>		<p>Disability Age</p>	<p>Religion and Belief Sex Disability Age Race Marriage</p>	

HISTORY - Curriculum Overview



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Kenya	Kenya	Coastlines	Coastlines	Great Fire of London	Great Fire of London
Enquiry Question	How do we remember our local heroes?		What makes the coast special?		Could the Great Fire of London have been prevented?	
St Thomas' Value	Compassion & Trust		Perseverance & Faith		Community & Joy	
Subject Content Time Periods	Significant individuals – Eliud Kipchoge Martin Bulinya	Local events – Remembrance Day Church War Memorial and St Peter's memorial – local walk	Changes within living memory - seaside / grandparents Events beyond living memory - Victorian	Significant individuals - Grace Darling	Events beyond living memory - Great Fire	Significant individuals - Samuel Pepys
Changes within living memory Events beyond living memory Significant individuals Local events						
Substantive Concepts	Settlement Religion and Belief	Settlement Religion and Belief	Settlement	Settlement	Civilisation Religion and Belief	Civilisation Religion and Belief
Trade Settlement Civilisation Religion and Belief Conflict Invasion						
Key Vocabulary (On Knowledge Organiser)	Settlement Eliud Kipchoge Martin Bulinya	Remembrance War memorial Soldier Fallen soldier	Natural Grace Darling Victorian Port Lighthouse		Fire Baker Prevented Plague Source Parliament Compare Artefact 17 th Century Diary	
Disciplinary Concepts	Similarities and Difference	Similarities and Difference	Change and Continuity Historical Interpretation	Change and Continuity Historical Interpretation	Sources and Evidence	Sources and Evidence
Change and Continuity Cause and Consequences Similarities and Difference Historical Significance Sources and Evidence Historical Interpretation						
Experiential Knowledge	Visitor – Kenyan	Local walk			Great Fire of London trip	
Our Church Our Community Visits / Places / People						
Protected Characteristics					Religion and belief	

HISTORY - Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question		Stone Age to Iron Age		Ancient Egyptians	Local History – Stockport County	
St Thomas' Value		What discoveries defined the Stone, Bronze, and Iron Ages?		What secrets made ancient Egypt an unstoppable civilization?	Are the Hatters the best football team in the world?	
Subject Content Time Periods Changes within living memory Events beyond living memory Significant individuals Local events		How important was community to the Stone Age? Community		How is the Ancient Egyptian faith similar to the importance of the Christian faith? Faith	Perseverance	
Substantive Concepts Trade Settlement Civilisation Religion and Belief Conflict Invasion		Stone age Events beyond living memory		Ancient Egyptians Events beyond living memory	Victorian-Today Changes within living memory Events beyond living memory Significant individuals Local events	
Key Vocabulary (On Knowledge Organiser)		Settlement Civilisation		Trade Settlement Religion and Belief	Settlement	
		Temporary Permanent Hunter-gathered Palaeolithic Mesolithic Neolithic Stone age Bronze age Iron age Hill forts		Civilisation Ancient Mummification Ancient Sumer Indus Valley Shang Dynasty Sources Artefacts		

HISTORY - Curriculum Overview



<p>Disciplinary Concepts Change and Continuity Cause and Consequences Similarities and Difference Historical Significance Sources and Evidence Historical Interpretation</p>		<p>Change and Continuity Similarities and Difference</p>		<p>Sources and Evidence Historical Interpretation</p>	<p>Change and Continuity Historical Significance</p>	
<p>Experiential Knowledge Our Church Our Community Visits / Places / People</p>		<p>Stone Age day</p>		<p>Making Amulets</p>	<p>Local walk</p>	
<p>Protected Characteristics</p>		<p>Religion and belief Sex</p>		<p>Religion and belief Sex Marriage and civil partnership Race</p>	<p>Religion and belief Sex</p>	

HISTORY - Curriculum Overview



Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	The Ancient Greeks	Scientists and inventors	The Raging Romans		The Water Cycle	Brightstorm						
Enquiry Question	Who were the Ancient Greeks?			What did the Romans ever do for me?		What has the Stockport viaduct seen?						
St Thomas' Value	Compassion		Trust		Perseverance		Faith		Community		Joy	
Subject Content Time Periods	Ancient Greeks			Romans		Local area study 1840 – present day Focus points: world war 2, 1948 crash, Victorians, hat boom, 70's and 90's.						
Substantive Concepts Trade Settlement Civilisation Religion and Belief Conflict Invasion	Civilisation Religion and Belief			Settlement Conflict Invasion		Trade Civilisation						
Key Vocabulary (On Knowledge Organiser)	Democracy Artefact God Goddess Mythology Olympic games Parthenon Philosophy	Athens Acropolis Era Archaeology Evidence Ancient leisure		Invade Settle Emperor Celts Empire Julius Caesar Boudicca Claudius Conquest resistance	Viaduct / aquaduct Gladiator Coliseum Amphitheatre Hadrian's wall Archeology BC/AD Slave Civilian	Empire Reign Work-house Mill Urban Rural	Industrial revolution Class Cotton Invention comparison Primary Secondary Sources Significance					
Disciplinary Concepts Change and Continuity Cause and Consequences Similarities and Difference Historical Significance Sources and Evidence Historical Interpretation	Historical Significance			Cause and Consequences Sources and Evidence		Change and Continuity Similarities and Difference						
Experiential Knowledge	Olympic games			Roman day		Trip to Stockport viaduct						
Protected Characteristics	Religion and belief Sex age			Religion and belief Race Sex Age		Age Sex						

HISTORY - Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Anglo-Saxons			Mayans
Enquiry Question			Anglo-Saxons versus The Vikings: Who are you supporting?			How would it feel to be a Mayan?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Subject Content Time Periods			AD 450- 1066AD			2000BC- 2014 AD
Substantive Concepts			Trade Conflict Invasion			Settlement Civilisation Religion and Belief
Key Vocabulary (On Knowledge Organiser)			Jutes, Saxons, Angles Invaders Settlers Push and Pull factors Seven Kingdoms Lindisfarne Danegeld Danelaw King Alfred Runes The Normans			Civilisation Drought Ritual Jaguar Scribes Codices Maize
Disciplinary Concepts			Change and Continuity Cause and Consequences Similarities and Difference Historical Significance Sources and Evidence Historical Interpretation			Change and Continuity Cause and Consequences Similarities and Difference Historical Significance Sources and Evidence Historical Interpretation

HISTORY - Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Anglo-Saxons			Mayans
Experiential Knowledge Our Church Our Community Visits / Places / People			Tatton Park- Anglo Saxon day			Mayan Day
Protected Characteristics			Sex, age, religions and belief, race			Sex, age, religions and belief, race

HISTORY - Curriculum Overview



Year 6	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2	
		World War 1			The Great Plague				Slavery
Enquiry Question	Did Gerald Wallace Adam die in vain?			Did the villagers of Eyam save us?				Why should we remember the slave trade?	
St Thomas' Value	Compassion		Trust	Perseverance		Faith	Community	Joy	
Subject Content Time Periods	World War 1			Middle Ages				Empire	
Substantive Concepts Trade Settlement Civilisation Religion and Belief Conflict Invasion	Conflict Invasion Settlement			Trade Religion and Belief Civilisation				Trade Conflict	
Key Vocabulary (On Knowledge Organiser)	Trench Rifle Bayonet Grenade U-Boat Tank Surrendered Armistice Treaty Allies Medals Peace War	Army Navy Troops Fight Battle Frontline Franz Ferdinand Barbed wire Poppies Battlefield		Disease Contagious Epidemic Middle Ages Quarantine Contagion Epidemic Feudalism Clergy Bubonic Plague Pandemic Buboes	Peasant Urban Rural Population Black Death Black Plague			Slave Codes Slave Auction Fugitive Slave Slave Trade Underground Railroad Conductor	Passenger Station Abolitionist Rescuer Fighter Educator
Disciplinary Concepts Change and Continuity Cause and Consequences Similarities and Difference Historical Significance Sources and Evidence Historical Interpretation	Historical Significance Historical Interpretation			Cause and Consequences Historical Significance				Change and Continuity Cause and Consequences Similarities and Difference Historical Significance Sources and Evidence Historical Interpretation	
Experiential Knowledge	Local visit to the War Memorial Artefact collection from Imperial War Museum			Visit to Eyam					
Protected Characteristics	Age			Religions and belief				Race Gender Age	