

HISTORY IN YEAR 1

Spring - The Great Fire of London!

CATHOLIC SOCIAL TEACHING BIG QUESTION - WAS IT THE BAKERS FAULT? (COMMON GOOD)

HOW DID THE FIRE START?

Why was the bakers place so important? Why do we need to know about a fire that happened a long time ago?



1

HOW DID THE FIRE SPREAD?

We look at the key events in chronological order and find out how the fire took over London

2

WHO SAW WHAT HAPPENEND?

We study Samuel Pepys and his diaries from this time and find our what it was like to live at this time?



3

HOW DID THE FIRE END?

We study how people put the fire out - and why it took so long. We will then compare fire engines from then and now

4



WHAT HAPPENED TO LONDON?

We learn about what happened after the fire and how London was rebuilt

5

By the end of this journey we will know: the significant events that caused and stopped the great fire of London.

History Vocabulary taught

history, new, before, after, time, past, old, object, change, cause

HISTORY IN YEAR 1

Autumn- The History of Toys

CATHOLIC SOCIAL TEACHING BIG QUESTION - CAN YOU HAVE TOO MANY TOYS? (OPTIONS)

WHAT WAS THE FIRST TOY EVER INVENTED?

When did the first toy appear? Who made it?
What did it look like? What did it do?

1

2

WHAT DID OUR GROWN-UPS PLAY WITH?

We compare what our parents and grandparents played with when they were little to our own toys. How are they the same/ different?

HOW HAVE TOYS CHANGED?

Through a visit from a local museum, we explore old toys and compare them to brand new toys



3

4

WHAT MATERIALS ARE USED?

We look at the different materials that are used to make toys and how they are different to toys in the past.

TOYS AROUND THE WORLD

We look at different toys from another country - how are they the same/ different?



5



By the end of this journey we will know: how toys have changed over the last 100 years.

History Vocabulary taught

history, new, before, after, time, past, old, object, change, cause

HISTORY IN YEAR 1

Summer - Grace Darling

CATHOLIC SOCIAL TEACHING BIG QUESTION - DOES LIGHT ALWAYS LEAD TO GOOD?
(SOLIDARITY)

WHO WAS GRACE DARLING?



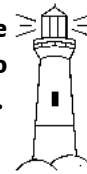
We study Grace Darling and how she saved people out at Sea.

1

2

WAS GRACE ALONE?

We analyse the evidence from Grace's life and try to find out the events that led to the rescue and what happened after.



LIFEBOATS OVER TIME

We look at how lifeboats have changed over time

3

4

HOW HAS SEA RESCUE IMPROVED?

We look at the development of the RNLI and how they keep people safe when out at sea.

MODERN DAY HEROES

We visit the local RNLI to find out about their work and what it is like to be in a lifeboat!

5

By the end of this journey we will know:
how Grace Darling changed sea rescue.

History Vocabulary taught

history, new, before, after, time, past, old, object, change, cause

HISTORY IN YEAR 2

Autumn - History of the telephone

CATHOLIC SOCIAL TEACHING BIG QUESTION - DID THE TELEPHONE IMPROVE THE OUTCOMES FOR EVERYONE? (OPTIONS)

OLD AND NEW PHONES

How are phones we use today different to those in the past? We look at similarities and differences of old and new phones



1

2

THE INVENTOR OF THE TELEPHONE

We study Alexander Graham-Bell, who invented the telephone and how he created the first phone.



HOW HAVE PHONES CHANGED OVER TIME?

We study the chronology of the telephone and find out how they have changed in the last 50 years.

3

4

MORE THAN JUST A TELEPHONE!

We study how the telephone has allowed people to share information and we look at how the technology of phones has improved over time.



HOW DO YOU SEND MESSAGES?

We take our learning further by researching how written messages have been sent and how this has also changed over time (letter, fax machine, email, text message, social media).



5

By the end of this journey we will know: how telephones have changed in the last 50 years.

History Vocabulary taught

history, old, new, change, cause, object, before, after, time, past, present, date, chronological, significant

HISTORY IN YEAR 2

Spring - Hospitals

CATHOLIC SOCIAL TEACHING BIG QUESTION - WAS MARY SEACOLE TREATED WITH THE SAME DIGNITY AS FLORENCE NIGHTINGALE? (DIGNITY)

WHY DO WE REMEMBER FLORENCE NIGHTINGALE?



We study Florence Nightingale and find out when she was alive and what life was like then.

1

2

FLORENCE NIGHTINGALE AND THE CRIMEA WAR

We find out about the Crimean war and how Florence helped people.

WHAT HAPPENED IN FLORENCE'S LIFE?

We study the key events from Florence Nightingale's life and how she helped improve the life of the soldiers.



3

4

WHO WAS MARY SEACOLE?

We study Mary Seacole and compare her life, work and achievements to that of Florence. Who was the better nurse?



HOW HOSPITALS HAVE CHANGED

We look at how hospitals have changed over time and how they are different now to when Florence was a nurse.



5

By the end of this journey we will know: who Florence Nightingale was and how she helped soldiers in a war.

History Vocabulary taught

history, old, new, change, cause, object, before, after, time, past, present, date, chronological, significant

HISTORY IN YEAR 2

Summer - Queens of England

CATHOLIC SOCIAL TEACHING BIG QUESTION - SHOULD RULERS DICTATE HOW JUSTICE IS DELIVERED? (PEACE AND JUSTICE)

TWO QUEENS OF ENGLAND



We study two Queens of England from the past ;Queen Victoria and Queen Elizabeth 2nd and find out why they are important.

1

LIFE IN ENGLAND UNDER THEIR RULE

We then look at what life was like under the rule of each Queen and the impact we still feel today

2

HOW DO WE KNOW ABOUT QUEENS FROM THE PAST?

We research a range of evidence to find out about each Queen and what they were like as a ruler. We use a range of sources to find out.



3



HOW DID ENGLAND CHANGE OVER TIME?

We examine how England changed over time and how the Queens supported change and development, such as the police force, street lighting, photography and the railways.

4

5

By the end of this journey we will know:
how Queen Victoria and Queen Elizabeth Changed England.

History Vocabulary taught

history, old, new, change, cause, object, before, after, time, past, present, date, chronological, significant, event, kingdom, ruler, royal, monarchy

HISTORY IN YEAR 3

Autumn - Stone Age to Iron Age

CATHOLIC SOCIAL TEACHING BIG QUESTION - DID THE DEVELOPMENTS WITHIN THE IRON AGE BENEFIT EVERYONE? (COMMON GOOD)

PALAEOLITHIC ERA TO MESOLITHIC ERA

We study these early periods in British history and identify what Britain was like during these times



1

NEOLITHIC ERA

We then move on to study the early settlements and farmers. We also research the famous Skara Brae



2

EXPLORING ARTEFACTS

We look at items that have been found from these periods and identify how they have changed over time to show how long progressed long ago.

3

HOW DID THE STONE AGE END?

We study how the Stone Age ended and the Bronze Age started, this a focus on changes to technology and travel.

4

THE IRON AGE

We then study how the Iron Age developed over time and look at Iron Age hill forts that have been found on the Isle of Wight.

5

HOW DID THE IRON AGE END?

We look at how life in Britain from the Stone Age to the Iron Age had an impact on Britain that is still felt today.

By the end of this journey we will know:
How did daily life change in Britain from the Stone Age to the Iron Age.

History Vocabulary taught
ruler, chronological, significant, event, age, era, culture, ancient, settlement, artefact, civilization, peasant, archaeology, century, conquest, Gods, Goddesses, hunter-gatherer, parliament,

HISTORY IN YEAR 3

Spring - Ancient Egypt

CATHOLIC SOCIAL TEACHING BIG QUESTION - DID THE DEVELOPMENTS WITHIN ANCIENT EGYPT IMPACT OTHERS TODAY? (COMMON GOOD)

WHO WERE THE ANCIENT EGYPTIANS?

We then focus on the early civilisation of the Egyptians - we find out when this started and who were the early settlers.

1

THE IMPORTANCE OF THE NILE

We locate Egypt on a map and study the river Nile. We then look at why this famous river was so important to the Ancient Egyptians and trading and settlements.

2



HOWARD CARTER

We look at significant discovery of Tombs by Howard Carter and what this tells us about life in Ancient Egypt.

3



LIFE AS AN ANCIENT EGYPTIAN

We learn all about what life was like in Ancient Egypt and society.

4

MUMMIFICATION!

We study why mummification was used and its significance in religion and belief.

5

By the end of this journey we will know: what were the greatest achievements of Ancient Egypt

History Vocabulary taught ruler, chronological, significant, event, age, era, culture, ancient, settlement, artefact, civilization, peasant, archaeology, century, conquest, Gods, Goddesses, hunter-gatherer, parliament,

HISTORY IN YEAR 3

Summer - Ancient Greeks

CATHOLIC SOCIAL TEACHING BIG QUESTION - HOW DID THE GREEKS IMPACT MODERN SOCIETY? (PEACE AND JUSTICE)

WHEN DID THE ANCIENT GREEKS BECOME A POWERFUL CIVILISATION?

We look at how the Ancient Greek period started - how they became a powerful empire.

1



2

The Olympics

We study first Olympics and why the Greeks loved this event. We then hold our own Ancient Greek Olympics!



Democracy

We explore the Ancient Greek justice system and how democracy developed and had an impact on Britain now.

3

4

FAMOUS GREEKS

We study Alexander the Great and how he led a successful Army to take over other countries.

THE DECLINE OF ANCIENT GREECE

We look at how the civilisation of Ancient Greece declined and why.



5

THE LASTING LEGACY

We look at how the Ancient Greeks have left a lasting impact on the modern world by looking at medicine, maths, the water wheel and even the alarm clock!

By the end of this journey we will know: what were the greatest achievements of the Ancient Greeks

History Vocabulary taught

ruler, chronological, significant, event, age, era, culture, ancient, settlement, artefact, civilization, peasant, archaeology, century, conquest, Gods, Goddesses, hunter-gatherer, parliament,

HISTORY IN YEAR 4

Autumn - The Romans

CATHOLIC SOCIAL TEACHING BIG QUESTION - HOW DID THE ROMANS IMPACT MODERN SOCIETY? (PEACE AND JUSTICE)



JULIUS CAESAR

We plot on a timeline how Julius Caesar attempted invasion of Britain.

1



2

A POWERFUL ARMY

We then focus on how the Roman Army became so powerful in Europe and beyond.



CLAUDIUS

We find out about the successful invasion by Claudius and his conquest, including information about Hadrian's Wall and why this was so significant

3

4

BOUDICA AND THE RESISTANCE

We find out all about the British resistance to the Roman Army and why Boudica was so significant

ROMANISATION OF BRITAIN

We look at the 'Romanisation' of Britain and the impact of technology, culture and beliefs, including early Christianity.



5

By the end of this journey we will know: why the Roman army was so powerful and how they changed life in Britain

WHY DID THE ROMAN EMPIRE FAIL?

We look at how the Romans withdrew from Britain and the legacy that they left behind.

History Vocabulary taught

society, laws, ruler, raid, civilization, empire, monarch, trade, invasion, army, ruler, empire, legacy, laws, society, invasion, calendar, century, conquest, crusade, rebellion,

HISTORY IN YEAR 4

Spring - Anglo-Saxons

CATHOLIC SOCIAL TEACHING BIG QUESTION - IS JUSTICE THE SAME FOR EVERYONE? (PEACE AND JUSTICE)

WHY DID THE SAXONS INVADE?

We learn all about why the Anglo-Saxons invaded Britain.

1

2

ANGLO-SAXON LAW AND JUSTICE

We learn about the Anglo-Saxon laws and how they determined what Justice was.

CHRISTIANITY AND THE ANGLO-SAXONS

We learn how people's lives changed when Christianity developed during this time.

3

4

ANGLO SAXONS VS THE VIKINGS

We find out about how the vikings also raided Britain and the struggle that happened between these two communities with a focus on Lindisfarne

KING ALFRED

We learn about how Alfred fought the Vikings and then made peace so that English and Vikings settled down to live together. We also learn how he encouraged people to learn and how he tried to govern fairly.

5

By the end of this journey we will know: how England changed during the settlement of the AngloSaxons

History Vocabulary taught

society, laws, ruler, raid, civilization, empire, monarch, trade, invasion, army, empire, legacy, calendar, century, conquest, crusade, rebellion,

HISTORY IN YEAR 4

Summer - Viking Britain

CATHOLIC SOCIAL TEACHING BIG QUESTION - IS PEACE ALWAYS THE SAME FOR EVERYONE?
(PEACE AND JUSTICE)

VIKINGS AND THEIR REPUTATION



We then focus on how different sources tell us about events that happened during this time and we will analyse these to make judgements about this time period.

1

HOW DID THE VIKINGS TRY TO TAKE OVER BRITAIN?

We find out about Danegeld and how the Vikings continued to struggle with the Anglo-Saxons and increase their power in Britain.

2

EVIDENCE OF VIKING OCCUPATION

We learn all about how the Vikings settled in Britain and how they were successful traders.



3

VIKING SETTLEMENTS

We look at where the Vikings settled in Britain and how they built successful wooden structures.

4

TRADERS OR RAIDERS?

We look at whether Vikings were goodies or baddies and what the evidence shows.

5

Battle of Hastings



we study the significance of 1066 and the battle of Hastings and what happened as a result.

By the end of this journey we will know: how England changed during the settlement of the Vikings

History Vocabulary taught

society, laws, ruler, raid, civilization, empire, monarch, trade, invasion, army, empire, legacy, calendar, century, conquest, crusade, rebellion

HISTORY IN YEAR 5

Autumn - The Maya

CATHOLIC SOCIAL TEACHING BIG QUESTION - IS JUSTICE MORE LIKELY FOR PEOPLE WHO LIVED IN CITIES THAN IN THE COUNTRY? (PEACE AND JUSTICE)

WHO WERE THE MAYA?



We learn all about where and when did they live and why were the Maya so important as an ancient civilisation.

1

A GROWING CIVILISATION

2

We find out the reasons why the Mayan Empire grew successfully when so much of where they lived was a jungle.

THE MAYA SOCIETY

What is the hierarchy of Maya society.
How different was life for the rich?

3

SIGNIFICANT INDIVIDUALS

4

What are primary sources/Secondary sources? Who was Frederick Catherwood? When did he explore the Maya. What discoveries did he make?

MAYA ACHIEVEMENTS

We study the greatest achievements that the Maya developed, such as the number system and calendar (compare to Romans), early writing system (compare to hieroglyphics) extraordinary buildings (pyramids)

5

THE DECLINE OF THE MAYA

6

We research how the Spanish had a part to play in the decline of the Maya. We also look at other possible reasons, such as drought, overpopulation and disease

By the end of this journey we will know: how to explain the rise and fall of the Mayan Civilization

History Vocabulary taught
economy, trade, age, era, culture, ancient, artefact, society laws, invasion, army, ruler, eaid, civilization, peasant, archaeology, democracy, parliament

HISTORY IN YEAR 5

Spring - Victorian Britain

CATHOLIC SOCIAL TEACHING BIG QUESTION - DO YOU HAVE TO BE AN ADULT TO BE TREATED WITH JUSTICE? (PEACE AND JUSTICE)

WHO WAS QUEEN VICTORIA?

We learn all about Queen Victoria and how she became Queen of England.



1

THE BRITISH EMPIRE & VICTORIA'S REIGN

We find out how powerful the British Empire was during Victorian times and all about how the monarchy was reformed.



2

THE VICTORIAN ERA AND BIG CHANGES!

We study how Britain went through big changes with the development of industrialisation, urbanisation and the development of the railways.

3

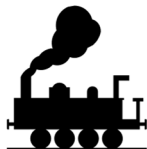
TRANSPORT AND TRAVEL

We study the development of transport, Victorian travel and its impact on the Isle of Wight. We also look at the effect on migration to other countries because of these developments.

4

LIFE IN THE WORKHOUSE

We look at how life was very different for the rich and the poor in Victorian Britain and how people relied on the workhouses.



5

THE GOOD AND BAD OF THE VICTORIAN PERIOD

We study what impact the Victorians had on Britain and the impact changes had that can be felt today.

6

By the end of this journey we will know: how the Victorians had a lasting impact on Britain

History Vocabulary taught
economy, trade, age, era, culture, ancient, artefact, society, laws, invasion, army, ruler, raid, civilization, peasant, archaeology, democracy, parliament

HISTORY IN YEAR 5

Summer - Crime and Punishment through the ages.

CATHOLIC SOCIAL TEACHING BIG QUESTION - ARE YOU MORE LIKELY TO BE A CRIMINAL IF YOU ARE POOR? (OPTIONS)

ROMAN CRIME



We learn all about the legacy of Roman crime and punishment on the current legal system in Britain

1

ANGLO-SAXON CRIME

2

We then find out about the Anglo-Saxon legal system and how it was similar/different to both the Roman system and the modern legal system in Britain



TUDOR CRIME

Crime and punishment during the Tudor period and how this changed Britain

3

VICTORIAN CRIME

4

Next we study the development of crime and punishment during the Victorian period and what happened in Victorian prisons (IOW link and how children were treated)



SIGNIFICANT INDIVIDUAL

We find out about Dick Turpin, an infamous highwayman and how his crimes were punished and how this had an impact on the criminal justice system.

5



MODERN DAY CRIME AND PUNISHMENT

6

We then make links across our learning and find out how does today's criminal justice system compare to the past?

By the end of this journey we will know:
How crime and punishment has changed in Britain through time

History Vocabulary taught
economy, trade, age, era, culture, ancient, artefact, society laws, invasion, army, ruler, raid, civilization, peasant, archaeology, democracy, parliament

HISTORY IN YEAR 6

Autumn - The Atlantic Slave Trade

CATHOLIC SOCIAL TEACHING BIG QUESTION - HOW DID IT HAPPEN THAT SLAVERY WAS EVER SEEN AS GOOD?
(DIGNITY)



THE SLAVE TRADE

We learn all about the history of the slave trade and how slaves were chosen and why.

1

2

SIGNIFICANT EVENTS

We then find out about the Atlantic Slave Trade and the chronology of this period of History

THE END OF SLAVERY IN BRITAIN

We find out about the events surrounding the abolition of the slave trade and slavery in Britain

3



HARRIET TUBMAN

4

Next we study the life of Harriet Tubman and the underground railroad and how she risked her life to ensure people's freedom.

MODERN DAY SLAVERY

We find out about what happens around the world today in regards to slavery and why this still exists in some countries.

5

By the end of this journey we will know: how the changes to the slave trade had an impact on Britain.

History Vocabulary taught
age, era, culture ancient, artefact society, laws, ruler, raid, civilization, empire, monarch, invasion, army, ruler, raid, archaeology, immigrant, migration,

HISTORY IN YEAR 6

Spring - The Windrush

CATHOLIC SOCIAL TEACHING BIG QUESTION - WAS THE WINDRUSH COMMUNITY DECISION MADE FOR THE COMMON GOOD? (COMMON GOOD)

WHAT WAS THE WINDRUSH?



We learn all about the historical boat, the Windrush and how people were enticed to sail on it.

1



2

SIGNIFICANT EVENTS

We then find out about who the windrush generation were, why they came to Britain and the chronology of the key events of this period.

SUPPORT AFTER THE WAR

We find out about the how the windrush generation came to Britain and how they supported Britain after the war.



3

4

Next we study what happened to the Windrush generation and link this to modern day refugees seeking asylum.

WHERE DID THEY GO?



By the end of this journey we will know: the impact that the Windrush generation had on Britain.

History Vocabulary taught

— age, era, culture ancient, artefact society, laws, ruler, eaid, civilization, empire, monarch, invasion, army, ruler, raid, archaeology, immigrant, migration,

HISTORY IN YEAR 6

Summer - The Indus Valley

Civilisation

CATHOLIC SOCIAL TEACHING BIG QUESTION - HOW DOES THE ENVIRONMENT AFFECT PEOPLE'S WAY OF LIVING? (STEWARDSHIP)

WHERE WAS THE INDUS VALLEY LOCATED?

We find out where the Indus Valley civilisation was located and place the Indus Valley civilisation on a timeline. We also compare the Indus Valley civilisation's achievements with at least one other civilisation's achievements



1

SETTLEMENTS

2

We research and find archeological evidence to show where this early civilisation settled and why the river was so significant.

A SECRET CITY UNCOVERED - CITY PLANNING

We describe and name the features of the Indus Valley settlements.



3



EXPLORING ARTEFACTS

Next, we study a range of artefacts to further gain a sense of what life was like during this period.

4

WHAT CAUSED THE DECLINE OF THE INDUS VALLEY CIVILISATION?

We list the theories about why the Indus Valley civilisation declined and draw a conclusion about what might have happened.

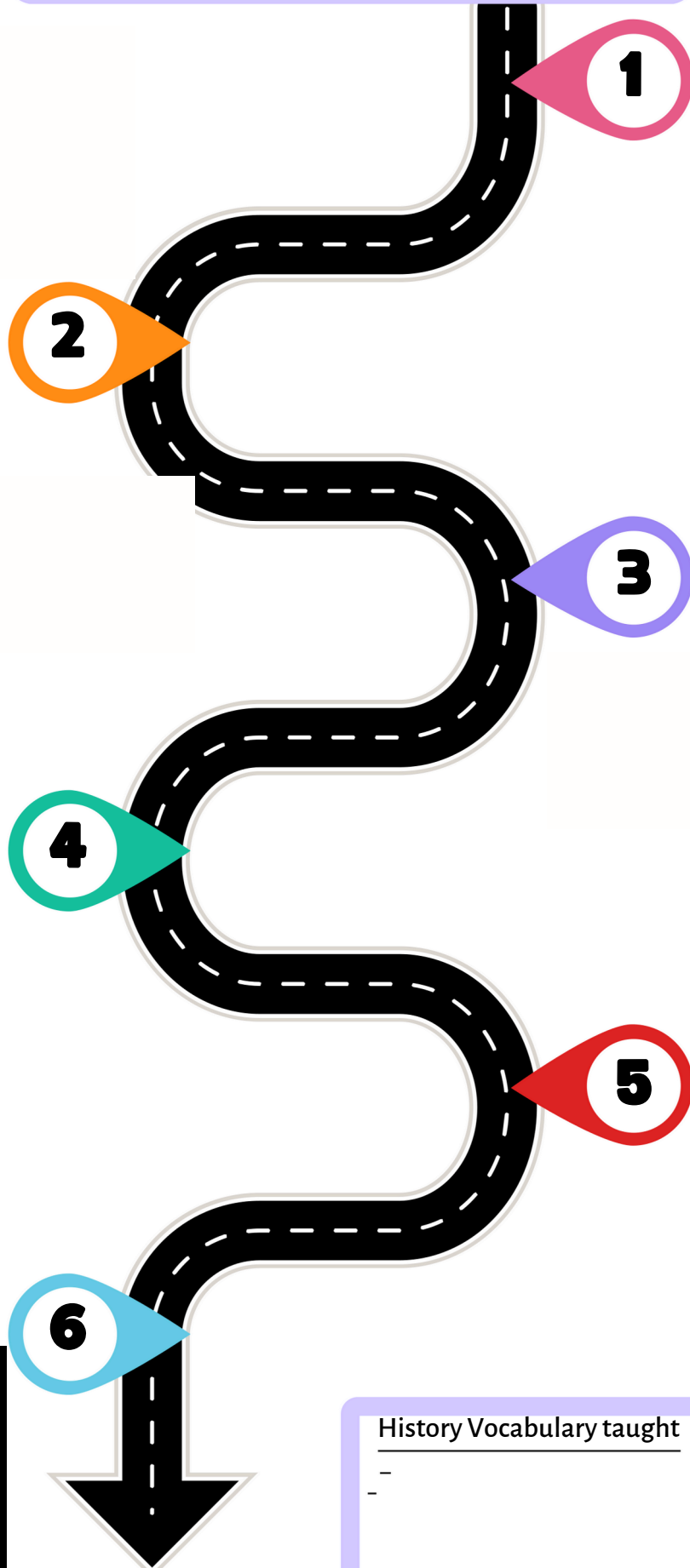


5

By the end of this journey we will know: what life was like for the Indus Valley civilisation.

History Vocabulary taught
age, era, culture ancient, artefact society, laws, ruler, raid, civilization, empire, monarch, invasion, army, ruler, eaid, archaeology, immigrant, migration,

HISTORY IN YEAR



Outcome:

History Vocabulary taught

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