

St Anthony's History Topic Overview

	Autumn	Spring	Summer
Year 1	<p style="text-align: center;"><u>What does it take to be a great explorer?</u></p> <p>The children will learn about Ranulph Fiennes, Amy Johnson and Christopher Columbus amongst other significant figures from the past. They will look at similarities and differences between these people using various sources of evidence.</p>	<p style="text-align: center;"><u>Who is the greatest history maker?</u></p> <p>The children will revisit the idea of a significant person and delve more deeply into what makes a 'History Maker'. They will learn about Guy Fawkes, Marie Curie and Malala Yousafzai amongst others. They will discuss what makes these people history makers and what they might one day to be a history maker themselves.</p>	<p style="text-align: center;"><u>How do our toys and games compare with those of children in the 1960s?</u></p> <p>In this topic the children will learn about the 1960s and look at this on a timeline. They will learn about the most popular toys and games in the 1960s and compare them to their favourite toys today. They will have a chance to visit Bekonscot Model Village and take part in a workshop all about toys from the '60s.</p>
Key Vocabulary	<i>Significance, expedition, indigenous, voyage, conquer, timeline, pioneer.</i>	<i>Famous, commemorate, Pharaoh, privateer, Prime Minister, accomplishment, infamous, chieftain, pirate, discrimination, treason, conspirator.</i>	<i>Monarchy, exploration, leisure, entertainment, transport, technology, medicine, government, chronological, decade, Millennium, artefact, commemorate, memorable, modern, AD, BC, century, timeline, invention, historian, significant.</i>
Year 2	<p style="text-align: center;"><u>How do we know so much about where Sappho used to live?</u></p> <p>During this topic the children will learn all about what happened to Pompeii on the 24th August AD79. They will discover what life would have been like living in Pompeii before the disaster and how different people lived. The children will be challenged to think about how we know so much about what happened in Pompeii.</p>	<p style="text-align: center;"><u>How did the War of the Roses contribute to the reign of Henry VIII and how does it link to Hertfordshire? (Local History)</u></p> <p>The children will delve into our local history and how Hertfordshire links to The War of the Roses and the Tudors. They will discover the issues that caused the war and where different battles were fought. They will have an opportunity to visit Knebworth House and take part in a Tudor workshop and see where Queen Elizabeth II stayed for four nights in 1588.</p>	<p style="text-align: center;"><u>Why was Charles sent to prison?</u></p> <p>The children will interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas. Rather than being 'event focused', the enquiry endeavours to place the First World War in the context of how people and particularly children commonly lived their lives 100 years ago.</p>
Key Vocabulary	<i>Primary evidence, secondary evidence, reconstruct, archaeology, depiction, emperor, artefact, remains, preserved, unearthed, excavate, pyroclastic, infer.</i>	<i>Tudor, battle, war, Henry VIII, Queen Elizabeth I, Queen Elizabeth II, artefact, reconstruct, monarchy, rose, Lancaster, York, St. Albans, Battle of Bosworth, Knebworth.</i>	<i>War, prison, crime, enemy, army, secret, code, front line, soldier, trench, government, communication, telegraph, letter, cypher, rationing, town, village, countryside, artillery.</i>

Words highlighted in red have been taught in History lessons previously.

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Year 3	<p><u>How did the lives of ancient Britons change during the Stone Age?</u></p> <p>The children will learn that, although the lives of early humans in Britain remained much the same for long periods of time during the Stone Age, this period was also marked by perhaps the greatest change ever to occur in British society - that of the creation of permanent farming-based settlements and the birth of agriculture and the gradual decline of a hand-to-mouth subsistence existence.</p>	<p><u>What is the secret of the standing stones?</u></p> <p>This investigation allows pupils to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society. They will learn about the arrival of metal-smelting skills and the ability to create alloys such as bronze. The enquiry also enables pupils to reflect upon the reasons why Bronze Age people may have constructed the large number of stone monuments that still exist in many parts of the country.</p>	<p><u>How do artefacts help us understand the lives of people in Iron Age Britain?</u></p> <p>Through this enquiry pupils first identify the common features of hill forts and then investigate their likely function, not only as a defensive structure but also as a trading, meeting and ceremonial place. They will learn about how the size and density of Britain increased rapidly and how this affected the Britain we know today.</p>
Key Vocabulary	<p>Primary evidence, secondary evidence, archaeologist, Hunter-gatherer, knapping, ceremony, Mesolithic, timeline, society, settlement, tribe, migration, agriculture, economy, trade, natural resources.</p>	<p>Primary evidence, secondary evidence, archaeologist, alloy, ceremony, commemorate, capstone, artefact, archaeologist, smelting, BC, status, monument, interred, cist, timeline, stone circle, chieftain, natural resources.</p>	<p>Primary evidence, secondary evidence, society, settlement, tribe, peace, conflict, natural resources, agriculture, economy, trade, war, religion, Celts, invasion, siege.</p>
Year 4	<p><u>How did the arrival of the Romans change Britain?</u></p> <p>In this topic, children will learn about the concept of invasion. The children will discover that the main draw for the Romans was the natural resources and further living space. They will also be introduced to the historical heroine, Boudica.</p>	<p><u>Who were the Anglo-Saxons and how do we know what was important to them?</u></p> <p>In this investigation, the children will reflect on several of the most significant changes that occurred in Britain during the first half of the Anglo-Saxon era. They will learn about why the Romans withdrew from Britain in the fifth century and begin to explore who the Anglo-Saxons were.</p>	<p><u>What did the Vikings want and how did Alfred help to stop them getting it?</u></p> <p>The children will identify and reflect on the reasons why Viking Norsemen came to Britain and the impact they had. They will learn about the famous longships and why they provided Viking Norsemen with such a commanding advantage when raiding English religious communities.</p>
Key Vocabulary	<p>Society, economy, war, natural resources, invasion, civilisation, military, settlement, trade, conflict, country, empire, slave, conquer, millennium, emperor.</p>	<p>Primary evidence, secondary evidence, Roman Catholicism, Pope, chronicle, noble. Social class, feudal, timeline, chronological, barbarian, AD, pagan, conversion, Christian, status, reconstruct, treaty, rule, century, millennium.</p>	<p>Society, economy, conflict, natural resources, climate, country, settlement, war, religion, migration, kingdom, monarchy, primary evidence, secondary evidence, timeline, Norsemen, longship, Witan, territory, invasion.</p>

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Year 5	<p><u>Why did the ancient Maya change the way they lived?</u></p> <p>The children will look at the achievements of a society that existed contemporaneously with the late Anglo-Saxon period and the impact of the Vikings in Britain. They will be able to identify, describe and explain the purpose of the different religious and ceremonial buildings that existed in Maya cities through a detailed case study of one Maya city - Chichen Itza.</p>	<p><u>The story of the Trojan Horse: historical fact, legend, or classical myth?</u></p> <p>We will explore the causes and consequences of the Trojan war. The children will evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse, which has been passed down through the generations. Did the Trojan War really end with the defenders of Troy being duped into both accepting a huge hollow horse and then wheeling it back into what until then had been an impregnable fortress?</p>	<p><u>Why were castles so important to Normans? (Local History)</u></p> <p>In this topic, the children will be linking their learning about Normans to our Local History. They will have an opportunity to visit a reconstruction of a Norman Motte and Bailey castle in Stanstead. This site was listed in the doomsday book and they will enjoy finding out about the history on our doorstep. We will cover the Battle of Hastings in 1066 in detail and look at the story depicted in the Bayeux Tapestry.</p>
Key Vocabulary	<p><i>Society, conflict, natural resources, war, climate, agriculture, economy, civilisation, environment, trade, religion, migration, erosion, artefact, ceremonial, reconstruct, rediscovered, overpopulation</i></p>	<p><i>Civilisation, war, power, military, kingdom, society, empire, conflict, government, monarchy, Trojan Horse, Ancient Greece, artefact, Sparta, siege, legend, manuscript, authenticate, envoy, ruler, deception, city-state, myth, conquest, depiction.</i></p>	<p><i>Invasion, throne, fleet, warships, banquet, Anglo Saxons, medieval, surrender, battle, citadel, knight, Middle Ages, William the Conqueror, Motte and Bailey, drawbridge, mound, Normans, great hall, battlement.</i></p>
Year 6	<p><u>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</u></p> <p>Children will inspect objects and inscriptions that the Shang left behind providing an insight only into the ways of life of a tiny minority of people: the wealthy and most privileged. They will compare and contrast the reign of King Cheng Tang with that of King Di Xin.</p>	<p><u>Why did Britain once rule the largest empire the world has ever seen?</u></p> <p>This investigation supports pupils to understand arguably the most influential and far-reaching dimension of British history post-1066 - that of the establishment, expansion and ultimate decline of the largest empire the world has ever seen.</p>	<p><u>Why was winning the Battle of Britain in 1940 so important?</u></p> <p>Children will examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany in May 1940 and the reasons why securing air superiority was so critical to them for any invasion plan to succeed.</p>
Key Vocabulary	<p><i>Artefact, archaeologist, emperor, ceremonial, tomb, reconstruct, myth, intercede, divining, restoration, oracle, noble, chamber, grave goods, sculpture, legend, parchment, inscription, conquest.</i></p>	<p><i>Empire, monarchy, commonwealth, industrial revolution, religion, government, climate, imperialism, trade, economy, war, slave, migration, kingdom, ruler, sovereign, self-governing, exploit, conquer, Parliament, indigenous, colony.</i></p>	<p><i>War, power, democracy, natural resources, government, agriculture, economy, trade, conflict, empire, military, power, technology, allies, occupy, Royal Air Force, evacuation, combat, neutral, command, campaign, RADAR</i></p>

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