

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.
Implement	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	“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. 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.

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
					
The action of buying and selling anything. The kind of job where you need skills and special training.	A place, typically one which has previously been uninhabited, where people establish a community.	The way in which a group of people live, how they are organised and what they believe in where they live. A way of life that is better or more organised than another way of life.	Religion – a particular system of faith and worship. Beliefs – something one accepts as true or real; a firmly held opinion.	A serious disagreement or argument A prolonged armed struggle	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.

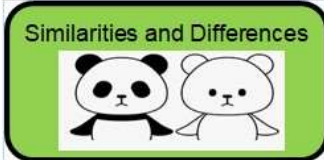
Disciplinary

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
		
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. 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.	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. 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.	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.
Historical significance	Sources and Evidence	Historical Interpretations
		
Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance	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.	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.

Our Curriculum Approach: Windows, Mirrors, and Doors

At St Thomas' CE Primary School, our curriculum is rooted in our Christian vision, **'Learning and growing in the sight of God'** and inspired by the words of Jesus: *"I have come that they may have life, and have it to the full"* (John 10:10).

To ensure that learning enriches the mind, heart, and spirit, every subject area is taught through the framework of

Windows, Mirrors, and Doors.



Why We Use This Approach as a Church of England School

As a Church of England school, our purpose extends beyond academic achievement; we are committed to nurturing the **spiritual, moral, social, and cultural (SMSC)** development of every child. The **Windows, Mirrors, and Doors** approach provides a meaningful structure for reflection and character development across all subjects:

- **Windows (Looking Out):** God's world is rich, diverse, and wondrous. Through "Windows", pupils look out to explore new knowledge, diverse cultures, history, science, and global perspectives, developing **wisdom, awe, and curiosity**.
- **Mirrors (Looking In):** Every child is uniquely created in the image of God. Through "Mirrors", pupils reflect inward on their own lives, feelings, identity, and personal growth, grounding their learning in our core Christian values of **Compassion, Trust, Perseverance, Faith, Community, and Joy**.
- **Doors (Stepping Out):** Faith is lived out through action and service. "Doors" empower pupils to step through into the wider world, using their skills, empathy, and knowledge to act as **courageous advocates**, making a positive impact in their school, local community, and global society.

Example Questions

WINDOWS (Looking Out)



- *What does this reveal about people, places, or ideas beyond our own experience?*
- *How does this expand our understanding of the world and God's creation?*
- *What new vocabulary or concepts have opened my eyes today?*

MIRRORS (Looking In)



- *How does this topic connect to my own life, experiences, or family?*
- *Which of our school values (e.g. Perseverance, Compassion) did I need to use in this lesson?*
- *How do I feel about what I have discovered, and why?*

DOORS (Stepping Out)



- *How can I use what I've learned to help others or care for our world?*
- *What positive changes can we make in our school or Stockport community?*
- *How will this knowledge help me make wise choices in the future?*

HISTORY - Curriculum Overview



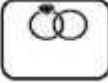
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me! Compassion	Our Wonderful World Trust	Ticket to Ride Perseverance	Come Outside Faith	Our Heroes Community	Fun at the Seaside Joy
Reception	All About Me! Compassion	Our Wonderful World Trust	Ticket to Ride Perseverance	Come Outside Faith	Our Heroes Community	Fun at the Seaside Joy
Year 1		Why did Guy Fawkes not like the King? Trust		What do you do if you get lost in the woods? (two significant figures) Faith	How did explorers change the world? Community	What was the life of pirate really like? Did they all bury treasure? Joy
Year 2	Nairobi and London What is the same what is different? Compassion / Trust		How can we stay safe at the coast? Perseverance/Faith		Could the Great Fire of London have been prevented? Community/Joy	
Year 3		What discoveries defined the Stone, Bronze, and Iron Ages? Trust		What secrets made ancient Egypt an unstoppable civilisation? Faith	Are the Hatters the best football team in the world? Community	
Year 4	Who were the Ancient Greeks? Compassion		What did the Romans ever do for me? Perseverance	Is the viaduct the most important structure in Stockport? Faith		
Year 5			Anglo-Saxons versus The Vikings Who are you supporting? Perseverance			How would it feel to be a Mayan? Joy
Year 6	Did Sydney Bailey Hurst die in vain? Compassion		Are wars fought for glory or survival? Perseverance		Did the villagers of Eyam save us? Faith	

HISTORY - Curriculum Overview



EYFS	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	Let's All Creep through Crocodile Creek	Naughty Bus Jan and Jerry Oke	Giganotosaurus Johnny Duddle	The Pirates are coming John Condon	The Sea Saw Tom Percival
Hook Book- B	Can I Build Another Me? Shinsuke Yoshitake	The Three Little Pigs By by Mara Alperin	The Train Ride June Crebbin	Twist and Hop Minibeast Bop Tony Mitton & Guy Parker Rees	Supertato Sue Hendra	The Snail and the Whale Julia Donaldson
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 stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their will interests, and develop awareness of the beliefs and views of others.						
Nursery 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 use words to sequence, e.g., first, then, next, after that, in the end. I show an awareness of morning, afternoon, and evening.	
Reception Sequences in time Vocabulary	I can use words to sequence, e.g., first, then, next, I show after that, in the end. I show an awareness of morning, 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 day 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 a year.	
Substantive Concepts Golden Threads						
Characteristics of Effective Learning (Disciplinary Knowledge – skills we need to learn)	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. Active Learning – Children concentrate and keep on trying if they 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. 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.					



Protected Characteristics	 Age	 Disability	 Religion	 Marriage & Civil Partnership
	 Sex	 Pregnancy & Maternity	 Race	 Sexual Orientation

HISTORY - Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me!	Our Wonderful World	Ticket to Ride	Come Outside	Our Heroes	Fun at the Seaside
Nursery	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.	I am beginning to make sense of my own life- story and family history. I know that there are places of worship near to where I live.	I can show some awareness of the time of day, e.g., dinnertime or bedtime. I know what type of home I live in, e.g., house, bungalow or flat.	I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom	I notice changes with some adult support. Environmental walk – on school grounds	I can use my senses to explore the natural environment Explore new environments - seaside
Reception	<i>Can talk about what they do with their family and places they have been with their family.</i> Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. <i>Read fictional stories about families and start to tell the difference between real and fiction.</i> <i>Talk about members of their immediate family and community.</i> Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. <i>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</i> <i>Long ago – How time has changed. Using cameras.</i>	<i>Can talk about what they have done with their families during Christmas' in the past.</i> <i>Show photos of how Christmas used to be celebrated in the past.</i> Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. Take children to places of worship and places of local importance to the community.	<i>Listening to stories and placing events in chronological order ol can explain key features of my home and the homes of others.</i> <i>Explore transport from the past and present</i> Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. <i>Sort transport from the past and present</i> <i>Begin to understand that History is something from long ago – the past</i> <i>Explore a range buses. Rosa Parks – why was she important?</i> Explore maps and bus routes Road safety and crossing safely <i>Toys new and old</i> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants	Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. <i>Learn about what a paleontologist is and how they explore really old artefacts.</i> <i>Introduce Mary Anning as the first female to find a fossil.</i> <i>Digging for fossils – what are they?</i> I understand that living things, objects and materials can change Draw children's attention to the immediate environment. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots	<i>Explorers and pirates – Christopher Columbus and Blackbeard</i> Revisit modes of transport they used.. Focus on types of water transport – ships, ferries, boats, yachts etc Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/ painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? <i>Introduce children to America links with Columbus</i> Can children differentiate between land and water.	Identifying and talking about the differences of sea creatures. Materials: Floating / Sinking – boat building Metallic / nonmetallic objects <i>Seasides long ago – Magic Grandad</i> Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. <i>Look at old fashioned beach wear.</i> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them <i>Compare and contrast seaside holidays from the past and the present</i> Explore the effects of plastic on the environment - sea life
Experiential Knowledge / Events	Autumn Trail Harvest Time Bonfire Night Park Visit - tree study shop visit Real baby visit & bath demo	Bonfire Night Christmas Time / Nativity Diwali Hannukah Panto visit Walk to post box and send letters to santa	Valentine's Day Internet Safety Day Ride the bus / train	Lent Easter time Nature Scavenger Hunt Mother's Day Easter Egg Hunt – maps Dental nurse visit	Walk to the Park - observe changes look back to A1 butterfly observation	Under the Sea – singing songs and sea shanties Father's Day Nursery Graduation Beach Visit

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

HISTORY - Curriculum Overview



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Island Life /Windrush	Island Life /Windrush	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 Changes within living memory Events beyond living memory	Significant individuals – Dame Floella Benjamin	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
Substantive Concepts Trade Settlement Civilisation Religion and Belief Conflict Invasion	Settlement Travel Landscape	Settlement Travel Landscape	Settlement	Settlement	Civilisation Religion and Belief	Civilisation Religion and Belief
Key Vocabulary (On Knowledge Organiser)	island human geography physical geography climate equator compass cause consequence empire Windrush significant person	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
Experiential Knowledge Our Church Our Community		Church visit and local walk to memorials	Grace Darling Workshop		Great Fire of London trip	
Protected Characteristics	Race Religion and Belief Sex	Race Religion and Belief Sex			Religion and belief	

HISTORY - Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Stone Age to Iron Age		Ancient Egyptians	Local History – Stockport County	
Enquiry Question		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?	
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		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	
Substantive Concepts Trade Settlement Civilisation Religion and Belief Conflict Invasion		Settlement Civilisation		Trade Settlement Religion and Belief	Settlement	
Key Vocabulary (On Knowledge Organiser)		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		
Disciplinary Concepts		Change and Continuity Similarities and Difference		Sources and Evidence Historical Interpretation	Change and Continuity Historical Significance	
Experiential Knowledge Our Church Our Community Visits / Places / People		Stone Age day		Making Amulets	Local walk	
Protected Characteristics		Religion and belief Sex		Religion and belief Sex Marriage and civil partnership Race	Religion and belief Sex	

HISTORY - Curriculum Overview



Year 4	Autumn 1		Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
	The Ancient Greeks			The Raging Romans		Super Stockport		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 Workhouse 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					
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	
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	
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HISTORY - Curriculum Overview



Year 6	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2
	World War 1			Conflict and WW2			The Great Plague		
Enquiry Question	Did Sydney Bailey Hurst die in vain?			Are wars fought for glory or survival?			Did the villagers of Eyam save us?		
St Thomas' Value	Compassion			Perseverance			Community		
Subject Content Time Periods	World War 1			World War 2			Middle Ages		
Substantive Concepts Trade Settlement Civilisation Religion and Belief Conflict Invasion	Conflict Invasion Settlement			Trade Settlement Civilisation Religion and Belief Conflict Invasion			Trade Religion and Belief Civilisation		
Key Vocabulary (On Knowledge Organiser)	War Battlefield Poppies Battle Military Navy Allies Troops Barbed wire Empire Frontline	Trench Political Consequence Propaganda Invasion Remembrance Surrendered Armistice Treaty Peace Symbol		cultural economic military political religious Chronology Comparison Impact Empire Propaganda Legacy Resistance			Disease Contagious Epidemic Middle Ages Quarantine Contagion Epidemic Clergy Bubonic Plague Pandemic Buboes	Peasant Urban Rural Population Black Death Black Plague	
Disciplinary Concepts Change and Continuity Cause and Consequences Similarities and Difference Historical Significance Sources and Evidence Historical Interpretation	Cause and Consequences Historical Interpretation Sources and Evidence			Change and Continuity Similarities and Difference Historical Significance			Cause and Consequences Historical Significance		
Experiential Knowledge	Local visit to the War Memorial Artefact collection from Imperial War Museum						Visit to Eyam		
Protected Characteristics	Age sex			Age Religion and belief sex			Religions and belief		