

St Joseph's Catholic School History Curriculum

Year 1	Learning objectives	Key Vocabulary
		Famous People
<p>MY FAMILY HISTORY:</p> <p>What was life like when our grandparents were children?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented. 	<p>oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, vocabulary related to different types of house (terraced, flats, bungalow, semi-detached) and features of houses (bathrooms, heating etc.), inventions, materials, condition, design, packaging, similar, comics, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, rote, school, chalk board, dip pen and ink.</p>
<p>THE GREATEST EXPLORERS:</p> <p>Who were the greatest explorers?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events 	<p>explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant</p> <p>Ibn Battuta, Captain Cook, Roald Amundsen,</p>

	<ul style="list-style-type: none"> • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time 	Captain Robert Falcon Scott Sunita Williams
GREAT INVENTIONS: TRANSPORT: How did the first flight change the world? Why were the Rainhill Trials important?	In this unit, the children will: <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify similarities and differences between ways of life in different periods 	inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery. Wright Brothers George Stephenson

Year 2	Learning objectives	Key Vocabulary Famous People
BONFIRE NIGHT AND THE GREAT FIRE OF LONDON: Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?	In this unit, the children will: <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework. 	Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit. Guy Fawkes Samuel Pepys Christopher Wren
HOLIDAYS: How have holidays changed over time?	In this unit, the children will: <ul style="list-style-type: none"> • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key 	holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation

	<p>features of events</p> <ul style="list-style-type: none"> • use sources to show they know and understand the past • suggest reasons why changes took place. 	
	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms. 	<p>portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator</p> <p>Local Heroes: Personal, Islington and London</p>

Year 3	Learning objectives	Key Vocabulary
		Famous People
<p>THE STONE AGE: What was new about the New Stone Age?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study. 	<p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, Skara Brae, Stonehenge forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p>
<p>THE BRONZE AGE AND THE IRON AGE: Which was more impressive – the Bronze Age or the Iron Age?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<p>impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p>

	<ul style="list-style-type: none"> • address historically valid questions about trends and significance 	
<p>LOCAL HISTORY: Why should we preserve our locality?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources. 	<p>significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.</p> <p>Windrush Statute and Whittington Hospital</p>

Year 4	Learning objectives	Key Vocabulary
		Famous People
<p>YEAR 4 UNIT 1 – THE ANCIENT EGYPTIANS:</p> <p>How much did the Ancient Egyptians achieve?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • study the achievements of the earliest civilisations • develop a chronologically secure knowledge and understand of British, local and world history • note connections, contrasts and trends over time • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address and devise historically valid questions about similarity, difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule</p> <p>Lord Carnarvon King Tutankhamun Rameses III Akhenaten Cleopatra</p>
<p>ROMAN BRITAIN:</p> <p>What happened when the Romans came to Britain?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources 	<p>invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion,</p> <p>Julius Caesar Claudius</p>

	<ul style="list-style-type: none"> • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference 	Boudicca Septimius Severus,
CRIME AND PUNISHMENT: How has Crime and Punishment changed over time?	In this unit, the children will: <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values Emmeline Pankhurst Dick Turpin Olaudah Equiano Stephen Lawrence Malala Yousafzai

Year 5	Learning objectives	Key Vocabulary
		Famous People
<p>THE ANGLO-SAXONS: Was the Anglo-Saxon period really a Dark Age?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance 	<p>invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p> <p>King Ethelbert of Kent Alfred the Great</p>
<p>THE VIKINGS: Would the Vikings do anything for money?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time 	<p>raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga</p> <p>Leif Erikson</p>

<p>JOURNEYS: What makes people go on a journey?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time. 	<p>journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.</p> <p>Tensing Norgay</p>
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Year 6	Learning objectives	Key Vocabulary
		Famous People
THE MAYA CIVILISATION: Why should we remember the Maya?	In this unit, the children will: <ul style="list-style-type: none"> • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance. 	religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.
THE ANCIENT GREEKS: What did the Greeks do for us?	In this unit, the children will: <ul style="list-style-type: none"> • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference. 	Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact. Socrates Plato Aristotle Alexander the Great Archimedes
THE IMPACT OF WAR:	In this unit, the children will: <ul style="list-style-type: none"> • develop a chronologically secure 	sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty,

<p>Did WWI or WWII have the biggest impact on our locality?</p>	<p>knowledge and understanding of British, local and world history</p> <ul style="list-style-type: none"> • address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms. 	<p>protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home, guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p> <p>Walter Tull Anne Frank Winston Churchill</p>
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