Lumen Christi: St Thomas More History Curriculum 23/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Rec		Ernest Shackleton		Prime Ministers	Kings and Queens	Transport through time
Year 1		Prehistoric World Builds on: REC Coldest place on Earth. Knowledge and interpretation 1. Clues from the past 2. Ice age 3. Stone Age 4. Bronze Age 5. Iron Age Concepts: history is recording evidence, community, law, interdependence Skills: CU: Recognise how today is different from the past Ages HE: Ask/answer questions offer explanations about artefacts Next steps: Y2 Ancient Egypt consolidates traits of a successful civilization BV: tolerance, respect		Kings, Queens and Leaders Builds on: Rec Kings and Queens Knowledge and interpretation 1. Kings and Queens 2. King John I Magna Carta 3. Henry III and Parliament 4. King Charles 1 5. Oliver Cromwell Concepts: democracy, egalitarian society Skills: CU: explain an event that happened in the past and its significance HE: with support, research more about a person in the past National Curriculum Coverage Taught the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally Next steps: Parliament and Prime Ministers Y1: Leaders elected by the people BV: Individual liberty, democracy		Parliament and Prime Ministers Builds on: Rec Kings and Queens Knowledge and interpretation Know people vote to elect parliament. Know the first and current Prime Minster and part of their role. Concepts: democracy, parliament, voting, representing Skills: CU: explain an event that happened in the past and its significance HE: research more about a person in the past National Curriculum Coverage Gain and deploy a historically grounded understanding of abstract terms such as 'parliament' events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements, some should

						be used to compare aspects of life in different periods Next steps: Law and Power and rule of law Y3 revisits parliament introduces power of the church. BV: Individual liberty, tolerance and respect/democracy
Year 2			Ancient Egyptians Builds on: Knowledge and interpretation 1. Locate Egypt 2. River Nile 3. Archaeology 4. Hieroglyphics 5. Pharaohs Concepts: Belief systems, chronology, power, historical enquiry, interpretation, cause, similarity and differences, significance Skills: CU Understand BC /AD HE: Use various sources to piece together info about this period in history National Curriculum Coverage Key Stage 2: The achievements of the earliest civilizations –an overview of where and when the first civilizations appeared: An in-depth study of Ancient Egypt	Powerful Voices Builds on: This unit builds on chronologically from history studied in Key Stage 1 and covers the 19th century until the present day Knowledge and interpretation 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. David Attenborough 6. Assessment Concepts: empire, protest, civil rights, and equality. Skills: CU know how significant historical figures have contributed to international achievements HE: Quotes- primary source National Curriculum coverage: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national		Roman Britain Builds on: Ancient Egyptian civilisation and power introduces invasion and conquest Knowledge and interpretation 1. Who were the Romans? 2. What Britain was like pre Romans and why they decided to invade Britain – first invasion of Julius Caesar 55BC. 3. Invasion of Emperor Claudius 43AD. 4. Boudicca. 5. Invasion of Caledonia (Scotland) – Introduction of cities, villas, roads, baths, canals along with reading and writing 6. Assessment Concepts: Conquer invade travel, communication, power, cede protect National Curriculum Coverage Pupils should be taught about the Roman Empire and its impact on

			Next Steps: Consolidate, Ancient civilizations Greece Y3 Rome Y4 BV: rule of law	and international achievements. Next steps Y6 Human Rights BV: Democracy, individual liberty, Tolerance		Britain Skills: CU: Sequence events in chronological order and provide reasons for order. Use appropriate phrases to describe the past HE Research the life of a famous Britain (Boudicca) from the past using different resources to support Next steps : Anglo Saxons and Vikings Y2 developing concept of the need for a united Britain to stand stronger against invasion BV: Individual liberty, tolerance and respect
Year 3	Ancient Greece Builds on: Kings and Queens Y1. Parliament Y1. Ancient Civilisations Y2 (Egypt Rome Anglo Saxons) Knowledge and interpretation 1. Greek States 2. Gods/goddesses 3. Democracy 4. Persian Wars 5. Spartans 6. Olympics Concepts: Society, war invasion empire democracy, legacy,power, law Skills: CU: Describe events and periods using words ancient and century BC/AD	Greek Philosophers Builds on: Ancient Civilisations Y2 (Egypt) Roman Empire Y2, Knowledge and interpretation 1. Pericles/Parthenon 2. Aristotle, Plato and Socrates 3. The Young Alexander 4. Alexander's Empire 5. Alexander's Death and Legacy Concepts: Empire Power philosophy, education Skills: CU: know how significant historical figures have contributed to international achievements HE: Research a significant event from the past	Law and Power Builds on: Prehistoric history Y1 Kings and Queens Y1, Parliament Y1. Organised civilizations Y2 Knowledge and interpretation 1 Henry II 1154 and Rule of law 2 Thomas Becket 3 The crusades Richard I 4 The Magna Carta King John 5 Simon De Montfort 6 Henry III Concepts: Democracy, Power of the church, Law, Empire, Religion, War	The War of the Roses Builds on: Kings and Queens Y1 Invasions in Y2 the fight to rule Law and Power Y3 The War of the Roses 1455-1487 Knowledge and Interpretation 1 Henry VI 2 Edward IV 3 Princes in the tower 4 Richard III 5 Battle of Bosworth 6 Henry VII and the Tudors Concepts: Law, War Power Skills: CU: set out on a timeline, within a given period, what special events took place Use their mathematical knowledge to work out how long ago events would	Henry V111 Builds on: Kings and Queens Y1 Law and power, war of the Roses Y3 Knowledge and Interpretation 1. Young King Henry 2. The English Reformation and Martin Luther 3. Dissolution of monasteries 4/5 The wives of Henry VIII 6.Catholic Counter Reformation Ignatius / Jesuits/ the Council of Trent Concepts: Religion, Power, Law Skills: CU: describe events from the past using dates when things	Tudor Monarchs (1547-1603) Builds on: Kings and Queens Y1, law and power Y3, War of the roses Knowledge and Interpretation 1 Edward VI 2 Lady Jane Grey 3 Mary I 4 Elizabeth I 5 The Elizabethan Era and British naval dominance 6 Spanish Armada and Sir Francis Drake Concepts: Religion, Trade, Empire Skills CU: set out on a timeline, within a given period, what special events took place

	HE: Use various sources to piece together information about a period in history <u>National Curriculum Coverage</u> A study of Greek life and achievement and their influence on the western world. Next Steps: Greek Philosophers Y3. British naval dominance Y3. Roman empire building Y4, British Empire Y5 BV Democracy	<u>National Curriculum Coverage</u> A study of Greek life and achievement and their influence on the western world. Next Steps: Y4 Legacy of Roman Empire Y4. Enlightenment and the French Revolution Y5 BV democracy	<u>Skills:</u> CU: use a timeline within a specific time in history to set out the order things may have happened Describe events from the past using dates when things happened HE: Use various sources of evidence to answer questions? use various sources to piece together information about a period in history? <u>National Curriculum Coverage:</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Next Steps: Builds on British History units Y3 war of the Roses, Henry VIII, Tudor Monarchs BV: Mutual respect and tolerance/Democracy/Rule of Law/Individual Liberty (SDM) CL: Reconciliation, spread of Christianity, Fight of early Catholics Justice and peace – links to juries	have happened HE: use their 'information finding' skills in writing to help them write about historical information <u>National Curriculum Coverage:</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Next steps: Henry VII Y3 and Tudor Monarchs Y3. British History Y4 James I and the Gunpowder Plot, Civil war Y4 BV: Rule of law CL: Henry VII ends war of roses through marriage – peacemaker?	happened use a timeline within a specific time in history HE: begin to use more than one source of information to bring together a conclusion about an historical event <u>National Curriculum Coverage</u> Pupils should be taught an study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Next Steps Tudor Monarchs and religious wars Y3. James I, Civil war Y4 and the Glorious Revolution Y4. KS3 Reformation and Counter Reformation BV: Tolerance/Respect CL: Martyrs (St John Fisher and St Thomas More) Respect for Pope as leader	HE: use specific search engines on the Internet to help them find information more rapidly <u>National Curriculum Coverage</u> **Pupils should be taught** an study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>Next Steps</u> British Empire, Enlightenment and the French revolution BV: Individual liberty, tolerance and respect CL: Catholic/Protestant struggle- the Pope is the leader chosen by God
Year 4	<u>James 1 and the Gunpowder Plot (1605)</u> <u>Builds on</u>: Henry VIII Y3. Tudor Monarchs Y3 Religious unrest <u>Knowledge and Interpretation</u> 1) James VI of Scotland 2) James I of England and The	<u>Charles 1 and The English Civil War (1642-1651)</u> <u>Builds on</u>: Kings and Queens Y1. Parliament and Prime Minsters Y1 Law and power Y3. Tudor Monarchs Y3 and James I Y4	<u>Life in Ancient Rome</u> <u>Builds on</u>: Creation of a civilization Mesopotamia Y1. Y2 Romans in Britain. Ancient Greek civilization Y3 <u>Knowledge and</u>	<u>The Rise and Fall of Ancient Rome</u> <u>Builds on</u>: Life in Ancient Rome, Ancient Greek civilization Y3 <u>Knowledge and interpretation</u> 1. Punic Wars,	<u>Anglo Saxons</u> Builds on: Y2 Life in Roman Britain, Rec/Y1 Kings, Queens & Leadership <u>Knowledge and interpretation</u> 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements	

	True Law of Monarchs 3) The beginning of the demise of James I 4) The unrest that lead to the gunpowder plot including taxes 5) The Gunpowder Plot 6) What happened to parliament after James? Concepts: treason, religious unrest, monarchy Skills CU: place periods of history on a timeline showing periods of time HE: give more than one reason to support an historical argument National Curriculum Coverage Next Steps English civil war and glorious revolution Y4. French Revolution Y5 BV: Mutual tolerance CL: The freedom to worship / Next Steps:	Knowledge and Interpretation 1) Charles I (Like father, like son) 2) Why did the Civil War begin? 3) The Civil War-Cavaliers V Roundheads. 4) The execution of Charles I 5) Oliver Cromwell 6) The Restoration CKUK The Civil War Concepts: autonomy, divine right of kings, democracy, monarchy, people representation Skills CU: use their mathematical skills to round up time differences into centuries and decades HE: communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out National Curriculum Coverage Next Steps Restoration and Glorious Revolution Y4 BV: Democracy CL: Freedom to worship	interpretation 1. Location and Empire 2. Romulus and Remus 3. Pompeii 4. Governance 5. Daily life Concepts: Empire, trade, government, monarchy, powerful leaders, social class Skills: CU: Build up a picture of the main events that happened in the world during different centuries HE: Communicate knowledge and understanding and offer points of view based on what they found out National Curriculum Coverage Study of Roman life and their influence on the Western world Next Steps: The rise and fall of Ancient Rome BV: Democracy/Rule of Law/Individual Liberty	2. Julius Caesar 3. Caesar Augustus 4. Christianity 5. The fall of Rome Appreciate that wars have happened a long time ago and are associated with invasion and conquering Concepts: Empire, trade, government, monarchy, powerful leaders, social class Skills: CU: Place periods of history on a timeline HE: Independently present an aspect they have researched about a given period in history National Curriculum Coverage Julius Caesar's attempted invasion 55-54 BC Next Steps: Developing civilisation of Baghdad BV: Mutual respect and tolerance/Democracy/Rule of Law/Individual Liberty (SDM)	4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion 12. Assessment Concepts: Invasion, religion, kings, kingdom, law, settlements, justice Skills: CU: children to work out how long ago the Anglo Saxons invaded Britain HE: Children to answer questions about the Anglo Saxons by using an information book National Curriculum Coverage: Pupils should be taught about he Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and Britain's settlement by Anglo-Saxons and Scots Next Steps: Builds on the study of Northern Europe Y3 Law and Power Y3 Henry II is William The Conqueror's grandson BV: Individual liberty, tolerance and respect	
Year 5	Baghdad 990CE Builds on:. Y2 Romans in Britain. Ancient Greek civilization Y3 Knowledge and interpretation 1. Mesopotamia 2. Importance/Peace 3. City layout	The Slave Trade. 2) Olaudah Equiano. 3) The Atlantic Passage 4) Life as a slave. 5) The Abolition Movement 6) William Wilberforce *CKUK unit* *US Civil war unit covers Slave trade* Concepts: Dominance, ill	The British Empire	The French Revolution 1789-1799	The industrial Revolution 1830-	The Victorian Age 1837-1901

		treatment, power Skills CU: create timelines which outline the development of specific features, such as slavery HE: appreciate how historical artefacts has helped us understand more about British lives in the present and past National Curriculum Coverage Next Steps: Britain's transatlantic slave trade KS3 BV: Individual Liberty, Respect, Rule of Law CL: Christian Values, The Image of God Within Us				
			Builds on: Y3 Tudor Monarchs & British Naval Dominance Knowledge and interpretation 1) The British Empire 2) Global Trade 3) Seven Years War 4) Conquest of Canada 5) Why did Britain Build an Empire? 6) Life as a British seaman Concepts Empire Building, Conquering T ra d e S ki ll s: CU: draw a timeline with different time periods outlined which show	Builds on: Y1 Oliver Cromwell. The Declaration of Human Rights. Y3 The British Empire Y5 The 7 Years War Knowledge and Interpretation 1) Life in France before the revolution. 2) French society. 3) The execution of Louis XV1.	Builds on: Y2 Roman Building, Y5 The Slave Trade Knowledge and Interpretation 1) Inventions.	Builds on: Y1, 2 & 3 Kings & Queens Y5 The Industrial Revolution Knowledge and Interpretation 1) George IV 2) Coronation of Queen

			different information, such as, periods of history, when famous people lived, etc. HE: appreciate how historical artefacts has helped us understand more about British lives in the present and pas <u>National Curriculum Coverage</u> Study of an aspect of a theme in British history that extends pupil's chronological knowledge before 1066 <u>Next Steps</u>: WWI and WWII Y6. KS3 The development of the British Empire. KS3 Indian independence and the end of the Empire KS3 7) BV: Individual Liberty, Rule of Law, Democracy			

	4. Trade and Teach 5. Mongol invasion Concepts Empire Building, religion, conquer, invade, Skills: CU: Use dates and historical language in their work HE: Pose and answer their own historical questions National Curriculum Coverage A non-European society that provides a contrast with British society – Includes study of Baghdad Next Steps: The British Empire Y5 WWII Y6 BV: Individual Liberty, Rule of Law, Democracy			4) The Rise of Napoleon. 5) The Battle of Trafalgar. 6) The Battle of Waterloo. Concepts: Democracy Taxes, Civil Law Skills CU: use their mathematical skills to work exact time scales and differences as need be HE: test out a hypothesis in order to answer a question National Curriculum Coverage Next Steps: Seven Year war and French Revolution KS3 BV: Individual Liberty, Rule of Law, Democracy CL: Leading through faith, Hypocrisy	2) Cotton Production and The Steam Engine 3) Iron and Coal 4) Social reform and the Luddites. 5) Urbanisation. 6) Child labour and the workhouse Concepts: Transformation, Transportation Change Engineering industry Rich & Poor Skills CU: use dates and historical language in their work HE: appreciate how historical artefacts has helped us understand more about British lives in the present and past National Curriculum Coverage Next Steps: Britain as a first Industrial nation KS3 BV: Mutual Respect for The Individual CL: True Faith, Strength of Community	Victoria 3) Victoria's reign 4) Life in 1900 5) Political reform (Peterloo) 6) The Great Reform Act. Concepts: Monarchy Victorian Britain Great Britain & The Commonwealth Skills CU: draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. HE: research the life of one person who has had an influence on the way Great Britain is divided into four separate countries National Curriculum Coverage Next Steps: Britain as a first Industrial Nation KS3 BV: Rule of Law
Year 6	**WWI** **Builds on**: Roman invasion Y2 Anglo Saxons Y2, Tudor monarchs and naval dominance Y3. **Knowledge and Interpretation** 1 Causes of WWI – Franz Ferdinand 2 Allies/Central powers	**The Suffragettes** **Builds on**: Parliament and Prime ministers Y1, Role of women in ancient Greece Y3 **Knowledge and Interpretation** 1.1900C Politics and women and John Stewart Mill 2. NUWS 3. The women's freedom league 4. Charlotte Despard 5. Emmeline Pankhurst incl hunger strikes, marches etc		**WWII** **Builds on**: Parliament and Prime ministers Y1, WWI Y6 **Knowledge and Interpretation** 1 Early life of Hitler – Treaty of Versailles 2 Rising tension- Kristallnacht 3. Germany invades Poland and reaction from the West 4. Life in Britain – rationing and	**The Cold War** **Builds on:** **Knowledge and Interpretation** 1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars	**The history of Human rights and Equality in Britain** **Builds on:** Abolition of slavery Y5, WWI and WWII Y6 **Knowledge and Interpretation** 1. What are Human Rights?

	3 The Western Front – life in the trenches and Battle of the Somme 4 Life in Britain during WW1 5 Treaty of Versailles 6 League of Nations **Concepts**: War invasion, nationalism **Skills** **CU:** place features of historical events and people from past societies and periods in a chronological framework **HE:** describe a key event from Britain's past using a range of evidence from different sources look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint **National Curriculum Coverage** **Next Steps:** WWI and the Peace Settlement KS3 **BV:** Individual liberty, tolerance democracy	6. Achievements of the suffragettes – gender equality today **Concepts**: gender equality, citizens' rights, protests, movements, change **Skills:** **CU:** say where a period of history fits on a timeline place a specific event on a timeline by decade **HE:** identify and explain their understanding of propaganda describe a key event from Britain's past using a range of evidence from different sources **National Curriculum Coverage** **Next Steps:** **BV:** Democracy, rule of law, mutual respect **CL:** Women in the life of Jesus Next Steps: Women's Suffrage KS3	bombing 5.Evacuees 6 Hitler's extreme views – Jews, Aryan Race etc 7 Anne Frank/persecution of Jews 8 The resistance/Oscar Schindler 9. Churchill 10. D-Day 11. Pearl Harbour 12 Victory Europe **Concepts**: war, invasion, nationalism, identity, religion **Skills** **CU:** say where a period of history fits on a timeline **HE:** identify and explain their understanding of propaganda. Describe a key event from Britain's past using a range of evidence from different sources **National Curriculum Coverage** **Next Steps: The Second World** War and the wartime leadership of Winston Churchill KS3 **BV:** Individual liberty, tolerance, democracy	6. Assessment **Concepts:** war, ideology, alliance, war, capitalism, communism, protectionism (containment) and expansionism **Skills** **CU:** **HE:** **National Curriculum coverage:** **Next steps:** **BV:**	2. Women's rights 3. Children's rights 4. Racial Equality 5. Freedom of thought, belief and religion 6. Assessment **Concepts**: Segregation, justice, equality, protests, change **Skills** **CU**: place features of historical events and people from past societies and periods in a chronological framework **HE:** suggest why there may be different interpretations of events. Suggest why certain events, people and changes might be seen as more significant than others Pose and answer their own historical questions **National Curriculum Coverage** **Next Steps**: Social, cultural and technological change KS3 **BV:** Individual liberty, rule of law, mutual respect