

HISTORY WHOLE SCHOOL OVERVIEW

Colton Primary School



Key:

Local area links

Visits and enrichments

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery	<p>TOPIC -All About Me -Let's Celebrate</p>	<p>TOPIC -Let's Jump into a Book -Down on the Farm</p>	<p>TOPIC -Minibeasts -A Trip on a Magic Carpet</p>
	<p>To begin to start to make sense of their own life story and family history.</p> <p>To name and describe people who are familiar to them and who live in their house. To talk about their own home and what their own house is like. Begin to think about different houses and how they differ to their own – Link to Temple Newsam house. Talk about members of their family and their relationship to them. Begin to notice similarities and differences between people and cultures.</p> <p>To discuss family events that have been celebrated - Bonfire night and Diwali To begin to have an understanding that there are some events which are spoken about every year that happened in the past – Poppy Day. To continue to notice and explore the similarities and differences between people and cultures – Diwali.</p>	<p>To notice and explore the differences between people and cultures – Chinese New Year To continue with the understanding that there are different countries/environments in the world which are different to the one we live in. To explore some famous buildings within China and link to it being built in the past – The Great Wall of China.</p> <p>To begin to explore and understand different occupations. To take part in role play and explore different occupations.</p> <p>To listen to the story of Easter and link to the past.</p>	<p>To know that animals and humans grow and change over time. Look at adult and baby animals and notice differences.</p> <p>Identify what plants need to grow, water, sun soil, identify how plant change over time.</p> <p>To begin to explore and find out about buildings within countries that they were built in the past/are old. – The Eiffel Tower in France, the Acropolis in Greece, the pyramids in Egypt.</p>

Rec	TOPIC -Seasons/ Celebrations -All about me -Families	TOPIC -Stories from around the world -Growth -Seasons	TOPIC -Kings and Queens -Rainforest Explorers
	<p>Pupils begin to make sense of their own life story and family history. They can discuss how their family has changed over time.</p> <p>Pupils show curiosity when finding out about the past, asking simple questions and making statements.</p> <p>Pupils use the language of time when talking about past/present events, and celebrations in their own lives and in the lives of others. They are able to compare and contrast characters from stories (including figures from the past).</p> <p>Pupils compare and contrast transport now and transport in the past. They understand why we celebrate significant historical events E.g. Remembrance Day, Bonfire Night.</p>	<p>Pupils compare and discuss our abilities now and the abilities we had as babies & toddlers. They can discuss the changes that occur to humans and animals over time (human and chicken lifecycle.) Link to hatching eggs in class, pupils will have first hand experience of the chicken life cycle and will be able to discuss the changes that occur at each stage.</p>	<p>Pupils learn and find research about Kings and Queens now and in the past - Queen Elizabeth, King Charles III</p> <p>Pupils observe the differences in buildings from the past and compare to present day buildings. Children can say why things happen and give explanations. Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>They discuss the change in the rainforest over time, they begin to learn and understand some of the reasons behind the change in the rainforest. Visit to Tropical World.</p> <p>Pupils revisit our class timeline and recap on our learning journey in Reception.</p>
Ongoing through the year	<p>To show curiosity about the world around them by asking questions.</p> <p>To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc).</p> <p>To have an awareness of time and to be able to use simple vocabulary associated with it (e.g. before, now, next, after, later).</p> <p>To sing a range of nursery rhymes from the past.</p> <p>To understand 'the past' from reading a range of books in school.</p> <p>To be able to compare and contract characters from stories (including figures form the past).</p> <p>To understand the sequencing of the days of the weeks using daily songs and rhymes.</p> <p>To talk about a range of different occupations and compare these to the past (e.g. fire service, police service).</p>		

	Year 1		
1	TOPIC – What is the past? - Significant nurses	TOPIC – How has transport changed over time?	TOPIC – Leeds' got talent
	During this topic, the children reflect on how they have changed since being born. They discuss the year they were born and their date of birth. They compare pictures of themselves at different stages of life and talk about what has changed. They put some pictures of a child at different stages of development in order on a basic timeline. Discuss their family trees and talk about how things have changed since their parents/grandparents were children - toys etc. They learn about and compare the three nurses Edith Cavell, Florence Nightingale and Mary Seacole and how they have changed nursing for the better. Visit Thackray Medical Museum	During this topic children compare and contrast methods of transport from the past to modern day. Children study Middleton Railway – comparing steam locomotives to more contemporary trains, including HS2. Children identify old and new transport through photographs and sources of information. How has transport evolved over time? York Railway Museum visit	Children find out who has made Leeds great. Yorkshire artists - Henry Moore , Barbara Hepworth and Louis Le Prince and photography and film (Roundhay Park) Media Museum Bradford
	Sticky Knowledge: What is History? What is the past? What does significant mean? How did Florence Nightingale improve nursing?	Sticky Knowledge: Who designed and built the rocket? When was the rocket made? Why is the rocket so famous? What was the Rockets top speed?	Sticky Knowledge: When was the first photograph taken? Did the first camera take colour pictures? What did Louis Le Prince invent? Where was the first film filmed?

Which nurses helped soldiers in the Crimean War?
Who did Edith Cavell help in WW1?

Key Vocabulary

Florence Nightingale
Edith Cavell
Mary Seacole
Nurse
England
Jamaica
Bandages
Soldiers
Crimean War
World War I
Significant
Past
Present
Timeline
years

Which railway is the oldest continuous working railway?
Was the first car made before or after the rocket?

Key Vocabulary

Railway
Middleton
Car
Before
After
Train
Rocket
Design
Locomotive
Museum
Old
Compare
Transport

What was filmed?
Where was Louis Le Prince last seen?

key Vocabulary

Camera
film
moving
picture
LouisLePrince
Leeds
Roundhay
motion
first

Year 2			
2	Autumn TOPIC – London’s burning	Spring TOPIC – What was it like to be a Victorian child?	Spring 2 TOPIC – Who lived in castles?
	<p>In this topic, the children begin by creating a list of questions about what they would like to find out. They then share extracts from the diary of Samuel Pepys to answer their questions. They use different sources of evidence to investigate the Great Fire of London, including pictures, books and the internet. They write diary entries as if they were there.</p> <p>Linked to this, children analyse the materials and designs of houses in that period of time before designing and making their own models of houses. They learn about where London is, what the city was like in 1666 and how it compares to modern day houses in Colton. Children will learn about the events and order these then analyse sources to find out reasons for the fire spreading so quickly</p>	<p>During this topic children learn about what it was like to be a child in Victorian times both in a rich family and poor. They compare this to their lives. Looking at school life, worklife, punishments and rules. Then moving on to learning about houses and homes and how they differ to modern day. Children visit Armely Mills Museum and experience a day in the life of a Victorian child - handling artefacts and posing questions about what they may have been used for. Children will look a Victorian buldings in their local area.</p>	<p>In this topic children study the Middle Ages/ Medieval times and find out about why some places are special. They learn about castles and Kings and Queens who lived there. Children learn how castles were protected and how the enemy would try to gain entry. Also learning about how life in these times differs to modern day. Children will research local castles in and around Leeds and study children will learn about why and when the first astles were built – Battle of Hastings Temple Newsam House and visit Temple Newsam.</p>
	<p>Sticky Knowledge: What year did the Great Fire of London happen? How many years ago was the Great Fire of London? What day and date did the fire start? What were the roofs of houses made from? Name 2 things people used to fight the fire</p>	<p>Sticky Knowledge: When did the Victorian period start and end? Who was Queen Victoria’s husband? How long did Queen Victoria rein for? Name 3 objects used in a Victorian school room</p>	<p>Sticky Knowledge: Which location is best to build a castle? What are the 2 main types of castle? What is the meaning of ‘motte’ and ‘concentric’? What is the name of the water surrounding many castles for defence?</p>

Give 2 reasons the fire spread so quickly
What century did the Great Fire of London happen in?
Who was the king during the time?

Key Vocabulary

Great Fire
Leather bucket
Fire squirt
Fire hook
King Charles II
Samuel Pepys
London
Pudding Lane
Burning
River Thames
Bread
Bakers
Escaping
Diary
St Paul's Cathedral
Thatched roof
exploded

Name 2 things Victorian teachers used in school for
punishments
What was the name of the soap used on Victorian wash
day?
Name 2 toys Victorian children used to play with

Key Vocabulary

Queen Victoria
Prince Albert
Reign
Industrial revolution
William Morris
The cane
Writing slate
LS Lowry
Punishment

To name 2 methods of attack
Why wouldn't you build a castle on flat ground?

Key Vocabulary

Castles
Palace
Turret
Rampart
Knight
Drawbridge
Sword
Moat
Bailey
Motte
Concentric
Tudor
Attack
Defend

YEAR 3			
3	Autumn TOPIC - Who were Britain's first builders? Stone Age.	Spring TOPIC –Why did the Ancient Egyptians build pyramids?	Spring 2 TOPIC – How have the Greeks shaped the world?
	Throughout the topic, the children learn about life in Stone Age times and how archaeologists have had to use remains to give them clues about what life was like. Children learn about changes in Britain from Stone Age to Iron Age and how this compares to their lives now. Children explore sources of information and look at artefacts and pose questions. Linked to this, children analyse and explore stone age patterns and colours, and find out why those colours and patterns were used in that period of time. They then create their own Stone Age print patterns. Murton Park Visit	The children begin by deciding upon questions they would like ask about Ancient Egypt, which they can then research and answer throughout the topic. They use a range of sources of evidence - including books, images and artefacts - to find out about what life was like. They present their finding in a variety of ways- including the use of multimedia. Linked to this, children learn about pyramids, learning about the moving of the stones and construction of them. Children will then build their own pyramids using different materials e.g. Lego. Bagshaw Museum	Children will understand what life was like in Ancient Greece – focusing on spartans, wars and democracy. Children will learn about food and culture and daily life. They will learn important Myths and Legends from the period. Children will have an opportunity to explore artefacts from this period of time and create their own clay war vases.
	Sticky Knowledge: What does prehistory mean? Do you remember the key word? Where did people live in the Mesolithic period? What year was the Neolithic period? Where did the Neolithic people live?	Sticky knowledge: When did the Ancient Egypt civilisation first start? What is the name of the river that flows through Egypt? Why was the afterlife important in Ancient Egypt? What were the pyramids built for? Why did people live in towns or cities near rivers?	Sticky Knowledge: What is democracy? When did it start? What is the capital of Greece? What are the Spartans famous for?

How did the Neolithic people get their food?
Why were there rich and poor in the Bronze Age?
Why did they have hillforts?
What were the tribes called in the Iron Age?
What did they use iron for in the Iron Age?

Key Vocabulary

Prehistory
Hunter-gatherer
Nomad
Palaeolithic
Mesolithic
Neolithic
Tribe
Homo sapiens
Celt
Bronze
Roundhouse
Hillfort
Domestication

Who are pharaohs?
What is the process of mummification?
Who is Tutankhamen?
What is a primary source?

Key Vocabulary

Mummification
Irrigation
Sphinx
Oasis
Egyptologist
Ankh
Pyramid
Barter
Rosetta Stone
Pharaoh
Scarab
Papyrus
Scribe
Amulet
Canopic jar
Sarcophagus
Tomb
Afterlife
Hieroglyphics

What is the Acropolis?
What were the city states?
What sports did the Ancient Greeks play?

Key Vocabulary

Agora
Hellenistic
Phalanx
Aristocrat
Mythology
Column
Hoplite
Peninsula
Oracle
Terraced
Democracy
Acropolis
City-state
Parthenon
Marathon
Olympics
Citizen
Philosopher
Alphabet
Tragedy

YEAR 4			
4	Autumn TOPIC – Life as a Roman	Spring TOPIC – Faking it!	Summer TOPIC – The magic of water
	<p>In this topic children will focus on Roman daily life and decide using evidence and sources whether they would have preferred to have been a Roman Soldier or a farmer and discuss reasons why. Look into life of both and compare to life now. Look at clothing, food, lifestyle etc. They learn about the life of Boudicca and evaluate whether she was a hero or a villainess. Children also learn about how the Romans influenced modern life in Britain- including the impact they had on leisure, travel, clothing and buildings.</p> <p>Visit Murton Park</p>	<p>In this topic children learn about making counterfeit coins in Leeds in Roman times. How do we know they were doing this? Children look for evidence that Romans lived in Leeds – place names, streets etc. When did the Romans live? Children plot events on a timeline and compare this to modern day - how long ago? What was life like then? The children learn about the Roman invasion and what life was like in Roman Britain.</p>	<p>In this topic children will find out about the Anglo Saxons and how they used water. Children will link to the local Leeds area and the River Aire – Anglo Saxon township on the north bank. Children will learn a little about Anglo Saxon life in Medieval times and discuss how this differs from modern day. Study artefacts, clothing etc to find out more information.</p> <p>Anglo Saxons in Garforth area- cemetery</p>
	<p>Sticky Knowledge: What is BCE? What is CE? According to the famous myth how was Rome founded? Who was Julius Caesar? - Tell me as much as you know. Label Roman's armour. Who is Boudicca? How did Romans influence life in Britain?</p>	<p>Sticky knowledge: When did the Romans invade Britain? Where were groups of coins found? What is a counterfeit? What is a primary source? What is an archaeologist? What evidence is there that Romans lived in Leeds? When did Romans leave Britain?</p>	<p>Sticky Knowledge: When did they come to Britain? What does an LY mean on an Anglo Saxon village? Name Anglo- Saxon kings. Why was water important to the Anglo Saxons? What kingdom did Leeds belong to? What was the religion of early Anglo-Saxons?</p>

Key Vocabulary

Julius Caesar
Archer
Revolt
Fort
Infantry
Fleet
Defences
Kingdom
Emperor
Mosaic
Amphitheatre
Bath house

Key Vocabulary

Mosaic
Arch
Chariot
Hypocaust
Tunic
Aquila
Pantheon
Testudo
Circus Maximus
Legionary
Empire
Toga
Aqueduct
Coliseum
Centurion
Emperor
Amphitheatre
Senate
Gladiator
Republic

Key Vocabulary

Hengest and Horsa
Monk
Illumination
Manuscript
Weregeld
Athelstan
Christianity
Augustine
Alfred the Great
Aethelred the Unready
Angles
Saxons
Jutes
Mead
Rune
Wattle-and-daub
Thatch
Farmer-warrior
Sutton Hoo
Lindisfarne

YEAR 5			
5	Autumn TOPIC – Were the Vikings really vicious?	Spring TOPIC – What was happening in the year 1000?	Spring 2 TOPIC – Temple Newsam’s claim to fame.
	<p>During this topic, the children build upon their understanding of the Anglo Saxons by learning about the Viking invasion of Britain and how that affected daily life. They study everyday life from farming to clothing and use a range of sources to support their findings. They investigate why Vikings left in Britain – creating an Anglo Saxon and Viking timeline.</p> <p>Linked to this, children learn about the different weapons and armoury used in battle. They investigate and analyse the materials, colours and patterns that the Viking shields were made from before applying this to design and make their own Viking shield. Children learn about Viking local names and meanings – Whitkirk, Colton, Austhorpe Murton Park</p>	<p>In this topic children will learn about the early Mayan and Aztec civilisations. With a focus on early settlements, every day lives, inventions, chocolate production, Gods, hunting, clothing, food and drink.</p> <p>The children will make links to British history during the same time – focusing on similarities and differences. To look at other similarities to other Ancient/ Early history e.g building of the pyramids.</p>	<p>During this topic children will learn about Temple Newsam a Tudor building and Study Mary Queen of Scots. Who has lived there? How long has it been there? When were the Tudor times? What do we know about this period. Plot on a timeline. Study artefacts from this period. Visit Temple Newsam House. Refer to the War of the Roses (Battle of Towton) as a starting point.</p>

Sticky Knowledge:

Where did the Vikings come from?
 When did the Vikings and King Alfred sign the Danelaw treaty?
 What does it mean when a village ends in the -by suffix?
 Name three commodities the Vikings would trade?
 What materials were viking longhouses made from?
 Which weaponry would have been used by a viking beserka?
 Which battle saw the death of Harald Hadrada?

Key Vocabulary

Thor
 Slave
 Warrior
 Long boat
 Sword
 Coins
 Horn cup
 Archer
 Jorvik
 Merchant
 Helmet
 Shield
 Danelaw
 King
 Weaving
 Scandinavia
 Old Norse
 Valhalla
 Settlement
 Runes
 Saga

Sticky knowledge:

Mayans and Aztecs came from which part of the world?
 What sweet treat did the Aztecs have?
 What is the main use of the pyramid at Tenochtitlan?
 What was a Coatl?
 Which conquistador came to the Aztec nation?
 Which disease was spread by Spanish invaders?

Key Vocabulary

Ahau
 Astrology
 Baktun
 Cacao
 Limestone
 Drought
 Crops
 Ravine
 Port
 Heiroglphic
 Warrior
 Maize god
 traded

Sticky Knowledge:

When did the Tudor age start?
 Who was the longest ruling Tudor monarch?
 Name three people who have owned Temple Newsam?
 When was Temple Newsam built?
 When was the battle of Towton?

Key Vocabulary

Battle of Bosworth
 King Henry V11
 King Henry V111
 Edward V1
 Doublet
 Banquet
 Wars of the Roses
 The Mary Rose
 Spanish Armada
 Globe Theatre
 William Shakespeare
 Explorer

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YEAR 6

6	Autumn TOPIC –A Leeds Revolution- Industrial Revolution	Spring TOPIC – In Flander’s fields	Summer TOPIC - How has life changed since 1066?
	<p>In this topic children will find out what part Leeds played in the industrial revolution. Children will focus on the Leeds/Liverpool canal, railways, Armely Mills and the Corn Exchange. Using sources of information will learn more about how Leeds helped get to where we are today. Refer to John Smeaton – civil engineer (important local figure). Bradford industrial museum</p>	<p>In this topic children study WW1 and memorials. Focus on Whitkirk Church. Learn about armistice day and why it is important. Look at important local events during WW1 like the 'Barnbow Lasses'. St Mary’s church</p>	<p>Children tie learning together from across the year groups and come to a conclusion whether life has got better since 1066? What was life like for a Roman, Anglo Saxon, Medieval, Victorian child. Plotting on a timeline. How has clothing, houses and schooling changed? What can children remember?</p>
	<p>Sticky Knowledge: What were the <u>approximate</u> dates of the industrial revolution? How did transport affect the industrial revolution? What was Benjamin Gott known for? What transport link was created in Leeds during the industrial revolution? What was the spinning Jenny used for?</p>	<p>Sticky Knowledge: What were the dates of WW1? What caused WW1? What is a census? Who were the Barnbow lasses? What is Armistice Day and why is it significant? Who were the two British women who served the army during WW1? How many soldiers lived in the Colton?</p>	<p>Sticky Knowledge: Summary of whole school history learning – For example; What were toys like from 1006 to modern day? What was daily life like from 1066 to modern day? How has life of a child changed from 1006 to modern day? Leeds Museum</p>

What was the role of children within factories during the industrial revolution?

(Whitkirk memorials)

Memorial
Battlefield
Frontline
Franz Ferdinand
Medals
Treaty
Armistice
Treaty
Surrendered

Key Vocabulary

Industrial Revolution

Canal

Benjamin Gott

Railway

Trade

Armely Mills

Factories

Mills

Steam engine

Textiles

Leeds/ Liverpool

Transport

Spinning Jenny

Key Vocabulary

see above year groups for vocabulary