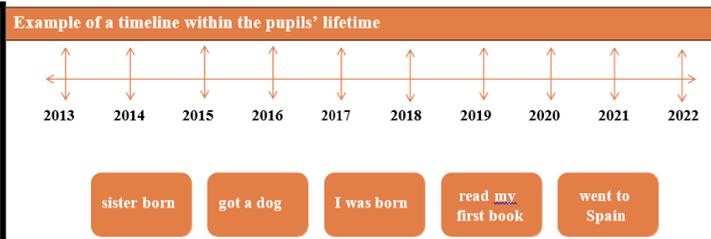


# ST JOHN OF JERUSALEM HISTORY OVERVIEW

Ice Age 25000BC	Stone Age 3000BC	Bronze Age 2100BC	Iron Age 750BC	Romans and Birth of Christ 27BC – 476AD	Saxons 450AD	Vikings 793	Normans 1066	Tudors 1485	Stuarts 1603 The Gunpowder Plot 1605 The Great Fire of London 1666	Georgians 1714	Victorians 1837	WW1 1914-1918	WW2 1939-1945	Millennium 2000	Ancient Egypt 6000BC - 332BC	Ancient Greece 800BC - 146BC	Ancient Benin 400AD - 1489AD
	Year 3	Year 3	Year 3	Year 4	Year 5	Year 5		Year 5			Year 2		Year 6		Year 3	Year 4	Year 5/6
<b>World History</b>																	

At the start of the Black History topics all children will complete a timeline of their own or a family member's lifetime. This can be a homework topic and discussed with their family members. Teachers and teaching staff can be included to help children get a sense of the different significant events of a person over time – as they get older. This could maybe be a yearly display.



**Threads through curriculum:**

- chronology and timelines.
- historical enquiry - types of artefacts that historians have used to find out about that period in history.
- significant kings, queens or other rulers.
- lifestyle during that period
- the impact people/events from that time have had on our lives today

Term	Autumn 1	Spring 1	Summer 1
YR	<p><b>All about Me and my culture</b></p> <ul style="list-style-type: none"> <li>To learn what we call people in our family</li> <li>To find out where our family members originate from (different ethnicities)</li> <li>To find out what languages we speak</li> <li>To find out about foods from different cultures</li> <li>To look at different toys and find out what sort of toys children had long ago</li> <li>To find out about famous black inventors (Black History Month)</li> </ul> <p><b>Transport</b></p> <ul style="list-style-type: none"> <li>To compare old and modern types of transport</li> <li>To find out how people used to travel</li> </ul> <p><b>Trip: TFL – Is this the way home</b></p>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>To compare old and modern day space travel and astronauts</li> </ul> <p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>To find out how jobs have changed over time</li> <li>To think about technology and how this has changed the nature of jobs that are familiar to us</li> </ul> <p><b>Visitors to the school</b></p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>To find out what sort of plants we would have seen when the dinosaurs lived on Earth</li> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>To find out about the dinosaurs who lived on our planet millions of years ago</li> </ul>

## ST JOHN OF JERUSALEM HISTORY OVERVIEW

Y1	<p><b>Florence Nightingale and Mary Seacole</b></p> <ul style="list-style-type: none"> <li>To learn about the early life of Florence Nightingale</li> <li>To learn about the early life of Mary Seacole</li> <li>To learn how Florence Nightingale helped soldiers in the Crimea war.</li> <li>To learn how Mary Seacole helped soldiers in the Crimea war.</li> <li>To know what happened to Mary and Florence after the war</li> </ul>	<p><b>Guy Fawkes and the Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>To recall a personal experience of bonfire night, or listen to somebody else's experience.</li> <li>To find out facts about James 1 of England.</li> <li>To find out who Guy Fawkes was.</li> <li>To understand the sequence of events that led to the Gunpowder Plot</li> <li>To explore why we celebrate this event every year.</li> </ul>	<p><b>Toys over time</b></p> <ul style="list-style-type: none"> <li>To find out what toys were like at different times in the past.</li> <li>To identify toys that are old and toys that are new.</li> <li>To describe how some toys in the past are different, but also similar to toys today, and make a timeline of toy cars through time.</li> <li>To make observations of toys from the past at a visit to the Museum of Childhood.</li> <li>To find out how our grandparents entertained themselves as children, apart from playing with their toys.</li> <li>Making a Victorian traumatope/ stick puppet, toy. Place holder</li> </ul> <p style="text-align: center; color: red; font-weight: bold;">Trip: Museum of Childhood</p>
<p>The Year 1 topics will be taught in year 2 class in 2023-24</p>			
Y1+2	<p><b>Space Travel- Mae Jemison</b></p> <ul style="list-style-type: none"> <li>To recall famous events from the past and explain why it is significant.</li> <li>To understand why Neil Armstrong will always be remembered.</li> <li>To recap a significant event in history.</li> <li>To create a timeline setting out the history of space exploration.</li> <li>To find out facts about Mae Jemison.</li> <li>To recap Tim Peaks' time on the international space station.</li> </ul>	<p><b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>To understand when the Great Fire of London started and make comparisons with life then and now</li> <li>To place the main events of the Great Fire of London on a timeline.</li> <li>To find out why the fire spread so quickly and stayed alight for so long.</li> <li>To find out about Samuel Pepys and his diary.</li> <li>To understand that the design of buildings changed because of the Great Fire of London.</li> <li>To visit to the Tower of London</li> </ul>	<p><b>Victorian Era</b></p> <ul style="list-style-type: none"> <li>To find out about Britain in the time of Queen Victoria.</li> <li>To know some of the most significant events in the Victorian period.</li> <li>To find out what life was like for many children in Victorian times.</li> <li>To find out how life was different for poor and rich children.</li> <li>To find out what school life was like for children in Victorian times.</li> <li>To find out about transport in Victorian times (Trip- Transport museum)</li> </ul>

## ST JOHN OF JERUSALEM HISTORY OVERVIEW

Y3	<p style="text-align: center;"><b>Windrush Generation</b></p> <ul style="list-style-type: none"> <li>To investigate why individuals settled in Britain (1948-1971).</li> <li>To identify the human and physical features of places in the past. (1950s-1960s)</li> <li>To understand why an individual is significant</li> <li>To explore the life of Claudia Jones and her work with the West Indian Gazette (the 1950s-1960s).</li> <li>To Explore cultural influences</li> <li>To explore contributions to Black British History</li> </ul>	<p style="text-align: center;"><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>To understand what humans needed for survival in the Stone Age.</li> <li>To understand what was found at Skara Brae and why it is important.</li> <li>To understand what copper mining meant to the people of the Bronze Age.</li> <li>To understand how evidence about Stonehenge can give us different answers about the past.</li> <li>To understand how and why hillforts were developed in the Iron Age.</li> <li>To understand how evidence about the Druids can give us different answers about the past.</li> </ul>	<p style="text-align: center;"><b>Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>To investigate BC dates and key events from the Ancient Egyptian period.</li> <li>To find out how society in ancient Egypt was organised.</li> <li>To find out who the pharaohs were and why they were important.</li> <li>To find out about the significance of the pyramids in ancient Egypt.</li> <li>To find out about the different gods worshipped in ancient Egypt.</li> <li>To investigate the inventions and achievements of the Ancient Egyptians.</li> </ul> <p style="color: red; text-align: center;"><b>Trip: British Museum</b></p>
Y4	<p style="text-align: center;"><b>Civil Rights - Significant People</b></p> <ul style="list-style-type: none"> <li>To learn about some of the important people in the recent history of Civil Rights</li> <li>To learn about the history of segregation in America.</li> <li>To learn about the life and legacy of Rosa Parks in the context of Civil Rights.</li> <li>To learn about the life and legacy of Dr Martin Luther King Jr. in the context of Civil Rights.</li> <li>To describe how Nelson Mandela's life has impacted our lives today</li> <li>To discuss the differences and similarities in the stories of Rosa Parks and Nelson Mandela</li> </ul>	<p style="text-align: center;"><b>Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>To begin to find out who the ancient Greeks were, and place their civilization in time.</li> <li>To understand the different types of governments in ancient Greece.</li> <li>To compare and contrast the two city-states of Athens and Sparta</li> <li>To use sources to find out about daily life in ancient Greece</li> <li>To know about religions in Ancient Greece.</li> <li>To know how modern-day life has been influenced by the ancient Greeks</li> </ul>	<p style="text-align: center;"><b>The Roman</b></p> <ul style="list-style-type: none"> <li>To know when and where the Roman empire began and the areas they conquered.</li> <li>To know who the Roman Emperors were and their role in the invasion of Britain.</li> <li>To understand why Queen Boudicca stood up to the Romans.</li> <li>To understand how the Romans were able to keep control of their vast empire.</li> <li>To know how this vast Roman empire came to an end.</li> <li>To understand how our lives today are influenced by the Romans who lived here 2000 years ago.</li> </ul>
Y5+6	<p style="text-align: center;"><b>The Kingdom of Benin</b></p> <ul style="list-style-type: none"> <li>To learn about how the kingdom of Benin formed.</li> </ul>	<p style="text-align: center;"><b>Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>To explore what Britain was like before the first Viking invasions.</li> </ul>	<p style="text-align: center;"><b>The Tudors</b></p> <ul style="list-style-type: none"> <li>To know when the Tudor period began and how it started.</li> </ul>

## ST JOHN OF JERUSALEM HISTORY OVERVIEW

	<ul style="list-style-type: none"> <li>• To learn about the religious beliefs of the people of ancient Benin.</li> <li>• To understand why the art of Benin challenged the world's perceptions of African art.</li> <li>• To find out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180).</li> <li>• To explore what we can learn about the Benin Kingdom from different artefacts</li> <li>• To learn how and why the kingdom of Benin came to an end.</li> </ul> <p style="text-align: center;"><b>Trip –National History Museum</b></p>	<ul style="list-style-type: none"> <li>• To find out about the Viking invasions of Britain.</li> <li>• To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</li> <li>• To find out why King Alfred was dubbed 'Alfred the Great'.</li> <li>• To explore what life was like for Vikings living in Britain.</li> <li>• To find out how and when England became a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to understand why King Henry VIII was one of the most significant Tudor kings.</li> <li>• To begin to understand why Queen Elizabeth I was so significant.</li> <li>• To know that historians use primary sources such as paintings and artefacts to help them find out about the past.</li> <li>• To learn about the daily life of Tudor people and understand how life was different for poor and rich people.</li> <li>• To learn ways in which the reign of the Tudors impacted the future of Britain.</li> </ul>
Y6	<p style="text-align: center;"><b>Trans- Atlantic Slave Trade</b></p> <ul style="list-style-type: none"> <li>• To understand and describe the triangular Atlantic slave trade</li> <li>• To learn about the experiences of slaves during the Atlantic slave trade from historical sources</li> <li>• To understand the abolition of the slave trade and slavery in Britain</li> <li>• To learn about Harriet Tubman and the Underground Railroad</li> <li>• To understand what modern slavery is.</li> <li>• To hold a debate around some of the legacies of slavery in Britain.</li> </ul> <p style="text-align: center;"><b>This topic will be taught in year 6 2023-24 as the current year 6 class studied this topic in year 5</b></p>	<p style="text-align: center;"><b>How did WW2 affect Britain, and how did it impact on Britain's Future?</b></p> <ul style="list-style-type: none"> <li>• To find out what World War II was and where and when it took place.</li> <li>• To find out what the Blitz was and which areas were most likely to be affected.</li> <li>• To learn about the effects of air raids and the causes of evacuation.</li> <li>• To Explore how the war affected the British population.</li> <li>• To explore the impact of propaganda on Britain</li> <li>• To explain what VE Day was like.</li> </ul>	<p style="text-align: center;"><b>Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• To learn about the legacy of Roman crime and punishment on the current legal system in Britain.</li> <li>• To learn about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain.</li> <li>• To learn about crime and punishment during the Tudor era.</li> <li>• To learn about the development of crime and punishment during the Victorian period and what happened in Victorian prisons.</li> <li>• To bring together and evaluate knowledge gained of the history of crime and punishment in Britain since the Roman period and compare this with modern-day Britain.</li> <li>• To research the law and order system in Britain.</li> </ul> <p style="text-align: right;"><b>Drama Workshop</b></p>

## ST JOHN OF JERUSALEM HISTORY OVERVIEW