

History at Thorndown Primary School

Long Term Curriculum Overview – 2024-2025

Year 1 to Year 6

The highlighted sections are the key historical strands from the National Curriculum which are being explored within our history curriculum.



Please see our EYFS policy to see how history is being explored within the Early Years and Foundation Stage.

	Autumn Term	Spring Term	Summer Term
Year 1	Let's Play <i>Changes within living memory</i> -Toys from the past -What sort of toys were popular? -How are today's toys different from those in the past? -What sort of toys did our parents/grandparents enjoy?	Wings, Fins, Feathers and Tails <i>Lives of significant individuals</i> -Mary Anning <i>Events beyond living memory</i> -What are fossils? -When did the dinosaurs live?	Little Lords and Ladies <i>Events beyond living history</i> -The battle of Hastings -Wooden castles through the stone ages <i>Lives of significant individuals</i> -William the Conqueror
Year 2	Kings and Queens <i>Lives of significant individuals</i> -The role of a monarch -The coronation -Queen Elizabeth I and Queen Elizabeth II -The Royal Family -Henry VIII -Queen Victoria	London's Burning <i>Events beyond living memory</i> -The great fire of London -Samuel Pepys -Buildings in London -Applying knowledge from the time to how our responses may vary now	Explorers <i>Lives of significant individuals</i> -Christopher Columbus -Ibn Battuta -Neil Armstrong -David Attenborough
Year 3	The Stone Age <i>Changes in Britain from the Stone Age to the Iron Age</i> -The hunters of Doggerland -Hunters and gatherers -What is meant by prehistoric -Skara Brae -Stonehenge	Ancient Egypt <i>How much did Ancient Egypt change over time? (Change/continuity)</i> -Howard Carter -Daily life -Changes over time -Beliefs -Death -Writing	Ancient Greece and Alexander the Great <i>What historians can learn from the sources of Ancient Greece? (evidential thinking)</i> <i>How did Alexander the Great conquer so much land? (causation)</i> -Democracy -Peloponnesian War -Parthenon -Greek literature and the Odyssey

			<ul style="list-style-type: none"> -Greece and Macedon -Alexander's battles and development from boy to king -The Library of Alexandra
Year 4 and 5 Cycle A	<p>Islamic Civilisations: Baghdad <i>A non-European study that provides contrast with British History (causation).</i> <i>Why were there so many restless minds in Baghdad?</i></p> <ul style="list-style-type: none"> -What sort of city was Baghdad? -Why al-Mansur chose to build the city of Baghdad where he did -The structure of Baghdad -The House of Wisdom -The scholars of Baghdad 	<p>Anglo-Saxon Britain <i>Britain's settlement by Anglo-Saxons and Scotts (evidence).</i> <i>How have historians learned about Anglo-Saxon Britain?</i></p> <ul style="list-style-type: none"> -Attacks by land and sea -How did migration happen? -Connected kingdoms -Angels -Mercia: a changing kingdom -Sutton Hoo 	<p>Lady of the Mercians (incl. Norse Culture) <i>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor (change, continuity and similarities)</i> <i>How did the Vikings change England?</i> <i>What connections and similarities did the Norse peoples have with other peoples.</i></p> <ul style="list-style-type: none"> -Strange oars on the Trent -Early Viking raids -Wessex -Rebuilding Mercia
Year 4 and 5 Cycle B	<p>The Roman Republic and the Roman Empire <i>The Roman Empire and its impact on Britain (similarity and difference, evidential thinking)</i> <i>How much power did the senate have in the Roman Republic?</i> <i>What can sources reveal about Roman ways of life?</i></p> <ul style="list-style-type: none"> -Romulus -Rome vs Carthage -Hannibal attacks Rome -Culture in the Roman Empire -The Roman Army -Julius Caesar -Emperor Claudius -Pompeii and Mount Vesuvius 	<p>Roman Britain <i>The Roman Empire and its impact on Britain (evidential thinking)</i> <i>What kinds of knowledge about Roman Britain have historians been able to build from the sources</i></p> <ul style="list-style-type: none"> -Romans involving Britain -Caratacus -Boudicca -Aquae Sulis -Hadrian's Wall and Black Romans 	<p>Local History: Oliver Cromwell <i>A local history study; a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (causation)</i> <i>How did Oliver Cromwell change our local area and Britain as a whole?</i></p>
Year 6	<p>The Maya <i>A non-European study that provides contrast with British History (evidential thinking)</i> <i>How do historians know about the Maya?</i></p> <ul style="list-style-type: none"> -Blood Rituals of the Maya -The 12 year old King 	<p>Britain in the era of the Second World War <i>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (causation)</i> <i>What was the impact of war and post-war developments on Britain?</i></p>	<p>Black History <i>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (significance)</i> <i>How has black people's role in British society changed over time?</i></p>

	<ul style="list-style-type: none">-Chocolate-Maize-Maths-What happened to the Maya?	<ul style="list-style-type: none">-Impact of war and post-war developments-Evacuation-Impact of WW2 on cities, towns and rural areas, on diverse people and on small towns-Causes and effect of post-war migration to Britain, including Windrush-Causes and effects of the establishment of the NHS and mass secondary schooling	
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