



# Westleigh Methodist Primary School – History Curriculum Overview

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>		<u>What do you celebrate?</u> Discussions and celebrating in with Diwali, Bonfire Night, Remembrance Day, Christmas Love Cultural		<u>What has happened?</u> Discussions and timelines to show changes in our own lives and exploring changes over time Love Spiritual		<u>Where have you been?</u> Discussions about places we have visited and comparing environments Love Cultural	
<b>Reception</b>		<u>What has changed?</u> Chronology of family life Comparing past and present features of homes, ways of living and looking at old and new toys. Love Cultural	<u>What special memories do we have?</u> Discussions about significant events, creating a timeline of celebrations & festivals we have experienced. Love Cultural	<u>How have we grown?</u> Changes over time Growing (humans and plants) Love Spiritual		<u>Where did we go and what did we do?</u> Looking at past events Ordering on a timeline Recount an event- trip to the farm. Teamwork Social	
<b>Year 1</b>	Key concepts to compare and contrast through history:  -Rich and poor	<u>Geography Unit</u>	<u>Changes within living memory: Toys through time</u> Compare old and modern toys and describe how they have changed over time. Discuss how toys have advanced over	<u>History link covered in Art lessons: Significant individual: LS Lowry</u> LS Lowry has contributed to national achievements. Pupils will study the life	<u>Event beyond living memory: The Great Fire of London</u> Find out about the key events of the great fire of London; how the fire started, how it spread and how it stopped.	<u>Significant individuals: Christopher Columbus and Neil Armstrong</u> Learn about Christopher Columbus and his discovery of the	<u>Geography Unit</u>

	<ul style="list-style-type: none"> <li>-Conflict</li> <li>-Beliefs</li> <li>-Transport and Trade</li> <li>-Buildings</li> </ul>		<p>time including the introduction of electronic toys (link to how children's childhood has changed over decades revealing aspects of change in national life). Pupils will look at a variety of toys from the last 100 years (within living memory), and can also extend this to look at Victorian toys (but explain that this is beyond living memory), and will compare and contrast toys from different decades.</p> <p>Create a timeline of toys to show how they have developed over time.</p> <p>Generosity/ Thankfulness Social/ Cultural</p>	<p>and work of LS Lowry through their art lessons in this half term.</p> <p>Cultural</p>	<p>Use Samuel Pepys's diary as a primary source of evidence to learn about the events of the fire. Look into what happened after the fire. Discuss how parts of the city were destroyed and how they were rebuilt. Find out about how London has changed, including its buildings, people and transport. Compare present day London to London in the 17<sup>th</sup> Century.</p> <p>Equality Social/ Cultural Democracy</p>	<p>Americas. Learn about Neil Armstrong and the Apollo 11 mission to the moon. Compare the two events and discuss the differences in aspects of life in two time periods. Look at how transport, travel and journeys have developed and advanced through the centuries.</p> <p>Equality/ Teamwork Moral Tolerance/ Individual liberty</p>	
<p><b>Year 2</b></p>		<p><b><u>Local History Study</u></b> Look at significant historical events, people and places in the locality of Leigh. Find out about the significance of cotton mills and</p>	<p><b><u>Event beyond living memory: World War One</u></b> Learn about the importance of Remembrance Day and understand why it</p>	<p><b><u>Geography Unit</u></b></p>	<p><b><u>Event beyond living memory: The sinking of the Titanic</u></b> Find out about the sinking of the Titanic and find out what life was like onboard the ship.</p>	<p><b><u>Significant individuals: Florence Nightingale, Mary Seacole and Edith Cavell</u></b> Study the lives of Florence Nightingale and Mary Seacole</p>	<p><b><u>Geography Unit</u></b></p>

		<p>coal mines in Leigh and look at what life was like during the industrial revolution. Use sources, artefacts and photographs to find out about how life in Leigh has changed over time. Complete a fieldwork study in Westleigh.</p> <p>Social/ Cultural</p>	<p>is commemorated each year. Learn about the key events and causes and effects of WWI. Find out about what life was like on the front line including the Christmas Truce. Find out about the role of women on the home front. Learn about the role of animals in WWI such as Sergeant Stubby and Gallipoli Murphy. Learn about the life and achievements of Walter Tull as a significant and inspirational individual. Compare Walter Tull to Marcus Rashford and learn about his activism and achievements as an inspirational individual from today.</p> <p>Peace/ Equality/ Teamwork Moral/ Social Democracy/ Tolerance</p>		<p>Investigate what life was like for the rich and for the poor and link this to the difference in classes/ floors on the Titanic. Discuss how the conditions were different depending on what class you were in - link this to learning about society attitudes in 1912. Investigate what caused the Titanic to sink. Discuss how there were different factors that may have contributed to the event. Discuss how safety on ships has since improved. Look at how transport has developed over time and compare old and new forms of transport.</p> <p>Equality Cultural Individual liberty</p>	<p>and then compare to Edith Cavell. Learn about the Crimean War (where Nightingale and Seacole served) and WWI (where Cavell served - link to pupils prior learning from Autumn 2) and discuss similarities and differences of these two wars. Discuss how these individuals helped to change conditions in hospitals and compare to modern day hospitals, looking how the conditions have improved.</p> <p>Love/ Generosity Moral Mutual respect</p>	
<b>Year 3</b>		<p><b><u>Stone Age to Iron Age</u></b> Learn about changes in Britain from the Stone Age, Bronze Age and Iron Age.</p>	<p><b><u>Geography unit, covering the following history links:</u></b> <b><u>The UK</u></b></p>	<p><b><u>Overview of the earliest civilisations</u></b> Complete a mini study giving an overview of when and where the first</p>			

		<p>Teamwork Social/ Cultural Individual liberty</p>	<p>Explore some of the changes that have taken place in the UK over time and look at how the landscape has changed over time. Learn about some of the UK's most important architecture including ancient castles.</p> <p>Equality Social/ Cultural Democracy</p>	<p>civilisations appeared and discuss their achievements (Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty). <b>Ancient Egypt</b> Carry out an in-depth study of Ancient Egypt, learning about their achievements as one of the earliest civilisations.</p> <p>Teamwork Spiritual/ Social/ Cultural Democracy</p>
Year 4		<p><b>Roman Britain</b> Learn about the Roman Empire and its impact on Britain.</p> <p>Justice Social/ Cultural Rule of law</p>	<p><b>Geography unit, covering the following history links:</b> <b>Europe</b> Learn about significant events that have happened in Europe (e.g. impact of WWII). Learn about the history of some of Europe's most important architecture.</p> <p>Equality Social/ Cultural Democracy</p>	<p><b>Ancient Greece</b> Carry out an in-depth study of Ancient Greece, learning about Greek life and achievements and their influence on the western world.</p> <p>Equality Spiritual/ Social/ Cultural Democracy/ Individual liberty</p>
Year 5		<p><b>Anglo-Saxons and Scots</b> Learn about Britain's settlement by Anglo-Saxons and Scots. <b>Vikings</b> Learn about the Viking and Anglo-Saxon struggle for the kingdom of England at the time of Edward the Confessor.</p> <p>Equality Social/ Cultural Democracy/ Individual liberty</p>	<p><b>Geography unit, covering the following history links:</b> <b>Earthquakes, Zones and Volcanoes</b> Learn about the British expedition to Mount Everest in 1953, the first successful attempt to summit Mount Everest. Learn about the lives of Tenzing Norgay and Edmund Hillary who completed the expedition.</p> <p>Teamwork Cultural Mutual respect</p>	<p><b>Local History Study: Victorian Leigh</b> Learn about the Victorian way of life. Learn about the industrial revolution within Leigh looking at local mills and the history of the mills. Study a site that is significant in the locality (Leigh Spinners Mill and Leigh coal mines).</p> <p>Equality Social/ Cultural Individual liberty</p>

<p><b>Year 6</b></p>		<p><b><u>A significant turning point in British history: The Battle of Britain</u></b>  Learn about WWII to understand the context of the event of the Battle of Britain. Look at the causes of WWII and other significant events that occurred.  Complete an in-depth study of the Battle of Britain. Discuss how this is a turning point in WWII as it was the first defeat of Hitler's forces and established Britain as stronghold for the allied forces. It also boosted the morale of the public and demonstrated the resilience of Britain's military.</p> <p>Peace/ Justice/ Teamwork  Moral/ Social/ Cultural  Tolerance/ Democracy</p>	<p><b><u>Geography unit, covering the following history links: North America</u></b>  Learn about some significant events that have happened in North America as well as significant people (e.g. Martin Luther King, presidents etc.)  Learn about the history of some of North America's most important architecture.</p> <p>Equality  Social/ Cultural  Rule of law/ Democracy</p>	<p><b><u>A non-European society that provides a contrast with British history: Ancient Maya</u></b>  Carry out an in-depth study of the Maya civilisation as a non-European society that provides a contrast with British history.</p> <p>Teamwork/ Equality  Spiritual/ Social/ Cultural  Rule of law</p>
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