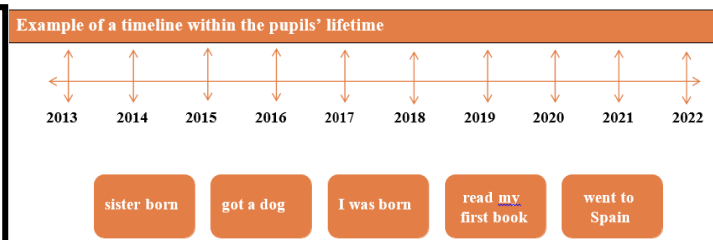


ST JOHN OF JERUSALEM HISTORY OVERVIEW

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 1300BC
	Year 3	Year 3	Year 3	Year 4	Year 5	Year 5		Year 5			Year 2		Year 6		Year 3	Year 4	Year 6
															World History		

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>All about Me and my culture</p> <p>Who are the people in my family? (different ethnicity and where their families originate from)</p> <p>Where do you live? (My Home and My Pets)</p> <p>What is your favourite food? (consider different foods from different cultures)</p> <p>What is your favourite toy?</p> <p>What are the things you do or participate in that are part of your Culture?</p>	<p>Topic Base: People Who Help Us</p> <p>How do Police Officers help us?</p> <p>What do Fire Fighters do?</p> <p>How do Health Care Workers help us stay healthy?</p> <p>What jobs of the different people working in the school?</p> <p>Why is it essential that Hackney have Council Workers?</p> <p style="text-align: center; color: red;">Visitors to the school</p>	<p>Topic Base: Transport</p> <p>How do children travel to school? (Scooters, Bikes, Bus and walk)</p> <p>What are Motorbikes, Cars, Vans & Lorries used for?</p> <p>Why do we need Trains & Trams?</p> <p>Why do we need Boats and Ships?</p> <p>Why are Helicopters, Planes and Rockets important?</p> <p style="text-align: center;">Trip: TFL – Is this the way home</p>
Y1	<p>Florence Nightingale and Mary Seacole</p> <ul style="list-style-type: none"> To learn about the early life of Florence Nightingale To learn about the early life of Mary Seacole To learn how Florence Nightingale helped soldiers in the Crimea war. To learn how Mary Seacole helped soldiers in the Crimea war. 	<p>Guy Fawkes and the Gunpowder Plot</p> <ul style="list-style-type: none"> To recall a personal experience of bonfire night, or listen to somebody else's experience. To find out facts about James 1 of England. To find out who Guy Fawkes was. 	<p>Toys over time</p> <ul style="list-style-type: none"> To find out what toys were like at different times in the past. To identify toys that are old and toys that are new. 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.

ST JOHN OF JERUSALEM HISTORY OVERVIEW

	<ul style="list-style-type: none"> To know what happened to Mary and Florence after the war 	<ul style="list-style-type: none"> To understand the sequence of events that led to the Gunpowder Plot To explore why we celebrate this event every year. 	<ul style="list-style-type: none"> To make observations of toys from the past at a visit to the Museum of Childhood. To find out how our grandparents entertained themselves as children, apart from playing with their toys. Making a Victorian traumatope/ stick puppet, toy. Place holder <p style="text-align: center;">Trip: Museum of Childhood</p>
Y2	<p style="text-align: center;">Space Travel- Mae Jemison</p> <ul style="list-style-type: none"> To recall famous events from the past and explain why it is significant. To understand why Neil Armstrong will always be remembered. To recap a significant event in history. To create a timeline setting out the history of space exploration. To find out facts about Mae Jemison. To recap Tim Peaks' time on the international space station. <p style="text-align: center;">(visit Science museum)</p>	<p style="text-align: center;">The Great Fire of London</p> <ul style="list-style-type: none"> To understand when the Great Fire of London started and make comparisons with life then and now To place the main events of the Great Fire of London on a timeline. To find out why the fire spread so quickly and stayed alight for so long. To find out about Samuel Pepys and his diary. To understand that the design of buildings changed because of the Great Fire of London. <p style="text-align: center;">(To visit to the Tower of London)</p>	<p style="text-align: center;">Victorian Era</p> <ul style="list-style-type: none"> To find out about Britain in the time of Queen Victoria. To know some of the most significant events in the Victorian period. To find out what life was like for many children in Victorian times. To find out how life was different for poor and rich children. To find out what school life was like for children in Victorian times. To find out about transport in Victorian times (visit Transport museum)
Y3	<p style="text-align: center;">Windrush Generation</p> <ul style="list-style-type: none"> To investigate why individuals settled in Britain (1948-1971). To identify the human and physical features of places in the past. (1950s-1960s) To understand why an individual is significant To explore the life of Claudia Jones and her work with the West Indian Gazette (the 1950s-1960s). 	<p style="text-align: center;">Stone Age to Iron Age</p> <ul style="list-style-type: none"> To understand what humans needed for survival in the Stone Age. To understand what was found at Skara Brae and why it is important. To understand what copper mining meant to the people of the Bronze Age. 	<p style="text-align: center;">Ancient Egyptians</p> <ul style="list-style-type: none"> To investigate BC dates and key events from the Ancient Egyptian period. To find out how society in ancient Egypt was organised. To find out who the pharaohs were and why they were important. To find out about the significance of the pyramids in ancient Egypt.

ST JOHN OF JERUSALEM HISTORY OVERVIEW

	<ul style="list-style-type: none"> To Explore cultural influences To explore contributions to Black British History 	<ul style="list-style-type: none"> To understand how evidence about Stonehenge can give us different answers about the past. To understand how and why hillforts were developed in the Iron Age. To understand how evidence about the Druids can give us different answers about the past. 	<ul style="list-style-type: none"> To find out about the different gods worshipped in ancient Egypt. To investigate the inventions and achievements of the Ancient Egyptians. <p style="text-align: center;">Trip: British Museum</p>
Y4	<p style="text-align: center;">Civil Rights - Significant People</p> <ul style="list-style-type: none"> To learn about some of the important people in the recent history of Civil Rights To learn about the history of segregation in America. To learn about the life and legacy of Rosa Parks in the context of Civil Rights. To learn about the life and legacy of Dr Martin Luther King Jr. in the context of Civil Rights. To describe how Nelson Mandela's life has impacted our lives today To discuss the differences and similarities in the stories of Rosa Parks and Nelson Mandela 	<p style="text-align: center;">Ancient Greeks</p> <ul style="list-style-type: none"> To begin to find out who the ancient Greeks were, and place their civilization in time. To understand the different types of governments in ancient Greece. To compare and contrast the two city-states of Athens and Sparta To use sources to find out about daily life in ancient Greece To know about religions in Ancient Greece. To know how modern-day life has been influenced by the ancient Greeks 	<p style="text-align: center;">The Roman</p> <ul style="list-style-type: none"> To know when and where the Roman empire began and the areas they conquered. To know who the Roman Emperors were and their role in the invasion of Britain. To understand why Queen Boudicca stood up to the Romans. To understand how the Romans were able to keep control of their vast empire. To know how this vast Roman empire came to an end. To understand how our lives today are influenced by the Romans who lived here 2000 years ago.
Y5	<p style="text-align: center;">The Kingdom of Benin</p> <ul style="list-style-type: none"> To learn about how the kingdom of Benin formed. To learn about the religious beliefs of the people of ancient Benin. To understand why the art of Benin challenged the world's perceptions of African art. 	<p style="text-align: center;">Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> To explore what Britain was like before the first Viking invasions. To find out about the Viking invasions of Britain. To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. 	<p style="text-align: center;">The Tudors</p> <ul style="list-style-type: none"> To know when the Tudor period began and how it started. To begin to understand why King Henry VIII was one of the most significant Tudor kings. To begin to understand why Queen Elizabeth I was so significant.

ST JOHN OF JERUSALEM HISTORY OVERVIEW

	<ul style="list-style-type: none"> 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). To explore what we can learn about the Benin Kingdom from different artefacts To learn how and why the kingdom of Benin came to an end. 	<ul style="list-style-type: none"> To find out why King Alfred was dubbed 'Alfred the Great'. To explore what life was like for Vikings living in Britain. To find out how and when England became a unified country. 	<ul style="list-style-type: none"> To know that historians use primary sources such as paintings and artefacts to help them find out about the past. To learn about the daily life of Tudor people and understand how life was different for poor and rich people. To learn ways in which the reign of the Tudors impacted the future of Britain.
Y6	<p style="text-align: center;">Trans- Atlantic Slave Trade</p> <ul style="list-style-type: none"> To understand and describe the triangular Atlantic slave trade To learn about the experiences of slaves during the Atlantic slave trade from historical sources To understand the abolition of the slave trade and slavery in Britain To learn about Harriet Tubman and the Underground Railroad To understand what modern slavery is. To hold a debate around some of the legacies of slavery in Britain. <p>(visit docklands museum)</p>	<p style="text-align: center;">How did WW2 affect Britain, and how did it impact on Britain's Future?</p> <ul style="list-style-type: none"> To find out what World War II was and where and when it took place. To find out what the Blitz was and which areas were most likely to be affected. To learn about the effects of air raids and the causes of evacuation. To Explore how the war affected the British population. To explore the impact of propaganda on Britain To explain what VE Day was like. 	<p style="text-align: center;">Crime and Punishment</p> <ul style="list-style-type: none"> To learn about the legacy of Roman crime and punishment on the current legal system in Britain. 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. To learn about crime and punishment during the Tudor era. To learn about the development of crime and punishment during the Victorian period and what happened in Victorian prisons. 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. To research the law-and-order system in Britain. Drama Workshop