

Our Past – History curriculum focus

8 lessons – 12hrs	Topic Overview	Pupils Should Be Taught To:	
Yr 3 – The Legacy of the Ancient Greeks	Pupils will be taught about the impact and legacy of the Ancient Greeks on our ideas and understanding of modern-day democracy and government. They will learn when & where the Ancient Greek civilisation existed and will develop their understanding of chronology. This year they will also be taught about the Olympics – another Ancient Greek legacy.	<ul style="list-style-type: none"> <li>- know the dates of the Ancient Greek civilisation/historical period &amp; understand BC &amp; AD</li> <li>- know what/who came before and after the Ancient Greeks</li> <li>- know what other significant events and civilisations were also occurring at the same time elsewhere around the world</li> <li>- locate, on a world map, where Ancient Greece was &amp; the location of some of the other civilisations occurring at the same time</li> <li>- understand the importance of Athens and the city states</li> <li>- understand that the Ancient Greeks introduced the idea of democracy</li> <li>- understand how the ideas of democracy spread eg through people such as Alexandra the Great</li> <li>- link the modern Olympics to the Ancient Greeks</li> </ul>	<p>Democracy Legacy Government Civilisation</p> <p>2020 – Olympics</p> <p><b>Key question – ‘how do we know?’</b> Pottery Buildings Archaeology</p>
Yr 4 – The Romans & their impact on Britain	Pupils will learn who the Romans were and be taught about the Roman Empire and the power of their Army & Emperors. They will develop their understanding of chronology and other historical periods & people. They will be taught about the Roman invasion of Britain and the impact of this on British life and Leicester.	<ul style="list-style-type: none"> <li>- know the dates of the Roman civilisation/historical period</li> <li>- know what/who came before and after the Romans</li> <li>- know what other significant events and civilisations were also occurring at the same time elsewhere around the world</li> <li>- locate, on a world map, where Ancient Rome was &amp; the location of some of the other civilisations occurring at the same time</li> <li>- understand what the Roman Empire was, including the power of their army</li> <li>- know when and which Romans invaded Britain</li> <li>- understand some of the impact on life in Britain – technology on civilisation (eg roads, buildings, plumbing/baths)</li> <li>- identify the impact of the Romans on Leicester</li> <li>- know that the Roman Empire collapsed &amp; that this had an impact on Britain</li> </ul>	<p>Imperialism Empire Invade/Invasion</p> <p><b>Key question – ‘how do we know?’</b> Links to Leicester – Fosse Way, Jewry Wall–baths Archaeology</p> <p><b>‘how does this period compare to other historical periods (that have already been studied?)’</b></p>
Yr 5 – The Benin Kingdom	Pupils will learn where the Kingdom of Benin was located and how it came to thrive and how it came to an end. They will also investigate the artefacts and evidence that remain of this civilisation.	<ul style="list-style-type: none"> <li>- locate, on a world map, where the Kingdom of Benin was &amp; the location of some of the other civilisations occurring at the same time</li> <li>- know key events in African history, related to Ancient Benin</li> </ul>	<p>Civilisation Empire Imperialism</p>

	<p>They will link/compare with what was happening in Britain at the time and explore western attitudes towards African civilisations,</p>	<ul style="list-style-type: none"> <li>- understand how we know about the Kingdom of Benin and how artefacts provide evidence about the past</li> <li>- understand the oral tradition of Ancient Benin and the stories passed down through its history</li> <li>- know what was happening in British history at the time of the Kingdom of Benin</li> <li>- understand how European preconceptions about African civilisations often differ from reality</li> <li>- understand how the growth of European trade and Empires contributed to the fall of the Benin Kingdom</li> </ul>	<p><b>Key question – ‘how do we know?’</b> Importance of Benin Bronzes, art and archaeological finds Oral histories</p> <p><b>‘how does this period compare to other historical periods (that have already been studied?)’</b></p>
<p>Yr 6 – WW2 &amp; the impact of persecution on Europe’s Jews in the 1930s</p>	<p>Pupils will be taught some factual information about WW2 with the focus on developing an understanding of the impact of Nazi persecution on Europe’s Jews in the 1930s, with a particular focus on the experiences of children. They will be learning about issues such as: pre-war Jewish life and culture; persecution before the Second World War; emigration and rescue.</p>	<ul style="list-style-type: none"> <li>- know the dates of key events from the end of WW1 to the start of WW2 (Treaty of Versailles, Great Depression, Hitler Chancellor, Kristallnacht, invasion of Poland)</li> <li>- understand some of the causes of WW2</li> <li>- know the who the main allies on each side were &amp; identify the significant people</li> <li>- know some of the key/significant events in WW2</li> <li>- reflect on the richness and diversity of Jewish life in Europe prior to 1939</li> <li>- understand the chronology and human impact of the Nazi persecution of German Jews</li> <li>- know about Kindertransport programme and some of the people who made it possible</li> <li>- understand some of the challenges faced by the child refugees and the reactions of British society</li> <li>- understand the importance of the choices made by individuals and the necessity of collective action in response to humanitarian crises.</li> </ul>	<p>Persecution More recent history &amp; links with today - significant contemporary relevance Refugees</p> <p><b>Key question – ‘how do we know?’</b> Primary sources</p> <p><b>‘how does this period compare to other historical periods (that have already been studied?)’</b></p>