

History Overview Thomas Hall School 2023-2024

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| Early Years and Key Stage 1 |
| Key Stage 2 |
| Key Stage 3 |
| Key Stage 4 |

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| **Year**  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **Reception** | Family routines. | Family customs.Talk about past and present events in their and their family’s lives.Comment on images of familiar situations in the past. | Compare and contrast characters from stories, including figures from the past. | Compare and contrast characters from stories, including figures from the past. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. |
| **Year 1** | Change in Living Memory |  | Lives of Significant Individuals |  | More Lives of Significant Individuals |  |
| **Year 2** | Events Beyond Living Memory (Great Fire of London) |  |  | Local History |  |  |
| **Year 3** |  | Stone Age to Iron Age |  | Revisit Stone Age to Iron Age | Roman Empire |  |
| **Year 4** | Anglo Saxon Kingdoms |  |  | Vikings | Ancient Civilizations - Egypt |  |
| **Year 5** |  | Ancient Greeks |  |  |  | Contrasting Non-European Society – The Maya |
| **Year 6** | Local History Study – How did WW2 change Exeter? |  | Windrush Generation |  |  | Study of UK Monarchs |
| **Year 7**  | Black Death An introduction to the medieval world and a study of the impact of the Black Death on Britain | Black Death An introduction to the medieval world and a study of the impact of the Black Death on Britain | How should Plymouth remember the Mayflower?To understand that the story of the Mayflower is an interpretation. | How should Plymouth remember the Mayflower? To be able to analyse the impact of the Mayflower on the Wampanoag? | Modern Britain How did Britain become modern | Impact of War Impact of war on Plymouth and people from the area. |
| **Year 8** | Anglo Saxon England   A study of Anglo-Saxon England and  the battles of 1066  | Anglo Saxon England   A study of Anglo-Saxon England and  the battles of 1066  | What was the impact of Henry’s divorce on England?  A study of the causes and impact of the Reformation  | What was the impact of Henry’s divorce on England?  A study of the causes and impact of the Reformation  | What lay behind Britain’s transatlantic slave trade? (World Study)  World Study  | WW2    Key Turning points of World War 2  |
| **Year 9** | How and why did Hitler go from loser to leader?To what extent did Germans become Nazis? The Rise of Hitler and his rule of Germany 1933-1945  | How and why did Hitler go from loser to leader? To what extent did Germans become Nazis?  The Rise of Hitler and his rule of Germany 1933-1945  | WW2 (This unit to be updated for next year).    Examining turning points in WW2  | How has the Holocaust been remembered?    A study of the Holocaust  | Introduction to cold war   Introduction to the beginning of the cold war following the GCSE course.   | Introduction to cold war  Introduction to the beginning of the cold war following the GCSE course.   |
| **Year 10** | Weimar and Nazi Germany, 1918–39   Modern depth study  | Weimar and Nazi Germany, 1918–39   Modern depth study  | Crime and punishment in Britain, c1000–present  Thematic study and historic environment  | Crime and punishment in Britain, c1000–present   Thematic study and historic environment  | Whitechapel, c1870–c1900: crime, policing and the inner city.  Thematic study and historic environment   | Superpower relations and the Cold War, 1941–91 Period study and British depth study  |
| **Year 11** | Superpower relations and the Cold War, 1941–91 Period study and British depth study | Elizabethan England 1558 – 1588British Depth Study with Historic Environment | Elizabethan England 1558 – 1588British Depth Study with Historic Environment | Revision | Revision | Examinations |