



# Thursby Primary School

## Whole School Overview – History



Below is an overview of the learning focus for each half term in each class.

Class teachers may choose to adapt the learning focus to suit their class but must ensure full coverage.

2025-2026	Autumn	Spring 1	Summer 1
<b>Class 1 Nursery and Reception</b>	<p><b>History: Past and Present</b> Children will know about their own life story and how they have changed.</p> <p><b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now. *Toys</p>	<p><b>History: Past and Present</b> Children will talk about the different times of the year – identifying seasons.</p> <p><b>History: Past and Present</b> Children will talk about past and present events in their lives and what has been read to them. *Seasons</p>	<p><b>History: Past and Present</b> Children will know about the past through settings and characters.</p> <p><b>History: Past and Present</b> Children will know about the past through settings, characters and events and celebrations. *Growing and our world</p>
<b>Key Vocabulary</b>	Now, then, past, present, order	Now, then, past, present, order	Now, then, past, present, order
<b>Class 2 Year 1 and 2</b>	<p><b>Toys</b></p> <ul style="list-style-type: none"> <li>What are our toys like today?</li> <li>What are other people's toys like?</li> <li>How can we tell these toys are old?</li> <li>What sort of toys did our grandparents play with and how do we know?</li> <li>Who played with these toys in the past? And how can we know?</li> <li>How can we set up our own toy museum?</li> </ul>	<p><b><u>What were homes like when Queen Victoria ruled compared to now?</u></b></p> <ul style="list-style-type: none"> <li>What were home like when Victoria was queen?</li> <li>What are homes like now?</li> <li>How have houses/homes have changed over time?</li> <li>How did people live when Victoria was queen?</li> <li>What are the similarities and differences between the Victorian era and now?</li> </ul> <p>*Sir Thomas Bouch – Local History study – house in the village built in the Victorian era. *Experience – Victorian Wash Day</p>	<p><b>Rosa Parks</b></p> <ul style="list-style-type: none"> <li>What did Rosa Parks do that made her famous?</li> <li>What can we learn about what sort of person Rosa Parks was from stories of her early life?</li> <li>What was life like for black people living in southern USA in the 1950s?</li> <li>Why do you think Rosa acted as she did on that day that made her famous?</li> <li>How did Rosa's action lead to life for black people getting better?</li> <li>How should we remember Rosa Parks today?</li> </ul>
<b>Key Vocabulary</b>	<p>Past, present, <u>sequence, timeline, artefact, days, weeks, months, years</u></p> <p><u>Topic Specific:</u> Battery power, broken, electric, faded colour, modern, plastic, rough, rusty, wooden, worn,</p>	<p>Past, present, <u>sequence, timeline, artefact, days, weeks, months, years</u></p> <p><u>Topic Specific:</u> <u>Comparing Houses – Old and New</u> Dwelling, architecture, construction, features, era, renovation, traditional <u>Sir Thomas Bouch</u> Engineer, inventor, structure, innovation, collapse</p>	<p>Past, present, <u>sequence, timeline, artefact, days, weeks, months, years</u></p> <p><u>Topic Specific:</u> Activist, Black Lives Matter, boycott, civil rights, discrimination, prejudice, protest, racial, seamstress, segregation</p>



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<p><b>Class 3</b> <b>Year 3 and 4</b></p>	<p><b><u>A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</u></b></p> <ul style="list-style-type: none"> <li>• When and where was the Ancient Sumer civilisation? What did they achieve?</li> <li>• When and where was the Indus Valley civilisation? What did they achieve?</li> <li>• When and where was the Shang Dynasty civilisation? What did they achieve?</li> </ul>	<p><b><u>A depth study of Ancient Egypt.</u></b></p> <ul style="list-style-type: none"> <li>• When and where was the Ancient Egyptian Civilisation?</li> <li>• How can we discover what Ancient Egypt was like over 5,000 years ago?</li> <li>• Who built the pyramids?</li> <li>• What can an old clay model tell us about Ancient Egypt over 5,000 years ago?</li> <li>• Embalming the dead in Ancient Egypt.</li> <li>• What did Ancient Egypt have in common with other civilisations at the time?</li> </ul>	<p><b><u>Ancient Greece, its achievements and their influence on the western world.</u></b></p> <ul style="list-style-type: none"> <li>• Who were the Ancient Greeks and when did they rule?</li> <li>• What beliefs did the Ancient Greeks hold?</li> <li>• City-states: what was the difference between Athens and Sparta?</li> <li>• What was democracy like in Athens?</li> <li>• Why was the theatre important to the Ancient Greeks?</li> <li>• What myths and fables did the Ancient Greeks create?</li> <li>• Why were the Olympic games invented by the Ancient Greeks?</li> <li>• Who was Alexander the Great and why was he so renowned?</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, <b>centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE</b></p> <p><b>Topic Specific:</b> Ancient Sumer, civilisation, Indus Valley, Mesopotamia, river, Shang Dynasty, society, stability,</p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, <b>centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE</b></p> <p><b>Topic Specific:</b> Ancient Egypt, ancient, artefact, ankh, civilisation, embalming, excavate, flax, hieroglyphics, mummification, natron salt, papyrus, pharaoh, pyramid, sarcophagus, scribe, Rosetta stone, sphinx, tomb, vizier</p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, <b>centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE</b></p> <p><b>Topic Specific:</b> Democracy, honour, phenomenal, deteriorated, armoured, oppressive, city-state, tyrant, sanctuary, tactical, valiantly, unified</p>
<p><b>Class 4</b> <b>Year 5 and 6</b></p>	<p><b><u>Changes from the Stone Age to the Iron Age</u></b></p> <ul style="list-style-type: none"> <li>• What were the three ages of the Stone Age?</li> <li>• What were Palaeolithic times like and how do we know?</li> <li>• What were Mesolithic times like and how do we know?</li> <li>• What were Neolithic times like and how do we know?</li> <li>• What was different between the different Stone Age periods?</li> <li>• When was the Bronze Age? What was the Bronze Age like? How do we know?</li> <li>• How was the Bronze Age different to the Stone Age?</li> <li>• When was the Iron Age? What was the Iron Age like? How do we know?</li> <li>• What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</li> </ul>	<p><b><u>The Roman Empire, its impact on Britain and our local area.</u></b></p> <ul style="list-style-type: none"> <li>• Why did the Romans invade Britain?</li> <li>• Should the Celts take on the Romans?</li> <li>• Why did the great 400-year empire end?</li> <li>• What have the Romans ever done for us?</li> <li>• Technology: How did Britain change under Roman rule?</li> <li>• Belief: How did Britain change under Roman rule?</li> <li>• <b>SUMMARISE IT:</b> What was the impact of the Roman Empire on Britain?</li> </ul> <p>*Visit to VINDOLANDA – Roman Army Museum.</p>	<p><b><u>Black and British – a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</u></b></p> <ul style="list-style-type: none"> <li>• How shall we tell the story of the first Black Britons in Britain?</li> <li>• What part did Black people play in British life when they started to settle 500 years ago?</li> <li>• What difference did the slave trade make to the experience of the Black people?</li> <li>• When so many Black people fought in the two world wars, why is it only recently being recognised?</li> <li>• How did the arrival of the Empire Windrush change the way Black people were treated in Britain?</li> <li>• How far has life improved for Black people living in Britain in the last 60 years?</li> </ul>



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<b>Key Vocabulary</b>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE, <a href="#">pre-history</a>, <a href="#">primary and secondary sources</a>.</p> <p><u>Topic Specific:</u> Ancient, community, dense, extinct, roaming, pre-history, domesticated, arid, gatherer, nomad, reared, submerged, Palaeolithic, Mesolithic, Neolithic</p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE, <a href="#">pre-history</a>, <a href="#">primary and secondary sources</a>.</p> <p><u>Topic Specific:</u> Conquered, rebellion, luxurious, culture, settlement, emperor, aqueducts, invasion, barbarian, forum</p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE, <a href="#">pre-history</a>, <a href="#">primary and secondary sources</a>.</p> <p><u>Topic Specific:</u> Abolition, Atlantic slave trade, commonwealth, discrimination, empire, middle, passage, migrant, prejudice, racism, segregation, Windrush</p>
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2026-2027	Autumn	Spring	Summer
<b>Class 1 Nursery and Reception</b>	<p><i>Past and Present</i></p> <p>Children will know about their own life story and how they have changed. Children will know some similarities and differences between things in the past and now. *Super Duper Me</p>	<p><i>Past and Present</i></p> <p>Children will talk about the lives of people around them and of those that have had a significant impact on the world – David Attenborough, linking to our focus text ‘Clean up’ Children will talk about past and present events in their lives and what has been read to them.</p>	<p><i>Past and Present</i></p> <p>Children will know about the past through settings, characters and events.</p>
<b>Key Vocabulary</b>	Now, then, past, present, sequence/order	Now, then, past, present, sequence/order	Now, then, past, present, sequence/order
<b>Class 2 Year 1 and 2</b>	<p><b><u>The Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>How can we work out why the Great Fire started?</li> <li>What happened during the Great Fire and how do we know?</li> <li>Why did the Great Fire burn down so many houses?</li> <li>Could more have been done to slow the spread of the fire?</li> <li>How did people manage to live through the Great Fire?</li> <li>How shall we rebuild London after the Great Fire?</li> </ul>	<p><b><u>The lives of significant individuals:</u></b> <b><u>Who was Amy Johnson and where did she travel?</u></b></p> <ul style="list-style-type: none"> <li>Why do you think Amy Johnson was famous?</li> <li>How did Amy the secretary end up being the first woman to fly solo to Australia?</li> <li>Why was flying to Australia so difficult for Amy Johnson?</li> <li>How did people react to Amy Johnson’s famous flight?</li> <li>How did things change for Amy Johnson after her famous flight?</li> <li>How can we solve the mystery of what happened to Amy Johnson?</li> </ul>	<p><b><u>Carlisle Castle – a study of significant people, place and events in our locality.</u></b></p> <ul style="list-style-type: none"> <li>What makes a castle a castle?</li> <li>Why did people build castles in the past?</li> <li>What made castles so strong?</li> <li>What were medieval castles like to live in and how do we know?</li> <li>How did castles change over time?</li> <li>How are castles used today?</li> </ul>
<b>Key Vocabulary</b>	<p>Past, present, <a href="#">sequence</a>, <a href="#">timeline</a>, <a href="#">artefact</a>, <a href="#">days</a>, <a href="#">weeks</a>, <a href="#">months</a>, <a href="#">years</a></p> <p><u>Topic Specific:</u> Cathedral, diary, evidence, pitch/tar, plaque, squirts, thatch, warehouse</p>	<p>Past, present, <a href="#">sequence</a>, <a href="#">timeline</a>, <a href="#">artefact</a>, <a href="#">days</a>, <a href="#">weeks</a>, <a href="#">months</a>, <a href="#">years</a></p> <p><u>Topic Specific:</u> Aviator, determined, engineer, flight, Jason, licence, pilot, role model, secretary, solo, trophy</p>	<p>Past, present, <a href="#">sequence</a>, <a href="#">timeline</a>, <a href="#">artefact</a>, <a href="#">days</a>, <a href="#">weeks</a>, <a href="#">months</a>, <a href="#">years</a></p> <p><u>Topic Specific:</u> Arrow slit, bailey, banquet, battlements, battering ram, drawbridge, dungeons, jousting, keep, moat, motte, murder hole, sentry, siege tower, tapestry, trebuchet</p>



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<p><b>Class 3</b> <b>Year 3 and 4</b></p>	<p><b><u>Britain's settlement by the Anglo-Saxons and Scots.</u></b></p> <ul style="list-style-type: none"> <li>• Why did the Anglo-Saxons come to Britain?</li> <li>• Where did the Anglo-Saxons come from?</li> <li>• What was life like for Anglo-Saxons in Britain?</li> <li>• What kingdoms were formed by the Anglo-Saxons?</li> <li>• How do we know about the Anglo-Saxons?</li> <li>• How did religion influence the Anglo-Saxons? How do we know this?</li> </ul>	<p><b><u>The Railway Revolution – beyond 1066 study</u></b></p> <ul style="list-style-type: none"> <li>• How did transport change the Industrial Revolution?</li> <li>• How did technological developments change transport and travel during the Industrial Revolution?</li> <li>• Learn about the development of the first steam-powered railways in Britain.</li> <li>• Why did the way rail travel change, change the lives of people living in Britain since 1830?</li> <li>• What was the development of underground railways, and how did they change the lives of Londoners?</li> <li>• Consider how developments in rail travel have changed the lives of people in Britain.</li> </ul>	<p><b><u>Local history study – Who were the Border Reivers? Why are they so significant to our local area?</u></b></p> <ul style="list-style-type: none"> <li>• Who were the Border Reivers?</li> <li>• Where did the Border Reivers live?</li> <li>• Who was William Armstrong or Kinmont?</li> <li>• Why was Kinmont Willie captured and taken to Carlisle Castle?</li> <li>• How did Kinmont Willie escape from Carlisle Castle?</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, <b>centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE</b></p> <p><u>Topic Specific:</u> Abandoned, defenceless, dominant, missionary, pagan, reliant Heptarchy, laden, sporadic, vanquish, viewpoint, migration</p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, <b>centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE</b></p> <p><u>Topic Specific:</u> Locomotive, nationalised, passenger, privatised, railroad, Rainhill Trials</p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, <b>centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE</b></p> <p><u>Topic Specific:</u> Border, locality, significant, community, plundering, reive, feud, frontier, warden, marches, Pele Tower, Comb Morion</p>
<p><b>Class 4</b> <b>Year 5 and 6</b></p>	<p><b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u></b></p> <ul style="list-style-type: none"> <li>• What was life like for Vikings?</li> <li>• When did the Vikings raid Britain?</li> <li>• Where did the Vikings invade and settle?</li> <li>• Why were the Vikings so feared and successful?</li> <li>• When were the Vikings most powerful?</li> <li>• What peace was agreed between the Anglo-Saxons and Vikings?</li> <li>• What happened to the Vikings in England?</li> <li>• Why did the Normans and Vikings both think they had the right to the throne of England?</li> </ul>	<p><b><u>Maya and Anglo- Saxon comparison study.</u></b></p> <ul style="list-style-type: none"> <li>• Where did the Maya live?</li> <li>• What were the significant events in the Maya's history?</li> <li>• What were Maya city-states like?</li> <li>• What did the Maya invent?</li> <li>• What happened to the Maya city-states?</li> <li>• Compare and contrast the lives of the Maya and Anglo-Saxons in c. AD 900.</li> </ul>	<p><b><u>Tudor Britain:</u></b></p> <ul style="list-style-type: none"> <li>• What was Henry VIII really like?</li> <li>• Why did Henry break with Rome? Love or religion?</li> <li>• How different was life for people at different level of society living in Tudor times, and how do we know?</li> <li>• Elizabeth I portraits – why aren't things what they seem?</li> <li>• How was the Spanish Armada defeated by the smaller English fleet?</li> <li>• How did people enjoy themselves in Elizabethan England?</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE, <b>pre-history, primary and secondary sources.</b></p> <p><u>Topic Specific:</u> Repelled, tapestry, confessor, converted, legend, brutality Heathen, chronicle, chieftain, fjord, manuscript, ousted</p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE, <b>pre-history, primary and secondary sources.</b></p> <p><u>Topic Specific:</u> Cenote, codex (codices), deforestation, glyph, hieroglyph, Jade, obsidian, polytheistic, quetzal, ritual, sacrifice, slash and burn, stelae</p>	<p>Past, present, sequence, timeline, artefact, days, weeks, months, years, centuries, modern and ancient history, local and national history, cause and consequence, source, BC/AD, BCE/CE, <b>pre-history, primary and secondary sources.</b></p> <p><u>Topic Specific:</u> Armada, catholic, colonies, dynasty, exploration, heir, monarch, new world, nobility, protestant, reformation, reign</p>