**Courthouse Junior School History Overview**

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|  | **Autumn** | | | | | | | | | **Spring** | | | | | | | | | **Summer** | | | | | | | | |
| **Year 3** | **Local history – Thames River**  End point: Own structured account (sentence structures given)  Describe how the use of the river Thames has changed over time | | | | | | | | | **Prehistoric Britain: Stone age to Iron age** | | | | | | | | | **Ancient Egypt (Ancient Civilisations depth study)**  End point: Compare and contrast (sentence structures given)  What was different about civilisation in prehistoric Britain and Ancient Egypt? | | | | | | | | |
| * How was the river Thames used in prehistoric times and the early middle ages? * What part did the Thames play in the industrial revolution? * What caused the Great Stink and what was done about it? * Why is Brunel an important part of Maidenhead’s history?’ * How is the Thames used now and why is the Jubilee River important? | | | | | | | | | * How do we know about prehistoric Britain? * What do we know about life in the stone age? * What do we know about life in the Bronze Age? * What do we know about life in the Iron Age? * How did people’s lives change from the Stone Age to the Iron Age? | | | | | | | | | * What is a civilisation? * How was the river Nile used by Ancient Egyptians? * How significant were the Pharaohs? * How did the Ancient Egyptians prepare the dead for the afterlife? * What did the Ancient Egyptians believe happened after death? | | | | | | | | |
| **Civilisation** | | **Power** | | **Trade** | | | **Beliefs** | | **Civilisation** | | **Power** | | **Trade** | | | **Beliefs** | | **Civilisation** | | **Power** | | **Trade** | | | **Beliefs** | |
| **Chronology** | **Significance** | | **Cause / consequence / legacy** | | **Continuity and change** | **Similarity and difference** | | **Local / regional / national / international** | **Chronology** | **Significance** | | **Cause / consequence / legacy** | | **Continuity and change** | **Similarity and difference** | | **Local / regional / national / international** | **Chronology** | **Significance** | | **Cause / consequence / legacy** | | **Continuity and change** | **Similarity and difference** | | **Local / regional / national / international** |
| **Year 4** | **Roman Britain** | | | | | | | | | **Anglo Saxons and Scots** | | | | | | | | | **Anglo Saxons and Vikings**  End point: Own structured account (text structure given)  How did power change hands in the middle ages in Britain? | | | | | | | | |
| * What was the Roman Empire? * Who led the expansion of the Roman empire into Britain? * Why were the Roman army so powerful? * Who was Boudicca and why was she significant? * Why did the Romans develop towns and roads? * What legacy did the Romans leave in Britain? | | | | | | | | | * What happened in Britain after the Romans withdrew? * How did the Anglo Saxons rule? * What was Anglo Saxon life like? * What did the Anglo Saxons believe in? * How do archaeologists learn about the past? * What was the same and what was different about the Romans and the Anglo Saxons? | | | | | | | | | * What legacy did the Anglo Saxons leave and what happened to end their dominance? * Who were the Vikings and why did they invade? * Who was Alfred the Great and why was he significant? * What was Viking life like in Britain? * Why is 1066 significant? | | | | | | | | |
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|  | **Autumn 1** | | | | | | | | | **Spring 1** | | | | | | | | | **Summer 1** | | | | | | | | |
| **Year 5** | **Ancient Greece**  End point: Own structured account (text structure given)  What is the Ancient Greek legacy in Britain? | | | | | | | | | **Shang Dynasty of China**  End point: Own structured account (text structure given)  How do historians know about the Shang dynasty? | | | | | | | | | **Mayas** | | | | | | | | |
| * Who were the Ancient Greeks? * What did the Ancient Greeks believe? * How was Ancient Greece governed? * How did Alexander the Great expand the Greek empire? * How have the Ancient Greeks influenced our lives today? | | | | | | | | | * What was the Shang dynasty? * What were the religious beliefs of the Shang dynasty and what was Shang system of writing like? * What did the rulers of the Shang dynasty do and why did the Shang dynasty fall? * What was life like for people during the Shang Dynasty (includes settlements and Yellow River Plain)? * What did archaeologists find in relation to Lady Fu Hau’s tomb and what was the significance? | | | | | | | | | * What was the Maya civilisation? * What were the religious beliefs of the Maya civilisation? * How do ancient Mayan pyramids compare to ancient Egyptian pyramids? * How was a person’s status shown? * What do archaeological findings tell us about the Maya civilisation? | | | | | | | | |
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| Y**ear 6** | **Battle of Britain**  End point: Own structured account (text structure given)  How were Britain successful during the Battle of Britain? | | | | | | | | | **Ancient civilisations overview**  End point: Compare and contrast (text structure given)  What are the similarities and differences between the earliest civilisations? | | | | | | | | | **British monarchy** | | | | | | | | |
| * What part did the Battle of Britain play in WWII? * How did Britain defend itself from attack during the Battle of Britain? * How were children kept safe during the Battle of Britain? * What role did the Women’s Land Army play during the Battle of Britain? * What part did propaganda play in the Battle of Britain? | | | | | | | | | * What were the earliest civilisations? * What do all the Ancient Civilisations have in common? * What would the ancient civilisations need to have in order to function as a city? * What was the greatest achievement of each civilisation? | | | | | | | | | * How is the British Crown inherited and who has ruled Britain? * What was the monarch’s role up until 1215? * What was the Magna Carta and how was it agreed? * What was the Monarch’s role after the signing of the Magna Carta? * How is Queen Elizabeth II’s role different to previous monarchs? | | | | | | | | |
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