History

Curriculum Road Map Year 1

It's All about Me

Suggested individual(s): The Queen

Autumn

Children continue to develop their understanding of sequences within living memory of their family and themselves. They will investigate the life of The Queen, as a significant individual of our modern times, and draw similarities and differences between her early life and their own.

Why do we follow on with this unit?

To develop the children's understanding of continuity and change and of the significance of individuals in history.

What skills will we continue to build upon?

Using different sources of information to find out answers to questions about the past.

Nurturing Nurses

Suggested individual(s):
Florence Nightingale and Mary Seacole

Spring

Children will learn the importance of Mary Seacole and Florence Nightingale and develop an understanding of the impact these influential individuals had on modern nursing. They will explore the lives of nurses throughout history and at different points and events.

Castles

Suggested individual(s): Link back to
The Queen (Autumn term) and now King Charles

Summer

The children will learn about significant historical places and changes within living memory. They will link this to the lives of significant individuals in the past, studied in the "It's All about Me" topic. Link to the local area – Apley Castle.

Why do we follow on with this unit?

To further develop knowledge and understanding of significant aspects of history and an awareness of the past. Links to local history.

What skills will we continue to build upon?

Identification and recounting of details from the past from different sources, for example pictures and historical narratives.

History

Curriculum Road Map Year 2

London's Burning

Suggested individual(s): Samuel Pepys

Autumn

Children will learn when the great fire occurred and how it spread through London. They will research what London life was like before the fire and why we know so much about it from using a primary source such as Samuel Pepys' diary. They will explore why the fire could not be stopped quickly and the impact it had on people's lives. The unit will conclude by looking at how London was rebuilt after the fire and at the architectural buildings designed by Christopher Wren.

Why do we follow on with this unit?
To develop the children's' understanding of significant events and people in history.

What skills will we continue to build upon?
Looking analytically at pictures or objects to find or ascertain information about the past.

Reach for the skies

Suggested individual(s): Orville and Wilbur Wright

Spring

The children will learn about a significant event in history; the story of how the Wright brothers invented, built and flew the world's first motor-operated airplane. They will look in detail at the process of their achievement and sequence and re-create the story of their invention. They will explore the legacy that the Wright brothers have left us, looking at how their accomplishment still affects our lives today.

Extraordinary Explorers

Suggested individual(s):
Christopher Columbus and Neil Armstrong

Summer

Children learn about the lives of the explorers Columbus and Armstrong, why their achievements are so significant and how their discoveries have changed our world and still have an impact on it today. They will focus on their transportation, journey, clothing and discoveries, using a range of different, historical sources. They will explore the similarities and differences between the two explorers, through a comparison study of how exploration has changed over time.

Why do we follow on with this unit?
To further develop understanding of the similarities and differences between ways of life in different periods.

What skills will we continue to build upon?
Using secondary and primary sources to synthesise information about real life events and compare life in the past with the present day.

History

Curriculum Road Map Year 3

Flint, Fire and Forage

Suggested individual(s): The Red Lady of Paviland

Autumn

In this unit, children will study the characteristics of the three main periods of the Stone Age: Palaeolithic, Mesolithic and Neolithic. They will research what the Red Lady of Paviland tells us about life in the Palaeolithic age. Children will learn about the life of a hunter and gatherer in the Mesolithic Age and come to understand that when nomadic life gave way to farming and settlements, this was called the Neolithic revolution - and was the start of life as we know it today. Children will study Stone Age art and conclude by examining Neolithic religion and ancient burial traditions through the study of Stonehenge.

Why do we follow on with this unit?
To develop an understanding of how life in pre-historic Britain continued to evolve up to the point of the arrival of the Romans.

What skills will we continue to build upon?
Presenting findings about the past using speaking, writing, ICT and drawing skills and using dates and historical terms with increasing accuracy.

Tribe Tales

Suggested individual(s): The Amesbury Archer

Spring

Children will study life in the Bronze and Iron Ages. They will learn about the arrival of the Beaker People into Europe and the clay pot technology that they brought with them. They will analyse Bronze Age settlements and assess how they evolved from early Neolithic ones. They will research the life of the Bronze Age Amesbury Archer. Moving into the Iron Age, children will investigate the new concepts that it brought to life in Britain such as Hill Forts and tribal systems. They will study different types of pre-historic art and how the end of the Iron Age was marked by the arrival of the Romans in 43AD.

Rampaging Romans

Suggested individual(s): Queen Boudicca

Summer

Children will learn about the impact the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire, the invasion of Britain and its eventual conquest. Children will also look in detail at some aspects of the Romanisation of Britain such as the building of roads and bathhouses. In addition to this, they will have the opportunity to learn about the resistance to the Roman Empire, led by the Anglo-Saxon Queen Boudicca.

Why do we follow on with this unit?
To compare and contrast between life in pre-historic Britain and the chronological era that followed.

What skills will we continue to build upon?
Making decisions about which sources would be best to find specific information about a past event and using both primary and secondary sources to prove historical claims.

History

Curriculum Road Map Year 4

Ancient Egypt

Suggested individual(s): Howard Carter

Autumn

The children will learn the timeline of the Ancient Egyptian kingdoms and about the impact the river Nile and the Nile Delta had on Egyptian life. They will study key aspects of ancient Egyptian civilization such as slavery, farming, food and drink, clothing, jewellery and makeup. They will learn about the purposes of tombs and pyramids, the process and significance of mummification and about Egyptian gods and goddesses. They will study Howard Carter and his discovery of Tutankhamen and experience what it is like to encounter an amazing find on an archaeological dig. Children will learn about hieroglyphic text and finish the unit by comparing the Ancient Egyptian civilization with that of the Bronze Age.

Why do we follow on with this unit?
To explore the similarities and differences between life in pre-historic Britain and the ancient wider world.

What skills will we continue to build upon?
Using evidence to build up a picture of a historical time period and choosing relevant media to present your findings.

Anglo Saxons

Suggested individual(s): King Alfred the great

Spring

Children will learn who the Anglo Saxons were, where they came from and how they came to and invaded England. They will recognise the significance of King Alfred the Great and how life in England changed after the Romans left. They will explore what Anglo Saxon village life was like and learn about Anglo Saxon weapons and armour. Children will study Anglo Saxon art and culture from primary and secondary sources and develop an understanding of Anglo-Saxon Pagan religion. The unit will give children an appreciation of how Anglo-Saxon culture still influences our life in Britain today.

Why do we follow on with this unit?
To make comparisons between life before 1066 and beyond 1066.

What skills will we continue to build upon?
Using documents, printed sources, the Internet, databases, pictures, photos and artefacts to collect information about the past.

Off with her head!

Suggested individual(s): Henry VIII

Summer

Children will learn about the Tudor time period and Tudor monarchs within the context of British history. They will study the appearance, power, character and importance of Henry VIII. They will investigate why he had six marriages, the reasons for the dissolution of the monasteries and for his break with Rome and the Catholic Church. In turn, they will learn about the lives of each of his wives. Children will discover the reasons why the Tudors explored new worlds and what life was like for Tudor explorers. They will research the key characteristics of Tudor houses and what everyday life was like in Tudor times. Children will gain an appreciation of how the Tudor renaissance still influences our lives today.

History

Curriculum Road Map Year 5

Ancient Greece

Suggested individual(s): Athena

Autumn

Children will learn about Greek culture such as democracy, philosophy, art, architecture and literature and the legacy these concepts have left to the world today. They will discover the history of the Olympics and learn about Gods, Goddesses and places of worship in Ancient Greece. Children will research aspects of Ancient Greek life and make comparisons to Ancient Egyptian and Ancient Roman life. They will also carry out a comparison study of life in the Ancient Greek city-states of Athens and Sparta.

Why do we follow on with this unit?
To further develop an understanding of how significant individuals and ancient cultures have had a lasting impact on life in Britain today.

What skills will we continue to build upon?
Using documents, printed sources, the internet, databases, pictures, photos and artefacts to collect information about the past.

Violent Vikings

Suggested individual(s): King Cnut the great

Spring

Children will learn who the Vikings were, where they came from, how they travelled and how their Viking invasion raids were met by resistance from King Alfred the Great. They will understand why Danegeld caused a further Viking invasion and the resulting significance of King Cnut the Great. Children will study Viking village life, their weapons and battle gear, Viking culture and religion. They will conclude by learning that the battle of Hastings in 1066 represents the end of Anglo Saxon and Viking rule and gain an appreciation of how the Vikings made an impact on our life in Britain today.

Why do we follow on with this unit?
To make links between certain features of past places, societies and cultures.

What skills will we continue to build upon?
Identifying causes and consequences of the main events, situations and changes in the period studied.

Mills, Money and Mayhem

Suggested individual(s):
Isambard Kingdom Brunel

Summer

Children will learn about the causes and consequences of the industrial Revolution and the many changes that it brought to Britain such as the railways, bridges, tunnels and steamships built by Isambard Brunel. They will research what life was like for children, and the concept of child labour, during the late 18th and 19th centuries. They will investigate the social impact made by the mechanisation of industry and the environmental consequences of the industrial revolution. Children will develop an appreciation of the legacy of its effects, both positive and negative, on Britain and the wider world.

History

Curriculum Road Map Year 6

Mysterious Maya

Suggested individual(s): Ixcacao

Autumn

During this topic, the children will explore the ancient world of the Maya, who they were, when and where they lived and what Maya society was like. They will research what the Maya looked like and be able to draw comparisons with the appearance of previously studied ancient civilizations as well as with our own ideas about fashion today. Children will explore gods and goddesses of the Maya and understand they were a polytheist society. They will learn about the Maya number system and how this was used in their iconic calendars. They will explore the reasons for the decline of Maya society, the legacy that they left and question our perceptions of them today.

Why do we follow on with this unit?

To give further opportunities to describe changes in history through articulating about historical concepts such as society, religion, politics, technology and culture.

What skills will we continue to build upon?

To use their expanding historical and archaeological skills to evaluate both primary and secondary sources of information to discover answers to key questions about WWII.

Woeful World War II

Suggested individual(s): Winston Churchill / Adolf Hitler and Anne Frank

Spring

Children will learn about the causes, the countries involved and the chronology of WW2. They will study how WW2 impacted on daily life in Britain and understand the experience of child evacuees. They will explore the construction of WW2 bomb shelters, develop a deep understanding of what the holocaust was and research a number of key events that contributed to the Allies' victory in WW2.

Why do we follow on with this unit?

To further develop an understanding of how some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

What skills will we continue to build upon?

Giving accurate and plausible reasons for how or why aspects of the past have been represented and interpreted in different ways.

War at home!

Summer

Children will learn how WW2 impacted the local area and how it changed industrial and agricultural practices. They will research how the role of women changed during the war and find out the impact and influence that propaganda made at the time. They will find out which people in their local area were involved in WW2 and understand the importance of memorials and the ways we remember the fallen. They will conclude the unit by researching the significance of VE Day.