



Southridge First School

History

Curriculum Plan

National Curriculum
From September 2014

Purpose of study:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims:

The national curriculum for history aims to ensure that all pupils:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

. gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses . understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

. gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject content for Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught:

- . changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- . events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- . the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)
- . significant historical events, people and places in their own locality.

Subject content for Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and

that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught:

Changes in Britain from the Stone Age to the Iron Age - This could include:

- . late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- . Bronze Age religion, technology and travel, e.g. Stonehenge
- . Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain - This could include:

- . Julius Caesar's attempted invasion in 55-54 BC
- . the Roman Empire by AD 42 and the power of its army
- . successful invasion by Claudius and conquest, including Hadrian's Wall
- . British resistance, e.g. Boudica
- . "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots - This could include:

- . Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- . Scots invasions from Ireland to north Britain (now Scotland)
- . Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- . Anglo-Saxon art and culture
- . Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - This could include:

- . Viking raids and invasion
- . resistance by Alfred the Great and Athelstan, first king of England
- . further Viking invasions and Danegeld
- . Anglo-Saxon laws and justice
- . Edward the Confessor and his death in 1066

A local history study - For example:

- . a depth study linked to one of the British areas of study listed above
- . a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- . a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - For example:

- . the changing power of monarchs using case studies such as John, Anne and Victoria
- . changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- . the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- . a significant turning point in British history, e.g. the first railways or the Battle of Britain

The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Ancient Greece – a study of Greek life and achievements and their influence on the western world

A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the

relevant programme of study.

Year 1

Jurassic Forest

Autumn 1

Dinosaurs

Events beyond living memory that are significant nationally or globally.

- Know about the great variety of dinosaurs and when they ruled the earth.
- Dinosaur characteristics/comparisons.
- Work of Archaeologists.
- Fossils.
- Know when and why dinosaurs became extinct.

Visit: Great North Museum – visit Fossil Stories gallery.

Also take part in workshop – Find out how fossils are formed and investigate a variety of evidence to discover the creatures that left these fossil clues behind using drama and the Museum collections. Explore how prehistoric creatures go from swimming in the sea to being discovered on our shores as fossils millions of years ago.

Geography Focus – Welcome to Pirate Island topic – Map work.

Autumn 2

Geography Focus – Amazing Animals - Africa comparison

Spring 1

Geography Focus – Field work, our school grounds.

Spring 2

Castles

Summer 1

Significant historical events, people and places in their own locality.

- Find out about the way of life of people in the past.

<ul style="list-style-type: none"> - Research castle life: coats of arms, knights, lords, ladies, fighting, food, design of castles and how they were attacked and defended. - Also, find out about: entertainment such as falconry, jousting and court jesters. - Locate important castles in the North East Area (Warkworth, Bamburgh, Alnwick, Newcastle Keep) 	
<p>Explorers – Christopher Columbus and Neil Armstrong</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.</i></p> <ul style="list-style-type: none"> - Who was Christopher Columbus? - What did he achieve? - Track his journey on a map of the world - Who was Neil Armstrong? - What did he achieve? - Place both historic events on a timeline. - Compare similarities and differences between achievements 	<p>Summer 2</p>

Year 2

Seaside holidays in the past in Whitley Bay.

Autumn 1

Significant historical events, people and places in their own locality.

- History of Whitley bay as a popular seaside resort.
- Compare similarities and differences between Whitley Bay as a popular seaside resort in the past in Victorian times and now.
- Find out about the history of the Spanish City and the Dome – when were they built.
- Sort local photographs into chronological order and explain the reasons for the order using appropriate time-related vocabulary.
- Identify and write about similarities and differences between the pictures.
- Through discussion, demonstrate some knowledge about seaside holidays in the past.

Great Fire of London and The Gun Powder Plot.

Autumn 2

Events beyond living memory that are significant nationally or globally

- How do we know about the Great Fire of London?
- Show in discussion, an understanding of what an 'eyewitness' is.
- Recognise aspects of the fire that eyewitnesses saw.
- Know that Samuel Pepys saw the fire and that he wrote about it in his diary.
- What happened in the Great Fire of London?
- Talk about what happened in the story.
- Sequence events correctly.
- Why did the fire spread so quickly?
- Describe the key features of houses and streets in the seventeenth century.
- Give one or more reasons why the fire spread so quickly, and why it stopped.
- Know where people went for safety.
- How are houses different now to 1666?

<ul style="list-style-type: none"> - Describe the key features of houses and streets in the seventeenth century. - How was London rebuilt? - To know that Christopher Wren designed and rebuilt large sections of London. - What can you find out about the Great Fire of Newcastle and Gateshead? <p><i>Visit Discovery Museum – workshop investigation on the events of the Great Fire of Newcastle and Gateshead in 1854. Hear the story of the Great Fire based on local accounts of the event.</i></p> <p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> - Who was Guy Fawkes? - Why did he want to blow up the Houses of Parliament? - Why was his plot unsuccessful? - Why is Guy Fawkes still remembered today? - Place both events on a timeline. 	
Geography Focus – Living on an island – human geography study	Spring 1
<p>Grace Darling</p> <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> - Who was Grace Darling? - Where did she live and why is she remembered today? - Place locality on a map - The story of the rescue - The life of Grace after the rescue - Her bravery rewarded by being given a medal from Queen Victoria. - Place events on a timeline. - History of the RNLI – and its significance locally. <p><i>Visit the RNLI Grace Darling Museum at Bamburgh – retell the famous story of Grace Darling, bringing the story of the rescue to life through costume and drama. The children become the main characters in the famous story, exploring the emotions involved and gaining an understanding of help and rescue.</i></p>	Spring 2

<p><i>Visit the Lifeboat station at Cullercoats.</i></p> <p><i>Research some more recent 'Local Heroes' – individuals either from or with strong links to the area who have made a significant contribution to the North East of the wider world over the past 60 years – see the Newcastle/Gateshead Local Heroes Trail.</i></p>	
<p>Geography Focus – take a trip around the world, weather and seasonal change.</p>	Summer 1
<p>Wheels, Wings and Other Things.....</p> <p><i>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Throughout history, people have imagined and then created new things to make their lives better, easier and more enjoyable. From the wheel to penicillin to the computer, inventions continue to change the way we live. This unit introduces the children to the world of inventions – they'll learn about famous inventions, discuss their ideas for the 'Top Ten' inventions of all time, and imagine a new invention for the next century.</p> <p>e.g. George Stephenson Henry Ford Logi Baird Thomas Edison and more recently – Berners Lee (inventor of the world wide web) etc.</p>	Summer 2

Year 3

Who First Lived in Britain?

Autumn 1

Changes in Britain from the Stone Age to the Iron Age.

Focus on Stone Age

- Understand that Britain was once covered in ice.
- Know that the earliest settlers were hunter gatherers and lived in caves.
- Make deductions about lifestyle of Stone Age man from images.
- Give reasons to suggest Stone Age man was interested in art and ceremonials.
- Locate the move to farming on a simple timeline.
- Understand that hunter gatherers were living alongside early farmers about 5000 years ago.
- Explain the impact of farming especially taming wild animals, growing wheat etc.
- What does a study of Skara Brae (Europe's most complete Neolithic village) tell us about life in the Stone Age?
- Make deductions about way of life by studying evidence of buildings left behind etc at Skara Brae.
- Grasp that the discovery of Skara Brae was quite recent and that changed our views of early communities about 10,000 years ago.

Focus on Bronze Age

- Find out about Bronze Age technology, religion, travel etc.
- Understand that Stonehenge was built about 5000 years ago in stages.
- Explain how it was built.
- Speculate as to likely use and come to reasoned judgement using evidence.
- Understand that it was one of many similar constructions from that time.

Focus on Iron Age

- Understand that Celts lived during the Iron Age, from about 600 BC to 43 AD – the time when iron was discovered and used.
- Identify characteristics of Celtic way of life in an Iron Age Hill Fort community – tribal kingdoms, farming, art

<p>and culture etc.</p> <ul style="list-style-type: none"> - Understand that the Iron Age ended when the Romans invaded Britain and set up their own civilisation and government. 	
Geography Focus – Earthquakes and Volcanoes	Autumn 2
<p>The Romans</p> <p><i>The Roman Empire and its impact on Britain</i></p> <ul style="list-style-type: none"> - Locate the Roman period on a timeline. - Julius Caesar's attempted invasion in 55-54 BC - The Roman Empire by AD 42 and the power of its army. - Successful invasion by Claudius and conquest including Hadrian's Wall. - Understand that the Romans invaded Britain and that the period of invasion was followed by a period of settlement. - British resistance, for example, Boudicca. - Explain why the Romans were victorious over the Celts. - Make a comparison of the accounts of Boudicca's revolt which give different viewpoint. <p><i>'Romanisation' of Britain</i></p> <ul style="list-style-type: none"> - Select and record information about the Roman way of life. Make comparisons between lifestyles – about aspects of life in Roman and Celtic Britain – houses, clothes, beliefs, towns, art, technology, language, food, entertainment, culture, road building. <p><i>Romanisation of Britain and the North East in particular</i> – Segedunum, Vindolanda etc.</p>	Spring 1
Geography Focus – Exploring France – human geography study.	Spring 2
<p>World War 2</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <ul style="list-style-type: none"> - Understand Hitler's invasion of Poland and its impact on Britain. <p>Demonstrate knowledge and understanding of <i>the impact of the Second World War on children in particular and</i></p>	Summer 1

<p><i>society in general, with reference to North East England.</i></p> <ul style="list-style-type: none"> - Understand when WW2 started and why. - Learn about bombing raids on Britain (Blitz) - Understand how people protected themselves - shelters and blackouts. - The need for evacuation. - Find out about the experiences and feelings of evacuees from a wide range of sources. - Understand the effect of war on everyday life. - Learn what rationing was and how it worked. - Find out how people celebrated the end of the war. - Make connections between WW2 and today (the UN). <p>Identify different ways in which the Second World War has been represented.</p>	
<p>Geography Focus – The world. ‘The story of the war’ map skills.</p>	<p>Summer 2</p>

Year 4

Geography Focus - The Water Cycle and Rivers.	Autumn 1
<p>Ancient Egypt</p> <p><i>The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt.</i></p> <ul style="list-style-type: none"> - Locate Ancient Egypt in time and place. - Understand that information can be classified in different ways. - Observe an object in detail and make inferences and deductions. - Record information about an object accurately. - Make deductions about life in the past from pictures of the landscape. - Find out about how much of the life in Egypt depended on the Nile - provided food, water, transport. - Classify information in various ways. - Research the range of objects which have survived from Ancient Egypt. - Make inferences from objects about the way of life in Ancient Egypt. - Understand about aspects of life in Ancient Egypt. - Make inferences and deductions from objects and pictures. - Understand what we know about the past is dependent on what has survived. - Find out about Egyptian tombs, pyramids and burial sites. - Use sources of information in ways which go beyond simple observations. - Understand the limitations of what we can find out about Ancient Egypt from what has survived. - Produce structured accounts about life in Ancient Egypt - studying about Pharaohs, tombs etc 	Autumn 2
Geography Focus – Rainforests	Spring 1
Geography Focus – Brazil	Spring 2

<p>Great Victorians</p> <p>Local History – Victorians.</p> <ul style="list-style-type: none"> - How did the Victorian period help to shape the North East we know today? <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 that is significant in the locality.</p> <ul style="list-style-type: none"> - The Victorian era. - Working children in Victorian Britain. - The factories Act. - Victorian schools. - The Education Act. <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> - Lord Shaftesbury. - Dr Barnardo. - William Morris. <p>The contribution of local influential Scientists/Engineers and their contribution internationally/nationally and locally.</p> <ul style="list-style-type: none"> - George Stephenson – the first railways. - Lord Armstrong – electric light/hydraulics 	<p>Summer 1</p>
<p>Geography Focus – Our Local Area</p>	<p>Summer 2</p>