

## History at Copperfield

## Subject Leadership

### CONTENTS

1. Subject Leadership at Copperfield
2. How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?
3. Aligning INTENT, IMPLEMENTATION AND IMPACT to the Education Inspection Framework to ensure we meet the criteria for a good quality of education
4. History on a Page
5. Long Term Plan/Overview
6. Key Assessment Criteria
7. Vocabulary Progression
8. Overview/Frequently Asked Questions

### Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

### All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

### How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

***'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.***

This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.

#### ***Our Curriculum Statement***

***Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, pedagogical developments, and a range of strategies have been implemented to improve practice to meet the needs of pupils effectively'***

**Our Four Drivers, making a well sequenced and ambitious curriculum.**

#### ***Ethical, informed Individuals.***

At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.

#### ***Ambitious Capable Learners (Skills and Knowledge).***

Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of new skills through various forms of outcomes.

#### ***Experiences to Inspire***

Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.

#### ***Successful in Society***

Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.

## **Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework**

### **INTENT**

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced , and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

### **IMPLEMENTATION**

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
  - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
  - check learners' understanding systematically
  - identify misconceptions accurately
  - provide clear, direct feedback
  - respond, and adapt their teaching as necessary
3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts
4. Teachers and Leaders:
  - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
  - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
  - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
  - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer
8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:

- At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
  - Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
  10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

## IMPACT

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
  - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
  - those with SEND achieve the best possible outcomes
3. Pupils' work across the curriculum is of good quality
4. *Pupils:*
  - *read widely and often, with fluency and comprehension appropriate to their age*
  - *apply mathematical knowledge, concepts and procedures, appropriately for their age*

## History on a Page

### Intent:

High-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

Develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past
- The ability to think critically about history and communicate ideas confidently
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources
- The ability to think, reflect, discuss and evaluate the past by asking questions and establishing lines of enquiry
- The ability to make critical use of historical resources to support learning
- To undertake research across a range of history topics
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

### Implementation:

Teachers plan:

- To incorporate historical vocabulary
- Themed learning environments to immerse children in the subject
- Links to good quality text
- A cycle of lessons for each subject, which plans for progression and depth
- Progression in skills using relevant Milestones
- Challenging questions to develop thinking skills

### Impact:

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Pupils make good progress through historical skills demonstrated in learning
- Pupil discussions about their learning

# HISTORY OVERVIEW 2021-22

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Once Upon a Time		A Step back in Time		A Moment in Time	
EYFS		Knowing Me, Knowing You	Helping Hands	I Need a Hero	Turrets and Tiaras	Down at the Bottom of the Garden	In the Jungle
Year 1		It's All About Me		Nurturing Nurses		London's Burning	
	NC Objective	Changes within living memory		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		Events beyond living memory that are significant nationally or globally	
	Prior	EYFS continuous provision		EYFS continuous provision		EYFS continuous provision, Y1 It's All About Me	
	Future	Y2 Local Study- Deptford, Year 5 Off with Her Head		Y1 Reach for the Skies, Y2 Extraordinary Explorers		Y6 Woeful WWII	
Year 2		Local Study-Gravesend		Reach for the Skies		Extraordinary Explorers	
	NC Objective	Local history study		The lives of significant individuals in the past who have contributed to national and international achievements		Understand how the lives of significant individuals in the past have contributed to national and international achievements	
	Prior	Y1 Knowing me, knowing you		Y1 It's all about me		Y1 Reach for the Skies New Learning	
	Future	Y6 War at Home		Y2 Extraordinary Explorers, Y5 Mills, Money, Mayhem		Y6 War at Home Y5 Off with her Head	
Year 3		Flint, Fire and Forage		Tribe Tales		Ancient Egyptians	
	NC Objective	Changes in Britain from the Stone Age to the Iron Age		Changes in Britain from the Stone Age to the Iron Age		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	
	Prior	New learning		Y3 Flint, Fire & Forage		Y2 Extraordinary Explorers, Y3 Flint, Fire and Forage, Y3 Tribe Tales	
	Future	Y3 Tribe Tales		Y3 Ancient Egyptians, Y4 Rampaging Romans		Y5 Groovy Greeks	
Year 4		Rampaging Romans		Anglo Saxons		Violent Vikings	
	NC Objective	The Roman Empire and its impact on Britain		Britain's settlement by Anglo-Saxons and Scots		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
	Prior	Y3 Tribe Tales		Y1 It's all about me, Y4 Rampaging Romans		Y4 Rampaging Romans, Y4 Anglo Saxons	
	Future	Y4 Anglo Saxons, Y4 Violent Vikings, Y5 Groovy Greeks		Y6 Mysterious Maya		Y5 Groovy Greeks	
Year 5		Off With Her Head		Mills, Money, Mayhem		Groovy Greeks	
	NC Objective	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066		A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066		Ancient Greece – a study of Greek life and achievements and their influence on the western world	



	<b>Prior</b>	Y1 It's All About Me, Y4 Anglo Saxons, Y4 Violent Vikings	Y5 Off <u>With</u> Her Head	Y4 Rampaging Romans, Y4 Anglos Saxons, Y4 Violent Vikings, Y3 Ancient Egypt
	<b>Future</b>	Y5 Mills, Money, Mayhem	Y6 Woeful WWII	Y6 Mysterious Maya
<b>Year 6</b>		<b>Mysterious Maya</b>	<b>Woeful WW2</b>	<b>War at Home</b>
	<b>NC Objective</b>	A non-European society that provides contrasts with British history	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066
	<b>Prior</b>	Y3 Ancient Egyptians, Y4 Rampaging Romans, Y4 Violent Vikings, Y5 Groovy Greeks	Y5 Mills, Money, Mayhem	Y6 Woeful WWII
	<b>Future</b>	KS3	Y6 War at Home	KS3

### Progression of Skills

	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
<b>Milestone 1 (Y1 &amp; 2)</b>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events. Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</li> </ul>
<b>Milestone 2 (Y3 &amp; 4)</b>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>


	<ul style="list-style-type: none"> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p>the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>		
<b>Milestone 3 (Y5 &amp; 6)</b>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>

**History Vocabulary**  
**Vocabulary children should use:**

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
calendar clue day decay event future grandparent great grandparent growth job life lifetime lives long ago memory month ne occupation old parent past present recent remember role today tomorrow week What? Who? yesterday	account ancient artefact because century date date order decade different figure generation important information living memory memories modern news object opinion people person recount related similar timeline When Where year	achievements chronological chronology comparison detective duration era evidence experts explore historian impact investigate later letter line newspaper now period recently research scale significant time website	A.D (Anno Domini) actions anachronism Ancient archaeologist archaeology attitudes B.C (Before Christ) B.C.E (Before Common Era) beliefs Bronze Age buildings C.E (The Common Era) change civilisation clothing conquest continuity divided effects Egypt Egyptians first-hand Gods Goddesses importance individuals invasion invention Iron Age legacy legends leisure media millennium motivation Mummy Mummification museum	Anglo-Saxons Armour Bayeux tapestry bias cause conclusion connection contrast culture democracy empire evaluate factual ideas infer King Alfred the Great King Cnut the Great King Harold II kingdoms Middle Ages Migration Norse mythology occur occurred Pagan Paganism range relevance relevant reputation settlements settlers society suggest theme topic version Vikings Weapons William the conqueror	Amphitheatre Architecture Aristotle Athena Athens Athenians Apollo consequences cultural Democracy diversity ethnic ethnicity experience extent of change... extent of continuity... eye-witness Government Greek Greece heir impression legislation Lyre Modern-day monarchy nation Olympic Games Philosophy Plato Poseidon Pottery primary evidence religious represent secondary evidence situation Socrates source	Adolf Hitler Allies Amsterdam Anderson Anne Frank Battle of Britain biased city-state codex Conscription D Day Drafted Enemies excavate extent of change extent of continuity extrapolate Germany Holland interpret justify misinformation mistake Morrison motive movement plausible propaganda Rations Rationing Ration card reference point reliability Shelter stereotype support The Blitz traditional VE day View




Viking Vocabulary

Word **longboat** 

Definition

A type of Viking ship that pioneered many of the design features still used today. Different types could be used for fighting, trading or exploring. Some could get up smaller rivers which meant that they could surprise people who were waiting by the coast instead of inland.

Historical Vocabulary

Word **archaeology** 

Definition

The study of things people made, used and left behind. This helps us understand what people in the past were like and how they lived.



## Curriculum Road Map Year 1

### Knowing me, knowing you

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.

### 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.

### Reach for the skies

Suggested individual(s): Orville and Wilbur Wright

Summer

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.

**Why do we follow on with this unit?**  
To further develop knowledge and understanding that the achievements of significant individuals have had a lasting impact on 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.



## Curriculum Road Map Year 2

### Local History

Suggested individual(s): King Henry VIII

Autumn

NB: This unit plan is an example. Schools will need to tailor the unit to their local area.

Children will learn about the importance of their local area within history and its purpose now and in the past. They will research and identify the importance of historically local and significant people and events that have had an influence and an impact on the area. They will examine how changes in industry and trade have impacted on the area over time. Children will have the opportunity to engage in fieldwork to explore local historical locations such as places of worship, museums and landmarks and research the similarities and differences between then and now in the local area.

**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.

### Explorers

Suggested individual(s):  
Christopher Columbus and Neil Armstrong

Spring

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.

### London's Burning

Suggested individual(s): Samuel Pepys

Summer

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 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.

## 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.

### Ancient Egypt

Suggested individual(s): Howard Carter

Summer

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?

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.



## Curriculum Road Map Year 4

### Rampaging Romans

Suggested individual(s): Queen Boudicca

Autumn

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 learn how life in England further changed when the Anglos Saxons arrived and how, like the Romans, the Anglo Saxons made a significant impact on Britain that has lasted until today.

#### 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 further show how an invading nation impacted on life, culture and language in Britain both then and now.

**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.

### Vikings

Suggested individual(s): King Cnut the great

Summer

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.

## Curriculum Road Map Year 5

### Off with her head!

Suggested individual(s): Henry VIII

Autumn

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.

#### 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?

Placing a unit of current study on a time line in relation to other unit studies and identifying changes within and across historical periods.

### Ancient Greece

Suggested individual(s): Athena

Spring

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.

### Industrial Revolution

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.

#### 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.

## Curriculum Road Map Year 6

### Woeful World War II

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

Autumn

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 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 the Maya.

### Mysterious Maya

Suggested individual(s): Ixcacao

Spring

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.

### 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.

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.

## OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES

- Has the school made the objectives of their curriculum clear for your subject?
- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?
- What is the impact of the curriculum in your subject on the pupils' outcomes?