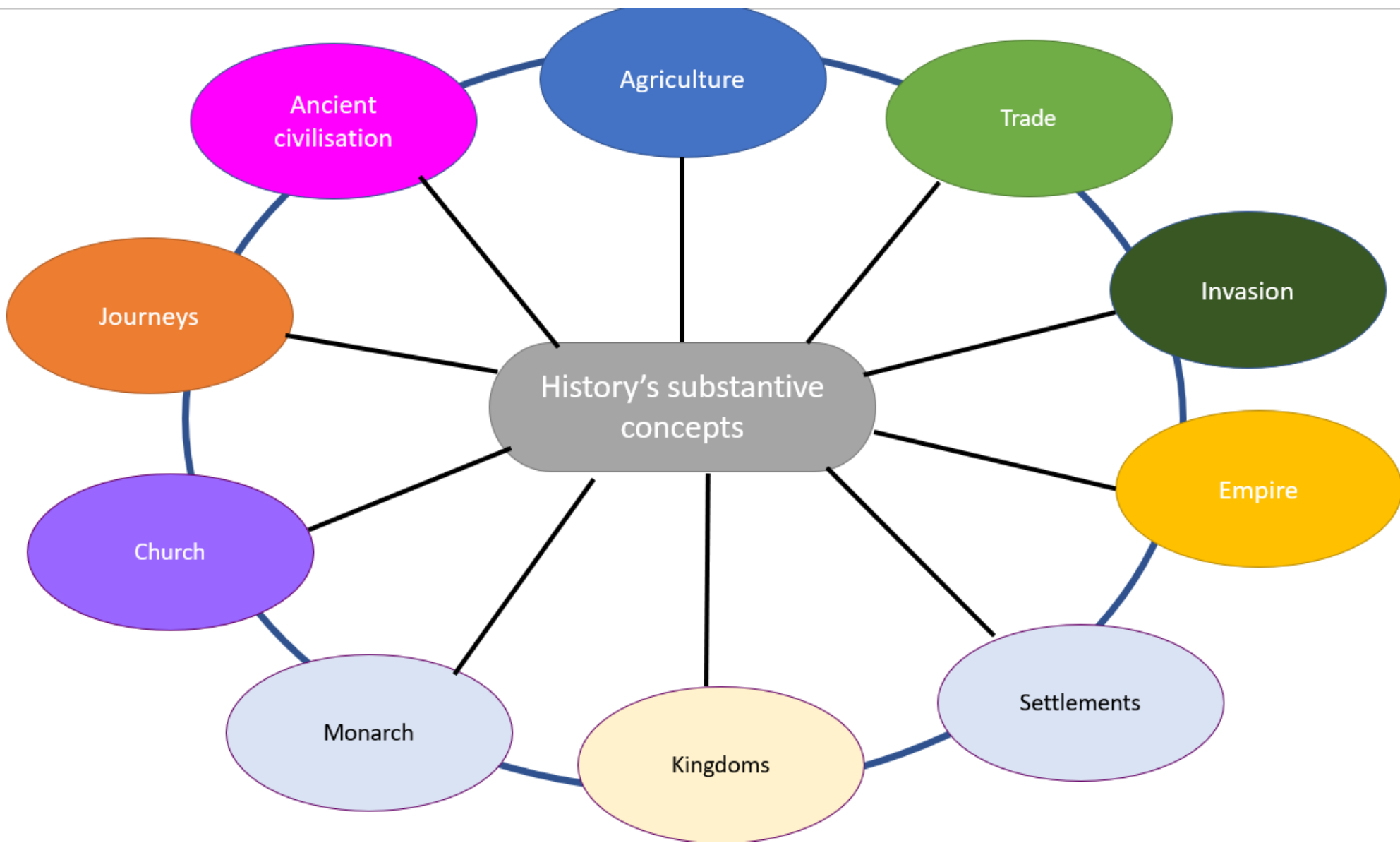


HISTORY CURRICULUM



National Curriculum

Substantive knowledge
knowledge about the past

Key Stage 3

History Substantive Knowledge Pathway

Towns grew quickly and without much planning. Many people moved from countryside to towns despite the harsh conditions there -sanitation, yards, shared toilets, proximity to factory and pollution

Industry changed most rapidly in the northern towns based on coal, water and good transport system to supply imports from nearby ports. Factory life was demanding but little alternative – children worked in factories.

Know how the first underground railways were developed in London to address a number of problems.

Know about the period known as 'Railway Mania', when several rival companies expanded the railway networks across the country, changing the lives of Britons. Transport changed dramatically and there were winners and losers with the coming of the railway. Brunel and Robert Stephenson were opponents throughout their ground-breaking work during the Victorian railway revolution. The railways affected rich people's leisure activities, especially seaside holiday

Know about how technological developments made steam engines light enough to be used as railway locomotives. This was the first steam-powered railways in Britain.

Know how transport changed during the Industrial Revolution. Industrial realised that better transport was needed for the transport of heavy goods. Understand the technological developments that changed transport and travel during the Industrial Revolution: James Watt's steam engine. How it worked, and how it was initially used in factories and to haul goods and raw materials short distances.

The main changes included transport, railways to bicycles and cars, industry; factories and mines, mainly in north; urbanisation etc. This was a period of rapid change but didn't affect everyone equally.

Queen Victoria (1837 -1901) dominated the period with her long reign.

How did life in Britain change significantly during the Victorian period? Rich vs poor, urban areas & factories, living conditions, the importance of the railways

Spring 2 & Summer 1 A significant turning point in British history, Victorian's and the importance of the first railways

The Industrial Revolution during Georgian and Victorian times affect Shrewsbury. Learn about rapid expansion of the railways, which brought widespread changes that shaped modern Britain as we know it, and the impact this had on trading in the local area.

The Tudor time brought successful cloth-merchants and wool-merchants – like the Owens and Irelands – built the wealth of black-and-white buildings for which Shrewsbury is famous.

The Normans ruled Shropshire like the whole of Britain: a time of invasion and battle fortification. In the town, they found a suitable site and dug a moat, erecting a keep – this is now the site of Laura's Tower.

Learn about the impact of the Saxons and know that at the end of the 9th century, Alfred was on the throne and Shrewsbury would have consisted of little more than a wooden tower and stockade on its highest point

Understand why present-day Shrewsbury chosen as an important place of settlement

Local history study: Know how settlements change through history.

Spring 1 Local History

Autumn South America

Year 6

The victory over Persia opened up opportunities to focus on domestic issues. It was a time of massive growth in new ideas and ways of thinking, such as philosophers and ideas such as democracy. This would not have been possible without the slave culture which gave men time to think and cultivate interests.

Olympics were held in large stadium and were not just athletic events

The Greeks have influenced our lives today: language, architecture, thinkers.

In Ancient Greece a clever system was designed as a safeguard for protecting democracy, it was a harsh and unforgiving punishment.

Ancient Greeks 12th- 9th Century BC
Ancient Greece – a study of Greek life and achievements and their influence on the western world
Democracy, medicine, water & air

Summer Ancient Greece

Trade routes established - more than simple raiders; they also traded.

Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors.

Danelaw as an area of Viking settlement.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion

Spring Sieges, Settlements & Solutions

Vikings were a real threat from the sea. the initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066 .

By the end of the 7C Anglo-Saxons were ruling most of Britain.. Britain was divided into different kingdoms and this led to the creation of county boundaries.

Britain was on the cusp of Christianity at the time.

Around 955. It was on King Alfred 'the great' foundations that descendants built kingdom of England.

Around 450AD, the Anglo - Saxons left their homes in Germany, the Netherlands and Denmark and sailed over to Britain on wooden boats.

Britain's settlement by Anglo-Saxons and Scots. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Autumn
Forces of Nature
Science focus

Year 5

There are many explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) as to why the Maya civilization disappeared

There civilization had dignity and respect. Mayas appeased their gods with the human blood collected from the human sacrifice.

Mayans had a script, also known glyphs, and developed a number system.

Mayan society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom).

Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.

They built some of the largest cities in the world at the time. They were one of the most sophisticated societies of their age with a strong belief system.

The Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years and was at its height AD300-900.

Mayan Civilisation c. AD 900 a non-European society that provides contrasts with British history

Summer Rainforest

S

Our lives today are influenced by the Romans. There is a range of legacies including roads, place-names, Hadrian's wall; surviving buildings

Running such a vast empire came with problems: cost, defence, in fighting

The first invasions (55BC and 54 BC) took place because Julius Caesar was ambitious and wanted power and glory. The second invasion was 98 years later, Claudius had just become Emperor, in the 1st Century BC.

Roman army was the largest fighting force, with skilled warriors & organised formations.

Significant changes during this time from Celtic, Iron-Age settlement to the emergence of towns and villas.. Romans had a sophisticated society - amphitheatres, baths

Know the Romans started life as the Romans from 753BC and they lived in Italy before to other countries. The city of Rome was at the centre of the huge empire. An Empire is an extensive group of states or countries ruled over by a single monarch.

The Roman Empire & it's impact on Britain.

Around 955. It was on King Alfred 'the great' foundations that descendants built kingdom of England.

Spring The Romans in Britain

Autumn Volts & Vibrations

Egyptian rulers used the idea of divine kingship (king regarded as god) and constructed monumental architecture to demonstrate and maintain power. The tomb of Tutankhamun and the Pyramid of Giza are examples of this. Egyptians believed in afterlife and Pharaoh's were buried with objects..

The Egyptians kept written records using a writing system known as hieroglyphics

Ancient Egyptians developed wide-reaching trade networks along the Nile, in the Red Sea, and in the Near East.

Egyptian civilization developed along the Nile River because the river's annual flooding ensured reliable, rich soil for growing crops..

Ancient Egypt is a period about 5,000 years ago

Summer River Deep

Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of

The Stone Age began about 2.6 million years ago, The earliest settlers were hunter gatherers and lived in caves.

The Stone Age is divided into three separate periods, namely the Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). Each period is based on the degree of sophistication used by humans to fashion and use stone tools.

The Stone Age marks a period of prehistory in which humans used primitive stone tools. Lasting roughly 2.5 million years, the Stone Age ended around 5,000 years ago.

The discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000.

Spring Stone Age

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

Autumn Light & Dark

N/A Science Focus

History Substantive Knowledge Pathway

Key Stage 2

Summer Habitats & Living Things

Know there was little help from the Government. People lived in tents and made shift accommodation for years.

Know about how the house and streets are different now eg bricks and wider streets.

Know that Samuel Pepys' diary records that King, Charles II, was seen helping to put out the fire. The king made the decision to blow up the houses, gun powder, to stop the spread of the fire

Understand that there was initial hesitation. Most citizens were then more concerned about saving their belongings than putting out the fire

Events beyond living memory that are significant nationally or globally

Know when the Great Fire of London took place and place it on a timeline. Identify ways in which London was different in 1666 to London today. Be introduced to Samuel Pepys and his diary

Know how the fire started, where it spread to, how much of London was affected and how the fire ended. Know about Pepys' experience of the fire.

Know some of the reasons why the Great Fire lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather.

Spring The Great Fire of London

Know how to compare or compare aspects of life in the days of Columbus to Scott.

Know that opinion on Columbus today is divided now that he treated the natives badly, taking their land for Spain and forcing some into slavery

Know that sailors at the time felt that Columbus took too much credit.

Know that the voyage had never been attempted before,

Know about the role of the Spanish king and queen. Columbus was given 3 ships

Know how Scott was viewed in 1912 and can contrast that with his image 100 years later

The lives of significant individuals in the past who have contributed to national and international achievements. Christopher Columbus

Know who Christopher is and why he became famous

Columbus risked his life to explore somewhere no-one alive had ever seen. The voyage that had never been attempted before.

weather

Know that Amundsen arrived at the South Pole before Scott. The Norwegian flag flying at the South Pole when Scott arrived. Amundson took fewer men and used more huskies to pull the sleds.

Know a little of Scott's background, early career, personality and times in which he lived. Know about the courage and determination of five brave men who gave their lives in a great adventure.

Know why Scott is famous. Know some of the features of Antarctica and appreciate why exploration of that place would be dangerous. Grasp the nature of the journey to the South Pole.

Year 2

Significant historical events, people and places in their own locality – Scott of the Antarctic

Autumn
Journeys

History Substantive Knowledge Pathway

Year 2

Changes within Living Memory



Saltburn seafront

In the Victorian times, lots of seaside towns built piers out into the sea

People enjoyed strolling along them to breathe in the fresh, healthy sea air. Other popular forms of entertainment included: watching Punch and Judy puppet shows; eating an ice cream (sometimes called a hokey pokey); riding on donkeys; building sandcastles on the beach with a bucket and spade; eating fish and chips; watching variety acts at a music hall such as: singers, dancers or comedians.

Summer 1 Under the Sea

In the past children played with different games and toys depending on whether they were a girl or boy/ rich or poor.

In the past, games and toys that children played with were spinning top, dolls, cars, marbles, tiddlywinks, wind up toys.

Understand how toys today comparison with toys in the past. Some of the similarity and difference are colour, shape and material.

Changes within Living Memory



Toys

Spring Toy Story

Understand the reason poppies are used to remember those who have given their lives in battle is because they are the flowers which grew on the battlefields, after World War One ended.

Understand the past is something that has already happened—that could be a long time ago

Understand difference between schools today (in our local area) and in the time of your parents and grandparents

To understand some of the difference between a school day in the past to present day.

To know if there were any times in the past when life at (our local) school was particularly unusual and why.

Events beyond living memory significant historical events, people.
Why do we wear poppies on Remembrance Day?

Understand the reason poppies are used to remember those who have given their lives in battle is because they are the flowers which grew on the battlefields, after World War One ended.

Significant historical events, people and places in their own locality The school and its community

Autumn Our Local Area

Year 1

ELG - Past & present linked through growth & life cycles.

Wonderful Weather
Summer holidays past and present. People enjoyed watching Punch and Judy Lives of people and role in society. Changes from the past.

Summer 2 Wonderful Weather

African Safari
Environment changes past and present

ELG - Talk about lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Caterpillars life cycle.. Easter traditions past and present.

Summer 1 African Safari

Spring 1 People Who Help Us

People Who Help Us
Know some of the roles people around them have in society and how they have changed over time. How they impact on our lives. How we can support them.

Spring 2 Spring Into Life

Once Upon a Time
Understand the past through settings, characters and events encountered in books read in class and storytelling. Know there are real events from the past

All About Me
Sharing information about themselves. Growth and development from being a baby. Talks about past and present events in their own life and the lives of family members.

Autumn 2 Once Upon a Time

Autumn 1 All About Me

Reception - Compare & contrast characters from stories, including figures from the past.
ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

UTW 3&4yrs – Begin to make sense of their own life-story and family's history.
Reception – Comment on images of familiar situations in the past.

EYFS:
Reception & Nursery