

History Curriculum – Programme of study – Cycle 1

Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><u>Turrets and Tiaras</u></p> <ul style="list-style-type: none"> To recognise events and changes beyond living memory. To understand and explore the different ways that we find out about the past. To learn about historical people and places in their own locality. Local history study – Dudley castle Where did dragons come from/live in the past – fact or myth? Identify similarities and differences between the ways of life in different periods. <p>Understand – similarity, difference, significance, evidence,</p>	<p><u>Ice Worlds</u> (A science and geography journey)</p> <ul style="list-style-type: none"> Understand methods of historical enquiry and how to evidence this. <p>Study of famous people from history (Robert Scott, Roald Amundsen)</p>	<p><u>Reach for the Stars</u> (A science and geography journey)</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> Neal Armstrong the moon landings. The space race <p>Understand – continuity and change, cause and consequence, significance</p> <p>Have a growing knowledge of – local, regional, economic history</p>
<p><u>Out of Africa</u> (A science and geography journey)</p> <ul style="list-style-type: none"> Changes within living memory in pupils' own lives and the way of life of their family or others around them. (What have they done in their past?) 	<p><u>London Calling (Victorian)</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The changing power of monarchs Queen Victoria and significant turning point in British history (inventors, inventions) A significant turning point in British history, for example – first railways. A local history study (industry linked to Victorians) <ul style="list-style-type: none"> Local visit to Blists Hill and a study of how the Black Country got its name. Study of famous person from history (Joseph Bazalgette) Effects of cholera outbreak in London Significant changes made to Britain during the Victorian period) <p>Understand – continuity and change, empire, civilisation</p> <ul style="list-style-type: none"> Have a growing knowledge of – local, regional, national history 	<p><u>Tudor Treasures</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <ul style="list-style-type: none"> The Changing power of British Monarchs. <p>Have a growing knowledge of – local, regional, economic history</p> <p>Ludlow LHS</p>
<p><u>Honey, Honey</u> (A science and geography journey)</p>	<p><u>Rainforest</u></p> <ul style="list-style-type: none"> Climate change – how has the use of the rainforest changed over time? 	<p><u>Stones and Bones</u></p> <ul style="list-style-type: none"> The late Neolithic hunter gatherers and early farmers, Skara Brae The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared Bronze Age – Stonehenge Iron Age

History Curriculum – Programme of study – Cycle 2

Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><u>Into the Woods</u></p> <p>(A science and geography journey)</p>	<p><u>Storms and Shipwrecks</u> (A science and geography journey)</p> <ul style="list-style-type: none"> Lives of pirates in history. Changes in village life from 1705 to present day. 	<p><u>Ancient Civilisations (Greece, Egypt)</u></p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. A non-European society that provides contrasts with British history- Mayan Civilisation Ancient Greece/Egypt – a study of Greek/Egyptian life and achievements and their influence on the western world.
<p><u>Flying High</u></p> <ul style="list-style-type: none"> To study the lives of significant individuals in history who have contributed to national achievements (Neil Armstrong, Amelia Earhart, Amy Johnson, Wright brothers) To recognise events within living memory. Look at events beyond living memory (first flight) To know where people and events fit within a chronological framework. Identify ways we find out about the past. <p>Understand – similarity, difference, significance, evidence,</p>	<p><u>The Invaders</u></p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain <ul style="list-style-type: none"> AD 42 and the power of the Roman army Successful invasion by Claudius British resistance, Boudicca The settlement of the Anglo Saxons and Scots <ul style="list-style-type: none"> Roman withdrawal from Britain AD410 Anglo-Saxon invasions, settlements, kingdoms, village life. Christian conversion - Lindisfarne The Viking struggle for the Kingdom of England <ul style="list-style-type: none"> Viking raids and invasion Dane gold Guthrum Viking King 	<p><u>We'll Meet Again</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history. How did this affect people? A local history study – relate to our locate area and how Coventry and Birmingham were affected in the Blitz. How did our local area support the war effort – what evidence do we have? <p>Understand – continuity and change, cause and consequence, significance, parliament.</p> <p>Have a growing knowledge of – local, regional, economic, military, political, religious history.</p>
<p><u>Beside the Sea</u></p> <ul style="list-style-type: none"> Changes within living memory in pupils' own lives and the way of life of their family or others around them. (What have they done in their past?) To ask and answer questions about the past. To study the lives of significant individuals in history who have contributed to national achievements (Grace Darling) Look at events beyond living memory (Founding of the RNLI) <p>Understand – similarity, difference, significance, evidence,</p>	<p><u>Wild Water</u></p> <ul style="list-style-type: none"> A local History Study <p>Brief canal history – why canals were built – Local area visit. Dudley Canal Trust</p>	<p><u>Voyage of Discovery</u> (A science and geography journey)</p> <ul style="list-style-type: none"> Have growing knowledge of how to devise historically valid questions and construct informed responses that involve thoughtful selection and organisation of relevant historical information. To research a historical figure – Charles Darwin <p>A Local History Study – Shrewsbury</p>