



ATAM Academy

All through curriculum overview



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>All About Me/Incredible Me! Home Celebrations!</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Event in life (Chronology) • Begin to make sense of their own life-story and family's history • Similarities & Differences between life in this country and in other countries • Compare houses of other countries with their own country 		<p>People from around the world Space Growth</p> <ul style="list-style-type: none"> • Cultures • Transportation past and present • Compare and contrast figures from the past • Comment on images of familiar situations in the past • Space past and present • Farms now and past • Advancements-farming through history 		<p>Animal Amazing Animals Fun at the Sea side!</p> <ul style="list-style-type: none"> • Cultures • Farms now and past • Advancements-farming through history • Transportation past and present • Sea side now and past 	
1	<p>My Family History Enquiry Question: What was life like when our grandparents were children?</p> <p>Life in Britain in the 60s/70s – home, school and shops What toys did children play with and how they compare to the toys you play with? Shopping in the 1950s vs shopping today. Would you have enjoyed school in the 1960s?</p> <p>Skills</p> <ul style="list-style-type: none"> - Similarity and Difference - Using sources as evidence - Change and continuity - Sequencing 		<p>The Greatest Explorers Enquiry Question: Who were the greatest explorers?</p> <p>Mini case studies on: Ibn Battuta, Captain James Cook, Captain Robert Scott, Roald Amundsen, Sunita Williams. Which explorer do you think is the most important?</p> <p>Skills</p> <ul style="list-style-type: none"> - Using sources as evidence - Historical enquiry - Sequencing the past 		<p>Great Inventions – Transport Enquiry Questions: How did the first flight change the world? Why were the Rainhill Trials important?</p> <p>The Wright brothers and their invention What made Stevenson's 'Rocket' important</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Cause and Effect - Significance and Interpretations - Using sources as evidence - Planning and carrying out a Historical Enquiry - Change and development - Similarity and Difference 	
2	<p>Bonfire Night and the Great Fire of London Enquiry Question: Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?</p> <p>Gunpowder Plot and the role of Guy Fawkes. How have Bonfire Night celebrations changed over time? What started the Great Fire of London? How did London change after the Great Fire of London?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences - Cause and Effect 		<p>Our Local Heroes Enquiry Question: Who are our local heroes? What makes someone a hero?</p> <p>What can photos tell me about people in the past? What can objects tell me about people in the past? What can documents tell me about people in the past? What can people tell me about their life in the past? My hero is ...</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Significance and interpretations - Planning and carrying out a historical enquiry - Using sources as evidence 		<p>Victorians Enquiry Question: Why do we remember Queen Victoria?</p> <p>Who was Queen Victoria? Why was Queen Victoria's reign so influential? How did rich people live in Victorian Britain? How did poverty affect children in the Victorian era? How does Victorian school compare to school nowadays?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Using sources as evidence - Compare events in the past 	



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<p>3</p>	<p>The Stone Age Enquiry Question: What was new about the New Stone Age? When was the Stone Age?</p> <p>Neolithic, Mesolithic and Palaeolithic periods What can we learn from the evidence found on Skara Brae? Why is Stonehenge considered the most significant prehistoric monument?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences - Using sources as evidence - Inference - Significance 	<p>The Bronze Age and the Iron Age Enquiry Question: Which was more impressive – the Bronze Age or the Iron Age?</p> <p>What was the Bronze Age? What was life like in the Bronze Age? What was life like in the Iron Age?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences - Using sources as evidence - Inference - Significance 	<p>Local History Enquiry Question: Why should we preserve our locality?</p> <p>Exploration of the different buildings in the local area including listed buildings. How has the local area changed over time? Evaluation of what makes a building significant and worth preserving. Which buildings would you want to preserve and why?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences - Planning and carrying out a historical enquiry - Using sources as evidence - Inference - Significance
<p>4</p>	<p>The Ancient Egyptians Enquiry Question: How much did the Ancient Egyptians achieve? What can we learn about the Egyptians from the evidence they left behind? How did different groups contribute to the achievements of Ancient Egyptian society?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference 	<p>Roman Britain Enquiry Question: What happened when the Romans came to Britain? How did the Roman invasion of Britain impact the lives of the Celts? Who benefited from the Roman invasion? What did it take to be a Roman soldier?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference 	<p>Crime and Punishment Enquiry Question: How has Crime and Punishment changed over time? Why did 'punishment' need to change? What was the Bloody Code of 1815? How has the role of a police officer changed over time?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference
<p>5</p>	<p>The Anglo-Saxons Enquiry Question: Was the Anglo-Saxon period really a Dark Age? Who were the Anglo Saxons and why did they choose to settle in England? What was the Staffordshire Hoard and why is it significant in aiding our understanding of Anglo Saxon life? Why do some historians consider the Anglo Saxon period as a 'Dark Age'?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference 	<p>The Vikings Enquiry Question: Would the Vikings do anything for money? Why did the Vikings raid and the settle in Britain? What evidence is there to support the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth? Did King Alfred deserve the title 'Great'?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference 	<p>Journeys Enquiry Question: What makes people go on a journey? Walter Raleigh and his voyages. The Irish travellers of Titanic. The Kindertransport of WWII. The voyage of the Empire Windrush Why do refugees make dangerous journeys today?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference



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<p>6</p>	<p>The Maya Civilisation Enquiry Question: Why should we remember the Maya? What can we learn about the Ancient Maya from the lives of the Maya today? Why did Mayan cities remain hidden for so long? Why did the Maya have so many G-ds? What can this tell us about their society? How advanced was Maya society? Why did the Maya disappear around 900AD?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference 	<p>The Ancient Greeks Enquiry Question: What did the Greeks do for us? What can we learn from the evidence that the Ancient Greeks left behind? Who were the Spartans and Athenians? How similar were the London 2012 Olympic Games to those held in Ancient Greece? How do we know that religion was important to the Greeks? Why did the Greeks fight so many wars?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference 	<p>The Impact of War Enquiry Question: Did WWI or WWII have the biggest impact on our locality? What was the Home Front? How can we find out about the people in our local area who died in the First and Second World Wars? How did the wars impact on children's lives locally? How did the World Wars change daily life? Was it more dangerous living in Redbridge in the First or Second World War? How can we remember the contribution made by our community during the World Wars?</p> <p>Skills</p> <ul style="list-style-type: none"> - Sequencing the past - Similarities and Differences/Continuity and Change - Planning and carrying out a historical enquiry - Using sources as evidence - Inference 			
<p>7</p>	<p>England before 1066 (55AD – 1066AD) A chance to explore the diverse nature of the 'English'. <ul style="list-style-type: none"> - The Romans - The Saxons - Introduction to the Normans <p>Second order concepts</p> <ul style="list-style-type: none"> - Interpretation - Cause and Consequence - Change and Continuity </p>	<p>The Norman Conquest The development of England <ul style="list-style-type: none"> - Challenge for power - Leadership qualities - Power and authority - Development of society <p>Second order concepts</p> <ul style="list-style-type: none"> - Chronology - Knowledge and Understanding - Source Analysis - Cause and Consequence </p>	<p>Medieval England British Institutions and their role within society. <ul style="list-style-type: none"> - Power and control: The Church, the monarchy and Parliament. - The role of women in Medieval Britain. - Health and Medicine <p>Second order concepts</p> <ul style="list-style-type: none"> - Chronology - Knowledge and Understanding - Source Analysis - Interpretation - Cause and Consequence </p>	<p>England's place in the wider world.</p> <ul style="list-style-type: none"> - The Silk Roads – connecting people. - Other civilizations (India and China) - Religious relationships <p>Second order concepts</p> <ul style="list-style-type: none"> - Evidence - Change and continuity - Source analysis - Interpretation 	<p>Shaping the British Isles</p> <ul style="list-style-type: none"> - England and its neighbours. - Eleanor of Aquitaine and Joan of Arc - War of the Roses <p>Second order concepts</p> <ul style="list-style-type: none"> - Similarity and difference - Change and continuity - Interpretation analysis - Source analysis - Cause and Consequence 	<p>Reformation and Renaissance</p> <ul style="list-style-type: none"> - The Tudors - The reformation of the Church and dissolution of the monasteries. - Influence of scientific thinking. <p>Second order concepts</p> <ul style="list-style-type: none"> - Source analysis - Cause and consequence - Similarity and difference - Change and continuity.
<p>8</p>	<p>The Stuarts</p> <ul style="list-style-type: none"> - Guy Fawkes – the struggle for power - James I – a successful monarch? - Witch hunts and our connection to America. <p>Second order concepts</p> <ul style="list-style-type: none"> - Interpretation - Cause and Consequence - Change and Continuity 	<p>From Civil War to Commonwealth</p> <ul style="list-style-type: none"> - Charles I - Power, Religion and Money – the struggle for power. - Cromwell <p>Second order concepts</p> <ul style="list-style-type: none"> - Chronology - Change and continuity 	<p>Industrial Revolution</p> <ul style="list-style-type: none"> - Changing society – from farm to factory. - Impact of industrialisation on the people of Britain. <p>Second order concepts</p> <ul style="list-style-type: none"> - Significance - Continuity and Change 	<p>England's place in the wider world.</p> <ul style="list-style-type: none"> - African Civilisations (life before the Trans-Atlantic slave trade) - Black peoples of the Americas – The start of the Trans-Atlantic slave trade. <p>Second order concepts</p> <ul style="list-style-type: none"> - Evidence 	<p>England's place in the wider world.</p> <ul style="list-style-type: none"> - Black peoples of the Americas – the consequences of the Trans-Atlantic slave trade. - The British Empire – what the history books say. <p>Second order concepts</p>	<p>India – A British Empire case study</p> <ul style="list-style-type: none"> - The road to war - Mutiny or a war of independence - The jewel in Britain's crown - India's Independence <p>Changing role of Women</p> <ul style="list-style-type: none"> - The Suffragettes and the right to vote.



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		<ul style="list-style-type: none"> - Cause and consequence – (long and short term) 		<ul style="list-style-type: none"> - Change and continuity - Source analysis - Interpretation 	<ul style="list-style-type: none"> - Similarity and difference - experiences - Change and continuity - Interpretation analysis - Source analysis - Cause and Consequence 	Second order concepts <ul style="list-style-type: none"> - Source analysis - Interpretation analysis - Cause and consequence - Change and continuity - Diversity of experience
9	WW1 <ul style="list-style-type: none"> - Short and long term causes of WW1 - How did Britain rally the troops? 'Soldiers of the Empire' - Key events of WW1 - Science and technology Second order concepts <ul style="list-style-type: none"> - Interpretation - Cause and Consequence - Change and Continuity 	Russian Revolution 1917 <ul style="list-style-type: none"> - Did War lead to Revolution in Russia? - The Second Revolution - Lenin, Trotsky and Stalin - The rise of communism Second order concepts <ul style="list-style-type: none"> - Change and continuity - Cause and consequence – (long and short term) 	Interwar Years <ul style="list-style-type: none"> - Paris Peace Conference - Post-war Britain/Germany - International co-operation – League of Nations. Second order concepts <ul style="list-style-type: none"> - Significance - Cause and Consequence - Continuity and Change 	Events of WW2 <ul style="list-style-type: none"> - Key events of WW2 - Turning points – On the Battle field and on the Home Front. - Soldiers of the Empire Second order concepts <ul style="list-style-type: none"> - Evidence - Change and continuity - Source analysis - Interpretation - Significance 	Life in Nazi Germany (A study of the Holocaust) <ul style="list-style-type: none"> - Democracy to Dictatorship - Nuremburg Laws - Kristallnacht - Wannsee Conference and the Final Solution Second order concepts <ul style="list-style-type: none"> - Similarity and difference - experiences - Change and continuity - Interpretation analysis - Source analysis - Cause and Consequence 	A Post-War world <ul style="list-style-type: none"> - Origins of the Cold War - Key events of the Cold War - The end of the Cold War Changing Societies <ul style="list-style-type: none"> - How did the lives of British people change 1950 – 1979? Second order concepts <ul style="list-style-type: none"> - Source analysis - Interpretation analysis - Cause and consequence - Change and continuity - Diversity of experience - Similarities and Differences
10	Thematic Study – Medicine in Britain c1250 - present <ul style="list-style-type: none"> - C1250 – c1500: Medicine in Medieval England. - Ideas about the causes of disease and illness. - Approaches to prevention and treatment. - Case Study: Black Death 1348 - C1500 – c1700: The Medical Renaissance. - Ideas about the causes of disease and illness. - Approaches to prevention and treatment. 	Thematic Study - Medicine in Britain c1250 – present <ul style="list-style-type: none"> - C1700 –c1900: Medicine in 18th and 19th century Britain. - Ideas about the causes of disease and illness. - Approaches to prevention and treatment. - Case Study: Edward Jenner, John Snow, James Simpson - c1900 - present: Medicine in modern Britain - Ideas about the causes of disease and illness. 	Historic Environment – The British Sector of the Western Front, 1914 – 1918: injury, treatment and the trenches. <ul style="list-style-type: none"> - Historic Environment – battlefield terrain - Weapons and Wounds - RAMC and FANY - Experiments in surgery and medicine Second order concepts <ul style="list-style-type: none"> - Selection of appropriate sources. - Source Analysis - Source Utility - Following up a historical enquiry. 	British Depth Study – Early Elizabethan England, 1558 - 1588 <ul style="list-style-type: none"> - The situation on Elizabeth's accession. - The 'settlement' of religion - Challenge to the religious settlement. - Mary Queen of Scots - Plots and Revolts at home - Relations with Spain - The outbreak of war with Spain 1585 -1588 Second order concepts	British Depth Study – Early Elizabethan England, 1558 - 1588 <ul style="list-style-type: none"> - The Armada - Education and Leisure - The problem of the poor - Exploration and voyages of discovery - Raleigh and Virginia. Modern Depth Study – Weimar and Nazi Germany, 1918 – 1939 <ul style="list-style-type: none"> - The origins of the Republic, 1918 – 1923 	Modern Depth Study – Weimar and Nazi Germany, 1918 - 1939 <ul style="list-style-type: none"> - The Growth in support for the Nazis, 1929 – 1932 - How Hitler became Chancellor, 1932 – 1933 - The creation of a dictatorship, 1933 – 1934 - The Police State - Controlling and influencing attitudes - Opposition, resistance and conformity - Nazi Policies towards women Second order concepts



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	<ul style="list-style-type: none"> - Case Study: William Harvey, Andreas Vesalius, The Great Plague 1665. <p>Second order concepts</p> <ul style="list-style-type: none"> - Interpretation - Significance - Cause and Consequence - Change and Continuity 	<ul style="list-style-type: none"> - Approaches to prevention and treatment. - Case Study: Lung Cancer, Flemming, Florey and Chain <p>Second order concepts</p> <ul style="list-style-type: none"> - Interpretation - Significance - Cause and Consequence - Change and Continuity 		<ul style="list-style-type: none"> - Evidence - Cause and consequence - Significance - Continuity and Change - Diversity in experiences. 	<ul style="list-style-type: none"> - Early challenges to the Weimar Republic, 1919 – 1923 - Recovery of the Weimar Republic, 1924 – 1929 - Changes in Society, 1924 – 1929 - Early development of the Nazi Party, 1920 – 1922 - The Munich Putsch and the lean years, 1923 – 1929 <p>Second order concepts</p> <ul style="list-style-type: none"> - Inference - Interpretations - Cause and Consequence - Continuity and Change 	<ul style="list-style-type: none"> - Source analysis - Interpretation analysis - Cause and consequence - Change and continuity - Diversity of experience - Similarities and Differences
11	<p>Modern Depth Study – Weimar and Nazi Germany, 1918 - 1939</p> <ul style="list-style-type: none"> - Nazi Policies towards the young - Employment and living standards - The persecution of minorities. <p>Period Study – The Cold War</p> <ul style="list-style-type: none"> - Early tension between the East and West - The development of the Cold War - The Cold War intensifies <p>Second order concepts</p> <ul style="list-style-type: none"> - Interpretation - Cause and Consequence - Change and Continuity 	<p>Period Study – The Cold War</p> <ul style="list-style-type: none"> - The Cold War Crises, 1958 – 1970 - The problem of Berlin - The Cuban Missile Crisis - Consequences of the Cuban Missile Crisis. - Prague Spring - Attempts to reduce tension between East and West. - Flash points - The collapse of Soviet control of Eastern Europe. <p>Second order concepts</p> <ul style="list-style-type: none"> - Change and continuity - Cause and consequence – (long and short term) 	<p>Period Study – The Cold War</p> <ul style="list-style-type: none"> - Attempts to reduce tension between East and West. - Flash points - The collapse of Soviet control of Eastern Europe. <p style="text-align: center;">Revision</p> <p>Second order concepts</p> <ul style="list-style-type: none"> - Significance - Cause and Consequence - Continuity and Change 	<p>REVISION</p>	<p>REVISION</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;">EXAMS</p>	