## Broughton Primary School History Rolling Programme— Key Stage I

| 1 listory Notting 1 rogramme— neg stage 1 |  |   |  |  |  |
|---|--|---|--|--|--|
| KSI                                       | Year I   | Year 2  |  |  |  |
| Unit I                                    | Unit: What was life like living in a Castle?  NC link- significant historical events, people and places in their own locality  | Unit: What was The Great Fire of London?  NC link- events beyond living memory that are significant nationally or globally  |  |  |  |
| Enrichment/<br>local links                | <ul><li>Carlisle castle</li><li>Muncaster Castle</li></ul>   | • Fire station trip   |  |  |  |
|   | Unit: How is our childhood  different to our parents/grandparents?  NC link- changes within living memory — where appropriate, these should be used to reveal aspects of change in national life | Unit: Who is the greatest history maker?  NC link-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 |  |  |  |
| Enrichment/                               | Visits from family members   | Online webinars   |  |  |  |
| local links                               | <ul> <li>Visits from wider members of the community</li> <li>Local trips to compare what places look like now compared to the past.</li> </ul>   | Visits from local people.   |  |  |  |

| Broughton Primary School—History Rolling Programme –Key Stage 2 |   |  |   |   |  |  |
|---|---|--|---|---|--|--|
|   | Year I  | Year 2   | Year 3  | Year 4  |  |  |
| $  \subseteq  $   | What was life like for Vic-<br>torian children?             | Who were the Vikings?  | How did the Roman Empire impact Britain?  | The Blitz: All we need to know about WW2  |  |  |
|   | memory — where appropriate,                                 | NC link- the Viking and Anglo-<br>Saxon struggle for the Kingdom of<br>England to the time of Edward the<br>Confessor  | its impact on Britain.  | memory — where appropriate, these should be used to reveal aspects of   |  |  |
|   | Beamish, Visit from community                               | Border Reivers—Carlisle  | Maryport Museum, Hadrians Wall,   | Eden Camp, Local visitors, collection   |  |  |
|   | What changed in Britain from the Stone Age to the Iron Age? | What did Early Islamic Civili-<br>sation leave behind?   | What was Ancient Egypt like?  | How can we find out about Ancient Greece?  Can we thank the Ancient Greeks for anything today?                  |  |  |
| Unit 2  | from the Stone Age to the Iron<br>Age                       | NC link- 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 | NC Link— The achievements of the earliest civilisations an overview of where and when the first civilisations appeared and a depth study. | NC link- Ancient Greece — a study<br>of Greek life and achievements and<br>their influence on the western world |  |  |
|   | Local exhibitions   | Local exhibitions— Tulle House   | Local exhibitions, webinars   | Local exhibitions, webinars.  |  |  |