



# Kingsfield History Overview



Ready, Respectful, Safe

Respect, Confidence, Resilience, Kindness, Enthusiasm, Aspiration

Curriculum links to school values in blue italics. Trips, visits and visitors in green italics. Diverse curriculum aspects in orange italics.

Year One	<b>Autumn A</b>	<b>Spring B</b>	<b>Summer B</b>
	<p style="text-align: center;"><b>Discovering History</b></p> <p style="text-align: center;"><i>Unit linked to the values of aspiration and resilience: the job of an historian and an archaeologist.</i></p> <ol style="list-style-type: none"> <li>1. What is the Past?</li> <li>2. Family Trees</li> <li>3. How do we know about history?</li> <li>4. What do archaeologists do?</li> <li>5. Our Local History</li> </ol> <p style="text-align: center;"><i>Locality visits; history of Kingsfield and previous school sites.</i></p> <p style="text-align: center;"><i>A study of Mary Seacole, a business woman and nurse in the 19<sup>th</sup> century.</i></p>	<p style="text-align: center;"><b>Kings, Queens and Leaders</b></p> <ol style="list-style-type: none"> <li>1. Kings and Queens</li> <li>2. King John I and the Magna Carta</li> <li>3. Henry III and Parliament</li> <li>4. Charles I</li> <li>5. Oliver Cromwell and the Commonwealth</li> </ol>	<p style="text-align: center;"><b>Parliament and Prime Ministers</b></p> <p style="text-align: center;"><i>Unit linked to the value of respect: respect for rules and laws and British values.</i></p> <ol style="list-style-type: none"> <li>1. James II, Mary II and William of Orange</li> <li>2. Simon de Montfort and parliament</li> <li>3. Robert Walpole</li> <li>4. Our Prime Minister today</li> <li>5. Elections</li> </ol>
Year Two	<b>Autumn A</b>	<b>Spring B</b>	<b>Summer B</b>
	<p style="text-align: center;"><b>Romans in Britain</b></p> <p style="text-align: center;"><i>Unit linked to the value of confidence: confidence of Romans in their own ability to conquer and lead.</i></p> <ol style="list-style-type: none"> <li>1. The Roman Empire</li> <li>2. Roman armies and soldiers</li> <li>3. The invasion of Britain and Boudicca</li> <li>4. Roman towns</li> <li>5. Roman legacy: changes that the Romans made to Britain</li> </ol>	<p style="text-align: center;"><b>The Tudors</b></p> <p style="text-align: center;"><i>Unit linked to the value of resilience: resilience of poor people during Tudor times and resilience of Mary I as the first woman to be crowned Queen in her own right.</i></p> <ol style="list-style-type: none"> <li>1. Life in Tudor England</li> <li>2. Henry VIII</li> <li>3. The English Reformation</li> <li>4. Edward VI and Mary I</li> <li>5. Elizabeth I</li> </ol> <p style="text-align: center;"><i>Denny Abbey Farmland Museum – Tudor Day</i></p> <p style="text-align: center;"><i>A study of Mary I as first female queen in her own right.</i></p>	<p style="text-align: center;"><b>Powerful Voices</b></p> <p style="text-align: center;"><i>Whole unit linked to the value of aspiration, respect and kindness; aspiration to improve the world around us and kindness and respect towards all.</i></p> <ol style="list-style-type: none"> <li>1. Gandhi</li> <li>2. Rosa Parks and Martin Luther King</li> <li>3. Malala Yousafzai</li> <li>4. Greta Thunberg</li> <li>5. Local: David Attenborough</li> </ol> <p style="text-align: center;"><i>A study of famous figures who have fought for equality and change</i></p>
Year Three	<b>Autumn A</b>	<b>Spring B</b>	<b>Summer B</b>
	<p style="text-align: center;"><b>The Stone Age to the Iron Age</b></p> <p style="text-align: center;"><i>Unit linked to the value of resilience; resilience as hunter-gatherers developing into early farmers.</i></p>	<p style="text-align: center;"><b>Ancient Egypt</b></p> <p style="text-align: center;"><i>Unit linked to the value of resilience; archaeologists had to work hard to discover life</i></p>	<p style="text-align: center;"><b>Ancient Greece</b></p> <p style="text-align: center;"><i>Unit linked to the value of aspiration; the aspiration the Ancient Greeks had to develop their society and knowledge of the world.</i></p>



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	1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age <i>Visit to Stone Age site at Flag Fen</i>	<i>in Egyptian times and scribes who wrote hieroglyphics had to study for a long while.</i>  1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics  <i>The Fitzwilliam Museum - Cambridge</i>	1. Ancient Greece: City States 2. Athens and Democracy 3. Sparta 4. The Persian Wars 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture 10. The Ancient Olympic Games 11. The Legacy of Ancient Greece <i>History off the Page – Ancient Greek Day</i>
Year Four	<b>Autumn A</b> <b>Ancient Rome</b> <i>Unit linked to the value of confidence; the confidence that the Romans had in shaping the world that we know today.</i>  1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome's different Governments 3. Pompeii 4. A Day in the Life in Ancient Rome 5. Latin	<b>Spring</b>	<b>Summer A and B</b> <b>Anglo Saxons, the Scots and the Vikings</b>  1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion  <i>Visit to Anglo Saxon village West Stow</i>
Year Five	<b>Autumn A</b> <b>Baghdad</b> <i>Unit linked to the value of aspiration; the aspiration of Caliph Al-Mansur to build a city that would be popular, wealthy and scholarly.</i>  1. The Rise of Islam 2. Baghdad: A City of Peace 3. Baghdad: Building a City	<b>Spring B</b> <b>The Industrial Revolution</b> <i>Unit linked to the value of aspiration; aspirations of inventors of the time to create machinery to revolutionise industry.</i>  1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains	<b>Summer B</b> <b>The Victorians</b> <i>Unit linked to the value of resilience; resilience of Victorians and children living in workhouses and poor conditions.</i>  1. The Reign of Queen Victoria and the British Empire 2. Victorian Cities



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	<p>4. Baghdad: A Centre for Learning in the Islamic Golden Age 5. The Mongol Attack on Baghdad and the Regional Powers</p> <p><i>A study of early Islamic civilisation, including a study of Baghdad.</i></p>	<p>4. Iron and Coal 5. Children at Work</p>	<p>3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900</p> <p><i>Denny Abbey Farmland Museum – Victorian Day</i></p>
Year Six	<p><b>Autumn A</b> <b>World War One</b></p> <p><i>Unit linked to the value of resilience; resilience of those fighting in the trenches and those defending the Home Front.</i></p> <p>1. The Causes of World War I 2. On land, at sea and in the air 3. Life on the Western Front 4. The Home Front 5. The Consequences of the War</p> <p><i>Local visits to church, graveyard and memorial site.</i></p>	<p><b>Spring B</b> <b>The Suffragettes</b></p> <p><i>Unit linked to the value of confidence; confidence to fight for what you believe is right.</i></p> <p>1. Democracy in the 19th Century 2. The National Union of Women's Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act</p> <p><i>Suffragette workshop – schoolworkshops.com</i></p>	<p><b>Summer B</b> <b>The History of Human Rights and Equality</b></p> <p><i>Unit linked to the value of respect; respect for all people regardless of age, gender, race or beliefs.</i></p> <p>1. Human Rights 2. Women's Rights 3. Children's Rights 4. Racial Equality 5. Freedom of Belief and Religion</p> <p><i>The History of Human Rights and Equality in Britain including racial equality and the rights of women.</i></p>