**HISTORY CURRICULUM PROVISION YEARS 1 -6: DELIVERY OF THE NATIONAL CURRICULUM**

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| **Year** | **Term** | **Enquiry** | **Focus** | **Substantive Concepts** | **NC Programme of Study** | **Fieldwork/workshops** |
| 1 | 1 | *How do we know so much about what happened in the Great Fire of London?* | Great Fire of London and Samuel Pepys | Monarchy, power and rule.  Achievements and legacies.  **Settlement** | Events beyond living memory that are significant nationally or globally and lives of significant people in the past | Samuel Pepys visitor |
| 1 | 2 | *What does it take to be a great explorer?* | Amy Johnson, Christopher, Columbus, Neil Armstrong,  Captain Cook – Discover Australia, Amelia Earhart, Amy Johnson, Time Peak, Helen Sharman | Monarchy, power and rule.  Achievements and legacies.  Exploration  Technology and Discovery | Lives of significant people in the past and events beyond living memory that are significant nationally or globally |  |
| 1 | 3 | *Who is the greatest history maker?* | Elizabeth I, Guy Fawkes, Grace Darling, Rosa Parks, Nelson Mandela, Martin Luther King, Jr, David Attenborough Florence Nightingale, Mary Seacole, Marie Curie | Monarchy, power and rule.  Achievements and legacies.  Technology and Discovery | Lives of significant people in the past | Visit from Guy Fawkes and workshop |
| 2 | 1 | *Why did Delia buy a new hat?* | The sinking of the Titanic, Lives of Britain’s in 1900s, | Achievements and legacies.  Exploration  Technology and Discovery  Empire  Movement and migration. | Changes within living memory  Events beyond living memory that are significant nationally or globally |  |
| 2 | 2 | *How do our toys and games compare with those of children in the 1960s?* | 1960s | Achievements and legacies.  Technology and Discovery  Trade | Changes within living memory | Toys artefact box |
| 2 | 3 | *Why is the history of my locality significant?* | Local investigation | Achievements and legacies.  Trade | Significant historical events, people and places in their own locality. | Local area |
| 3 | 1 | *How did the lives of Ancient Britons change during the Stone Age?* | Stone Age | Technology and Discovery  Trade  Settlement  Movement and Migration | Changes in Britain: Stone Age to the Iron Age |  |
| 3 | 2 | *What is the secret of the standing stones?* | Bronze Age | Technology and Discovery  Trade  Settlement  Movement and Migration | Changes in Britain: Stone Age to the Iron Age |  |
| 3 | 3 | *How do artefacts help us understand the lives of people in Iron Age Britain?* | Iron Age | Technology and Discovery  Trade  Religion  Monarchy, power and rule.  Settlement  Invasion and conflict  Movement and Migration | Changes in Britain: Stone Age to the Iron Age | Woodmatters outdoor workshop |
| 4 | 1 | *How did the arrival of the Romans change Britain?* | Romans | Monarchy, power and rule.  Technology and Discovery  Empire  Trade  Invasion and conflict | The Roman Empire and its impact on Britain | Roman workshop |
| 4 | 2 | *Who were the Anglo Saxons and how do we know what was important to them?* | Anglo Saxons | Technology and Discovery  Movement and migration.  Trade  Invasion and conflict | Britain’s settlement by Anglo Saxons and Scots |  |
| 4 | 3 | *What did the Vikings really want and how did Alfred prevent them getting it?* | Vikings | Monarchy, power and rule.  Trade  Exploration  Religion  Invasion and conflict | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | York  Jorvik Viking centre |
| 5 | 1 | *The story of the Trojan Horse: historical fact, legend or myth?* | Ancient Greece | Monarchy, power and rule.  Achievements and legacies.  Technology and Discovery  Trade  Religion  Invasion and conflict | Ancient Greece – a study of Greek life and achievements and their influence on the western world |  |
| 5 | 2 | *Why did the ancient Maya change the way they lived?* | Ancient Maya | Achievements and legacies.  Exploration  Technology and Discovery  Trade  Religion | A non-European society that provides contrasts with British history |  |
| 5 | 3 | *What happened to the boy behind the golden mask?* | Ancient Egypt, Tutankhamun | Monarchy, power and rule.  Exploration  Technology and Discovery  Religion | The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one |  |
| 6 | 1 | *Why was winning the Battle of Britain in 1940 so important?* | Battle of Britain, WW2, Winston Churchill, Adolf Hitler, Magna Carta, | Monarchy, power and rule.  Achievements and legacies.  Technology and Discovery  Invasion and conflict | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | Imperial War Museum London |
| 6 | 2 | Who was Katherine Parr and how strong are her links to the local area? | Local investigation | Monarchy, power and rule.  Achievements and legacies | A local history study | Kendal |
| 6 | 3 | *How have medical breakthroughs of the last 250 years affected the lives of people in Britain?* | Medicine through time | Achievements and legacies.  Technology and Discovery | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | Edinburgh Surgeon’s hall |

**Substantive concepts**

Monarchy, power and rule.

Achievements and legacies.

Invasion and conflict.

Exploration – discovering new people and places; expanding territories.

Settlement – the establishment of communities.

Technology and Discovery: progress and advancements in science, maths, art and literature, etc.

Empire – the rise, downfall and influence of empires.

Movement and migration.

Trade – developing societies, interactions and growth.

Religion – worship and beliefs.