

## History Curriculum

KS1	Autumn		Spring		Summer	
	A	B	A	B	A	B
<b>Objectives</b>	Significant historical events, people and places in their own locality	Significant historical events, people and places in their own locality	Events beyond living memory that are significant nationally or globally	Events beyond living memory that are significant nationally or globally	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.	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.
<b>Topic Title</b>	<b>Richard Crosse / St Mary's / Howard</b>	<b>My Family History</b>	<b>Moon Landing</b>	<b>The Great Fire of London</b>	<b>Mary Seacole &amp; Edith Cavell</b>	<b>Elizabeth I and Queen Victoria</b>
<b>Concept</b>	continuity & change	continuity & change	significance	cause & consequence	similarity, difference & significance	similarity, difference & significance
<b>Suggested WOW moments</b>	Past pupils visit / walk around the school grounds	Family Day – invite parents, grandparents etc for them to share their history etc (stay for lunch?)	Leicester Space Centre visit	Visit to London (for Great Fire of London & Elizabeth I and Queen Victoria)	Set up battlefield in school grounds?  First Aid practical day (St John's ambulance)	Visit to London (for Great Fire of London & Elizabeth I and Queen Victoria)
<b>Areas covered</b>	-Past pupils interviews -Compare school building now and then -Compare school day structure etc then and now -Links with local church -Impact of Howard, Colton & Richard Crosse families on school.		-Trip to space centre -First moon landing (what happened, how it was reported around the world) -Neil Armstrong -Chronology of space travel (rockets, missions etc)		-First Aid / Battlement Set up -Mary Seacole biography -Crimean War -Edith Cavell biography -WW1 -Comparison of women (hot seating etc)	

## History Curriculum

Lower KS2	Autumn		Spring		Summer	
	A	B	A	B	A	B
<b>Objectives</b>	a local history study	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following	Britain's settlement by Anglo-Saxons and Scots	the Roman Empire and its impact on Britain	changes in Britain from the Stone Age to the Iron Age
<b>Topic Title</b>	<b>Kings Bromley / Colton / Elford</b>	<b>World War 1</b>	<b>Ancient Egypt</b>	<b>Anglo-Saxons &amp; Scots</b>	<b>Romans</b>	<b>The Ages of Man</b>
<b>Concept</b>	continuity & change	cause & consequence	significance	similarity, difference & significance	significance	continuity & change
<b>Suggested WOW moments</b>	Colton Historic Society visitor / Walk around the village.	National Arboretum visit	findschoolwork shops.co.uk for theatre group coming to school.	Trip to Lindisfarne to – link to RE?	Visit to Wall	Visit to Castle Ring (Cannock)
<b>Non-Statutory Example (to help focus planning)</b>	A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	A significant turning point in British History		Christian Conversion	the Roman Empire by AD42 and the power of its army; Romanisation of Britain and impact of technology, culture and beliefs, including early Christianity.	Iron Age hill forts: tribal kingdoms, farming, art & culture
<b>Significant Dates to use?</b>		Remembrance Day				
<b>Areas covered</b>	-Walk around village -Jobs -Buildings -The Church -Significant people -Roads					

## History Curriculum

Upper KS2	Autumn		Spring		Summer	
	A	B	A	B	A	B
<b>Objectives</b>	a local history study	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Greece – a study of Greek life and achievements and their influence on the western world	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a non-European society that provides contrasts with British History – Mayan civilization c AD 900	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>Topic Title</b>	<b>Burton Brewery</b>	<b>World War 2</b>	<b>Ancient Greece</b>	<b>Vikings &amp; Saxons</b>	<b>The Mayan Civilizations</b>	<b>Crime &amp; Punishment</b>
<b>Concept</b>	significance	cause & consequence	significance	similarity, difference & significance	similarity, difference & significance	continuity & change
<b>Suggested WOW moments</b>	Visiting the National Brewery Centre	Trip to Normandy	Greek Day in costume with a rota of activities	Jorvik Viking museum, York	Role play class structure; Make a Mayan house in school grounds (willow weaving)	London dungeons, Tower of London.
<b>Non-Statutory Example (to help focus planning)</b>	a study of an aspect of history or site dating from a period beyond 1066 that is significant in the locality	a significant turning point in British History		Viking raids and invasions		changes in an aspect of social history from the Anglo-Saxons to the present
<b>Significant Dates to use?</b>		Remembrance Day				
<b>Areas covered</b>	-Go to Brewery -Study Bass family -Victoria jobs in Brewery -Transport -Burton as a centre for Brewery -Microbrewery		-Greek Day -Pots (writing – how to make and decorate your pot) -Gods -Greek alphabet -Sparta vs Athens		-Role play class structure: slaves, nobility, priesthood, common people (injustice for some) -Make a Mayan house -Roles of men and women compared with those of today -Human sacrifice -Why did it end?	