

## Curriculum Overview: History

*'I would like to be remembered as a person who wanted to be free...so other people would also be free.'* Rosa Parks

*Our children live in an ever-changing, rapidly advancing world where new knowledge and new skills need to be acquired, understood and mastered at a rate previously unheard of.*

*We aim to enable children to learn the full range of knowledge, skills and understanding in order to appreciate their world as well as recognising and embracing their role in becoming citizens who make a positive contribution to our society; now and in the future.*

*Our community and its environment help shape the way in which we structure learning opportunities. We balance the celebration of all positive aspects of our local context with the ability to look beyond the Furness Peninsula in order to understand and embrace the wider world.*

*We are totally committed to learning of the highest standard in academic, personal and social forms and have these aspirations for all children in our care.*

Our History curriculum is based on the National Curriculum aims and subject content. Our aim is to ensure children have a high quality history education that helps them to gain a coherent knowledge and understanding of Britain's past, and that of the wider world, and to inspire their curiosity to know more about the past. Topics are organised over a two year rolling programme due to mixed aged classes.

Resources from the CUSP curriculum support the development of key language, vocabulary and knowledge in the subject.

We incorporate the UN Global Goals within our history learning and strive to ensure children learn historical skills that they can use as they progress through this school (and beyond) and apply to new learning. We endeavour to make history a living subject that links the past with the present and the future and encourages children to ask challenging and meaningful questions about change, cause, similarity and difference, and significance.

Our curriculum is...

real-life  
and  
relevant

progressive  
and  
sequenced

broad  
and  
balanced

local,  
national &  
international

So our learners are...

excited  
and  
inspired

co-operative  
and  
collaborative

confident  
and  
proud

independent  
and strong

## Planning Progression:

<p><b>Y3/Y4</b> <b>Cycle A</b></p> <p>Our World - Cumbria and the Romans</p> <p><a href="#">Visit to Vindolanda, Hadrian's Wall.</a></p>	<p>Find three different things that Cumbria is famous for. To chronologically order key dates. Understand that people invade and settle in other countries and identify the reasons that the Romans came to Britain. Describe the difference between the Romans and the Celts. Explain why the Roman army was so important for Britain. Learn who Boudicca was and what she did (<a href="#">English link</a>). Learn about Hadrian's Wall and describe life in Vindolanda. Describe the artefacts found at Vindolanda and what they tell us about life there. Explain why the Romans left Britain and what was their legacy?</p>
<p><b>Anglo Saxons and Vikings</b></p>	<p>Identify the seven kingdoms of Anglo Saxon Britain. Explain why people invaded the British Isles and decided to settle here. Understand where the Angles, Saxons and Jutes came from. Learn about Hengest, Horsa and King Vortigern in the context of questioning historical sources. Explain how place names help us understand where the Anglo Saxons settled. Describe life in an Anglo Saxon village. Describe what we can learn about the Anglo Saxons by looking at artefacts (e.g. Sutton Hoo). Explain how Christianity spread to the British Isles. Understand why the Vikings attacked Lindisfarne. Explain why the Vikings kept on attacking the British Isles and why they settled here and Danelaw was established. Describe the power struggle between Alfred the Great and Guthrum.</p>
<p><b>Y3/4</b> <b>Cycle B</b></p> <p>Ancient Greeks</p>	<p>Understand how we learn about the past using different sources. Locate Greece on a map and describe what the climate is like there (<a href="#">link to Geography</a>). Explain why Athens and Sparta were important and describe their similarities and differences. Learn what happened during the Battle of Marathon. To understand more about ancient Greece by reading Greek legends (<a href="#">link to English</a>). Describe the main Greek gods and why they were important. To understand how Greek philosophers changed the way people saw the world and inspired learning across the world up until the present day. To describe the lasting impact, the ancient Greeks had on the world - democracy (P4C) and the modern Olympics.</p>
<p><b>Y5/6</b> <b>Cycle A</b> <b>WWII</b></p> <p><a href="#">The use of propaganda - English - WW1 poetry, the book War Game and a visit to the Imperial war Museum in Manchester.</a></p>	<p>Understand the main reasons behind WWII. Look at a piece of evidence and ask questions about it. Understand the impact of the war in Britain. Learn that some children were evacuated away from their homes in WWII. Explain how people felt when WWII broke out. Identify the leaders of some of the countries that were part of WWII. Understand that many Commonwealth soldiers fought with Britain and lost their lives during the war. To describe the main impacts of war on life at home (rationing, propaganda, evacuation, Anderson shelters). Describe the impact war had on Cumbria. To explain how the war ended and what were the consequences of this. Identify the UN's role in peace keeping after the war until today.</p>

<p><b>Y5/6</b> <b>Cycle B</b></p> <p><b>Africa - The Ancient Egyptians</b></p>	<p>Draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Compare two or more historical periods; explaining things which changed and which things stayed the same.</p> <p>Consider how the River Nile shaped the ancient Egyptian civilisation.</p> <p>Understand how and why ancient Egyptians built pyramids.</p> <p>Learn about ancient Egyptians beliefs about the afterlife and religion.</p> <p>Understand how pharaohs were regarded in society.</p> <p>Undertake a close study of a particular pharaoh.</p> <p>Describe the features of ancient Egyptian art and understand its uses.</p> <p>Explain why the discovery of Tutankhamun was so important.</p> <p>Undertake a close study of the work/life of Howard Carter.</p> <p>Summarise how Britain may have learnt from other countries and civilisations.</p> <p>Understand the importance of the Rosetta Stone to learn about hieroglyphs.</p>
<p><b>Africa - The Kingdom of Benin</b></p> <p><a href="#">Visit to the World Museum in Liverpool - Egypt Gallery and Benin Bronzes.</a></p>	<p>Understand that our knowledge of the past is constructed from a range of sources and to learn to (sometimes) question these sources.</p> <p>Look at photographs of the Benin Bronzes (and see some of them in the World Museum in Liverpool) and discuss what they tell us about Benin. Ask questions about where these bronzes should be now.</p> <p>Learn how the Kingdom of Benin developed.</p> <p>Understand the significance of animals and nature in ancient Benin.</p> <p>Learn about the role of the Oba.</p> <p>Understand the timeline of events in Benin's history until it was destroyed by the British in 1897.</p> <p>Learn about the Slave Trade, the significant figures who opposed it and its abolishment in Britain (and later the USA).</p>