

Our History Curriculum


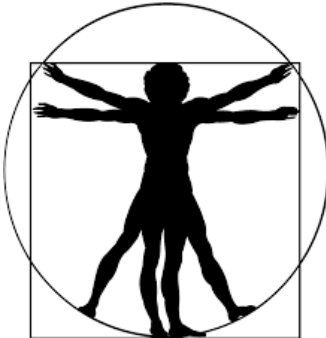

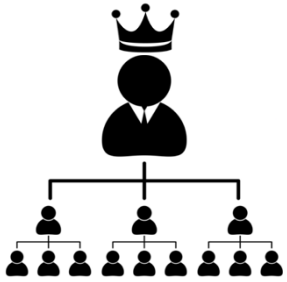
History Overview




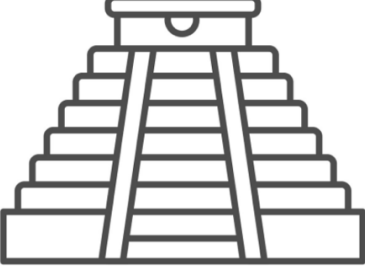
	Local	National	Global
	Autumn	Spring	Summer
KS1 thread: how does this link to me and my family?			
Y1	How has Newtown Primary changed? (change and continuity)	How has transport changed? (change and continuity)	How similar were Elizabeth I and Elizabeth II? (similar and different)
Y2	How has West Bromwich changed over time? (change and continuity)	Why are Emily Davison, Rosa Parks and Malala Yousafzai all brave women? (causation)	Why are there so many canals in Birmingham & the Black Country? (causation)
Lower KS2 thread: how does this link to me and my community?			
Y3	What have artefacts revealed about ancient Britain? (evidence)	Why were the ancient Egyptians known to be great scientists? (causation)	What kinds of change did the Romans bring to Britain? (change and continuity)
Y4	Why was the Staffordshire Hoard discovery significant? (evidence)	Were the Vikings ruthless killers or peaceful settlers? (similar and different)	What can stories and artefacts tell us about the values of the ancient Greeks? (evidence)

Upper KS2 thread: how does this link to me and my planet?

Y5	What does our school's history reveal about changes in Britain? (change and continuity)	Why was art such a significant part of the Shang Dynasty? (causation)	What role did the British empire play in World War I? (evidence)
Y6	In what ways does the Early Islamic civilisation impact us still today? (change and continuity)	Did the Black Country play a significant role in the industrial revolution? (evidence)	What does history mean to us? (evidence)

Core Concepts

Core concept	Definition	Times examined
	<p style="text-align: center;">Community</p>	<p style="text-align: center;">All the people who live/d in a particular place or area.</p> <p style="text-align: center;">11</p>
	<p style="text-align: center;">Cultural Change</p>	<p style="text-align: center;">The differences over time in the beliefs, ways of life or the arts of a particular society or civilisation.</p> <p style="text-align: center;">16</p>
	<p style="text-align: center;">Equality</p>	<p style="text-align: center;">The same status, rights and responsibilities for all the members of a society.</p> <p style="text-align: center;">10</p>
	<p style="text-align: center;">Hierarchy and Power</p>	<p style="text-align: center;">A system of organising people into different ranks or levels of importance.</p> <p style="text-align: center;">11</p>

Core concept	Definition	Times examined
	<p>Conflict</p>	<p>Fighting between countries or groups of people.</p> <p>9</p>
	<p>Technological Advancement</p>	<p>Changes in technology over time within a specific society or civilisation.</p> <p>14</p>
	<p>Invasion</p>	<p>Entering a country with an attacking military force in order to conquer or plunder.</p> <p>7</p>
	<p>Civilisation</p>	<p>A society with its own social organisation and culture.</p> <p>5</p>

Coverage of Core Concepts

Year 1				
Newtown	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Transport	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Queens	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Year 2				
West Bromwich	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Brave Women	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Birmingham & the Black Country's Canals	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Year 3				
Stone Age	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Ancient Egypt	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Romans	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation

Year 4				
Anglo-Saxons	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Vikings	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Ancient Greece	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Year 5				
Newtown	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Shang Dynasty	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
WWI and Empire	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Year 6				
Early Islamic	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Industrial Revolution & Black Country	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation
Post-war Migration	Community	Cultural Change	Equality	Hierarchy and Power
	Conflict	Technological Advancement	Invasion	Civilisation

Rationale

In KS1, children learn about local history and significant people. This links to their Geography curriculum – for example, in Year 1 children learn about West Bromwich in the autumn and London in the spring – this topic lays the foundations for their History topic on England's monarchs in the summer. In the summer of Year 2, children learn about why Birmingham & the Black Country have so many canals which they then revisit again in their Geography topic on canals, rivers and the water cycle in the autumn of Year 3.

In Lower KS2, children are taught about early Britain from the Stone Age to the Vikings in chronological order. They also learn about two significant civilisations: Ancient Egypt and Ancient Greece. These civilisations have been selected due to their proximity to the UK and the links can that can made to the Geography curriculum (rivers, land use and earthquakes and the exploration of Europe).

In Upper KS2, children revisit the history of the school with a deeper understanding of the past and consider key changes over time. Children learn about two more significant civilisations, Early Islam and the Shang Dynasty; both chosen as they reflect the world Newtown children live in as well our multicultural demographic. Children are also taught about equality through considering some of the more uncomfortable periods of British history including the Empire and migration. By the end of KS2, children will have the historical understanding yet also the emotional understanding and resilience to be able to investigate such issues with thought and care.

Suggested places to visit

Year	Focus	Place
1	Newtown	
	Transport	Transport Museum, Coventry
	Monarchs	Warwick Castle
2	West Bromwich	
	Brave Women	
	Birmingham & Black Country's Canals	Black Country Museum
3	Stone Age	Sarehole Mill and Moseley Bog
	Ancient Egypt	
	Romans	
4	Anglo Saxons	Staffordshire Hoard at BMAG
	Vikings	
	Ancient Greece	
5	Newtown	
	Shang Dynasty	Compton Verney Art Gallery and Park
	World War I	Museums Collections Centre in Nechells
6	Early Islamic	
	Industrial Revolution	Black Country Museum
	Post War Migration	