

# Barlows Primary School

## History Curriculum Content

### Key Stage 1 and 2

*Barlows Primary School*



*"To Give of our Best"*

**2017-2018**

# Barlows Primary School

## Curriculum Content -Year 1

### HISTORY CURRICULUM

At Barlows Primary School we use the Voyagers History Plans as a basis for our History Curriculum. The content for Year 1 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>WHAT WAS LIFE LIKE WHEN OUR GRANDPARENTS WERE CHILDREN?</b>	<b>HOW DID THE FIRST FLIGHT CHANGE THE WORLD?</b>	<b>WHO ARE OUR LOCAL HEROES?</b>
<ul style="list-style-type: none"> <li>• To identify and describe similarities and differences between our own experience of school and the experience our grandparents may have had</li> <li>• To identify and describe differences and similarities between our own homes and the type of home our grandparents might have grown up in</li> <li>• To identify and describe similarities and differences between our own experience of school and the experience our grandparents may have had</li> <li>• To identify similarities and differences between the toys we play with and the toys our grandparents played with when they were children</li> <li>• To identify differences and similarities between how we spend our pocket money and how our grandparents may have spent their pocket money</li> <li>• To create a digital scrapbook about childhood with the purpose of sharing what we have found out with a wider audience.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about events beyond living memory that are significant globally</li> <li>• To know where the people and events that we study fit within a chronological framework</li> <li>• To learn what early aeroplanes were like and compare them to modern aircrafts</li> <li>• To use a timeline to explain the history of aviation and compare two early methods of flight</li> <li>• To describe details of old aeroplanes and understand how they have changed over time</li> <li>• To understand how important the aeroplane is and how people managed before it was invented</li> <li>• To work as a team in creating a video about the first aeroplane flight, the history of aviation and how aeroplanes have changed the world, and evaluating the finished article.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about significant people in the history of our locality, and to know where these people fit within a chronological framework</li> <li>• To use pictures as historical evidence to draw conclusions about a person's characteristics, and about the past</li> <li>• To use artefacts as historical evidence to identify their owner, and to draw conclusions about the past</li> <li>• To use a range of documentary sources as historical evidence to draw conclusions about the past</li> <li>• To use a visit or visitor as historical evidence to draw conclusions about the past, and to use these conclusions to compare the merits of respective local heroes</li> <li>• To share with a wider audience what we have found out about local heroes and to communicate these findings through writing, art, sound and video.</li> </ul>

# Barlows Primary School

## Curriculum Content -Year 2

### HISTORY CURRICULUM

At Barlows Primary School we use the Voyagers History Plans as a basis for our History Curriculum. The content for Year 2 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><b>WHY DO WE REMEMBER THE FIFTH OF NOVEMBER?</b></p> <ul style="list-style-type: none"> <li>To establish when, why and how Bonfire Night is celebrated</li> <li>To understand what the Gunpowder Plot was, and to put the Gunpowder Plot within a historical framework</li> <li>To imagine themselves in the plotters' position and understand the motivation behind the Gunpowder Plot</li> <li>To explore and express opinions about Guy Fawkes, and to evaluate and amend opinions based on reasoned arguments</li> <li>To explore reasons why we still celebrate 5<sup>th</sup> November, and to understand we celebrate the failure of the Gunpowder Plot, not the plotter's plan</li> <li>To create a presentation explaining why we remember 5<sup>th</sup> November</li> <li>To evaluate and refine my presentation in advance, and assess its success after the event.</li> </ul>	<p><b>HOW HAS OUR FOOD CHANGED OVER TIME?</b></p> <ul style="list-style-type: none"> <li>To study artefacts from different periods of history and to put these artefacts in a chronological order</li> <li>To name foods eaten in the early 17<sup>th</sup> century and make comparisons</li> <li>To identify similarities and differences between food their grandparents ate when they were children and the food they eat themselves</li> <li>To discover the history of a particular food, and to understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>To ask and answer questions about the history of food and create a presentation of findings To organise and host a 'food fair' in which the children share with a wider audience what they have learned over the course of the unit.</li> </ul>	<p><b>WHO WERE THE GREATEST EXPLORERS?</b></p> <ul style="list-style-type: none"> <li>To learn about what explorers are and what they do, when they lived and explain their achievements</li> <li>To learn about the life of Ibn Battuta, when he lived, describe his achievements and why they were important</li> <li>To learn about the life of Captain Cook, when he lived, describe his achievements and explain why they were important</li> <li>To learn who was the first person to reach the South Pole, describe the expedition and compare different explorers</li> <li>To learn about Sunita Williams' achievements as an explorer and compare her with other explorers To consider which of the four explorers they have studied during this unit they think is the most significant, and explain their reasoning.</li> </ul>

# Barlows Primary School

## Curriculum Content -Year 3

### HISTORY CURRICULUM

At Barlows Primary School we use the Voyagers History Plans as a basis for our History Curriculum.

The content for Year 3 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><b>WHAT WAS NEW ABOUT THE STONE AGE?</b></p> <ul style="list-style-type: none"> <li>• To define the 'Stone Age' and its different sections</li> <li>• To use sources to identify distinctive features of two periods</li> <li>• To compare changes between the Neolithic and earlier periods</li> <li>• To learn about life in Neolithic times from historical and archaeological sources</li> <li>• To consider the role of monuments in the New Stone Age</li> </ul> <p>To perform a 'time slip' role play showing what changed through the Stone Age and assess the progress made during this period.</p>	<p><b>HOW MUCH DID THE ANCIENT EGYPTIANS ACHIEVE?</b></p> <ul style="list-style-type: none"> <li>• To identify reasons for Ancient Egyptian success</li> <li>• To compare the lives led by different people in Ancient Egypt</li> <li>• To understand and evaluate Ancient Egyptian religion</li> <li>• To understand the nature of Ancient Egyptian pyramids, including how they were connected and their use</li> <li>• To understand the types of evidence that can be used to discover Ancient Egyptian life</li> </ul> <p>To make and support an overall judgement on Ancient Egyptian achievement.</p>	<p><b>WHAT WAS IMPORTANT TO OUR LOCAL VICTORIANS?</b></p> <ul style="list-style-type: none"> <li>• To discover when the Victorians lived, and to explore some of the major achievements of Victorian times</li> <li>• To discover Victorian buildings in the local areas, and to plot these on a map</li> <li>• To find out what life was like for poor people in Victorian times, and how Victorians dealt with poverty</li> <li>• To explore local newspaper and trade directories, and use them to deepen knowledge of the local area in Victorian times</li> <li>• To explore continuity and change during Queen Victoria's reign, and to use evidence to reach a conclusion</li> </ul> <p>To decide whether an 'at risk' building is worth saving, and then plan a campaign to save a building that is 'at risk'.</p>

# Barlows Primary School

## Curriculum Content -Year 4

### HISTORY CURRICULUM

At Barlows Primary School we use the Voyagers History Plans as a basis for our History Curriculum.  
The content for Year 4 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>HOW UNPLEASANT WERE THE BRONZE AND IRON AGES?</b>	<b>WHAT HAPPENED WHEN THE ROMANS CAME?</b>	<b>IS IT BETTER TO BE A CHILD NOW THAN IN THE PAST?</b>
<ul style="list-style-type: none"> <li>• To understand some of the improvements brought about by the use of bronze</li> <li>• To reconstruct aspects of Bronze Age life from surviving sources</li> <li>• To assess the achievements of the Iron Age</li> <li>• To compare houses and home life in Bronze Age and Iron Age times</li> <li>• To understand the dangers facing people in Bronze and Iron Age Britain</li> <li>• To make an overall judgement on which of the two Ages was most impressive by looking in detail at individual developments.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at the reasons why the Romans wanted to invade and settle in Britain</li> <li>• To examine opposition to Roman rule in Britain</li> <li>• To assess the quality of life for different people in Roman Britain</li> <li>• To judge and support opinions about Roman Britain</li> <li>• To interpret sources of information which have survived giving us information about Roman Britain</li> <li>• To organise their learning to support a judgement about the achievements of the Romans in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• To collate work previously done on aspects of childhood</li> <li>• To understand how children were expected to work from an early age in many past societies</li> <li>• To understand what leisure activities may have been available for children in the past</li> <li>• To consider the nature and reasons for education at different times in the past</li> <li>• Investigate the contribution of three people to improving children's lives To collate and present knowledge gained from this unit and determined how and when conditions improved for children.</li> </ul>

# Barlows Primary School

## Curriculum Content -Year 5

### HISTORY CURRICULUM

At Barlows Primary School we use the Voyagers History Plans as a basis for our History Curriculum.

The content for Year 5 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p style="text-align: center;"><b>WHAT IMPACT DID THE ANGLO SAXONS HAVE?</b></p> <ul style="list-style-type: none"> <li>• To explore reasons for the Anglo-Saxon 'invasions' of England. And to find (local) evidence of Anglo-Saxon settlement</li> <li>• To explore reasons why Vortigern invited Saxons to live on his island, and to think about the significance of this event</li> <li>• To discover when Christianity came to Anglo-Saxon England</li> <li>• To discover what we can and cannot find out about Anglo-Saxons from archaeology, and to explore why people buried wealth but then didn't come back for it</li> <li>• To write our own interpretation of King Offa, using evidence we have discovered</li> <li>• To hold a class debate by reviewing all our work on the Anglo-Saxons, and reaching a conclusion.</li> </ul>	<p style="text-align: center;"><b>WHY SHOULD WE THANK THE ANCIENT GREEKS?</b></p> <ul style="list-style-type: none"> <li>• To understand why and how Ancient Greece became so important</li> <li>• To understand the range of ways that the Greeks improved the quality of their lives</li> <li>• To compare the lives led by Spartans and Athenians</li> <li>• To understand some of the major achievements made by the ancient Greeks</li> <li>• To understand how the success of Ancient Greek fighting contributed to their achievements</li> </ul> <p style="text-align: center;">Plan and present an Ancient Greek Activity Fair for visitors.</p>	<p style="text-align: center;"><b>HOW DID WWII IMPACT OUR LOCAL AREA?</b></p> <ul style="list-style-type: none"> <li>• To learn why World War Two started and which countries were involved</li> <li>• To find out why children were evacuated and where they were sent</li> <li>• To find out how much people got to eat during WW2 and if they were able to eat a balanced diet</li> <li>• To find out what happened in Hamburg (1943) and Hiroshima (1945), and compare that to what happened in Coventry on 14<sup>th</sup> November (1940)</li> <li>• To discover what impact the military had in the local area</li> </ul> <p style="text-align: center;">To collect and present all that has been learned about WW2 in the local area in an engaging, informative way.</p>

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## Curriculum Content -Year 6

### HISTORY CURRICULUM

At Barlows Primary School we use the Voyagers History Plans as a basis for our History Curriculum. The content for Year 6 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><b>WOULD THE VIKINGS DO <i>ANYTHING</i> FOR MONEY?</b></p> <ul style="list-style-type: none"> <li>To explore whether available evidence always offers a balanced view</li> <li>To find out about Viking life in Norway, Sweden and Denmark</li> <li>To discover when, where and why Vikings settled in Britain</li> <li>To ask whether King Alfred deserves the title 'the Great'</li> <li>To find out what evidence we have about the Vikings, and to evaluate this evidence</li> <li>To create an original Viking saga.</li> </ul>	<p><b>WHY SHOULD WE REMEMBER THE MAYA?</b></p> <ul style="list-style-type: none"> <li>To explore the lives of the Maya today, and use this as a way to begin to explore the Maya 1,000 years ago</li> <li>To find out how the Mayans worshipped their gods, and to compare the Mayan creation myth with the Christian story of creation</li> <li>To explore Mayan science and technology, and to reach a judgement about how advanced Maya society was</li> <li>To explore what we can find out about the Maya from their ancient cities and ask why those deserted cities stayed hidden for so long</li> <li>To try to explain what happened to most of the Maya around 900AD To make a Maya folding book, which includes the answers to questions the children posed in Lesson 1.</li> </ul>	<p><b>HOW HAS COMMUNICATION CHANGED OVER TIME?</b></p> <ul style="list-style-type: none"> <li>To explore ancient cave paintings, and use these paintings as evidence to reach conclusions</li> <li>To discover how books were made in the period before the 1400s and to find out who owned books during medieval times</li> <li>To research the invention of the Printing Press and explore its impact</li> <li>To explore the world of mass newspapers in Victorian times</li> <li>To explore the world of modern technology, and explore the impact of this technology To use a mode of communication to share what they have learned about the history of communication.</li> </ul>