

INTENT/WHY?

At St. Mary's, there is a focus on the development of subject specific skills through enquiry-based learning, encouraging pupils to think like 'historians.'

The key areas of focus are:

- **Chronological Understanding** – pupils develop a good understanding of chronology, using timelines and discussing different periods of time
- **Historical Understanding** – pupils learn historical facts and the impact of past events and people
- **Historical Enquiry** – pupils use different sources to ask questions and select different sources to create accounts of past events
- **Interpretations of History** – pupils develop an understanding that the same event can be interpreted in different ways and that different evidence will lead to different conclusions
- **Communication** – pupils learn about different ways to communicate and present their knowledge and understanding

As well as developing historical skills, pupils develop a good understanding of subject specific vocabulary. This enables them to successfully articulate their knowledge and understanding of key historical concepts such as continuity and change, and cause and effect. Pupils are also given a wide variety of experiences both in the classroom and out. We actively encourage educational visits and workshops to enable them to gain first-hand experiences to support their learning.

We want our pupils to enjoy learning about the past and for them to develop a better understanding of the society in which they live.

Organisation of Curriculum

At St Mary's we teach our History Curriculum on a rolling cycle. We have chosen to do this so that two classes within a phase can work together on units of work and share their learning and experiences.

	Cycle A	Cycle B	Cycle A	Cycle B	Year A	Year B
Autumn	How have toys changed over time?	How did the first flight change the world?	How have the Romans influenced our lives today?	Stone Age Iron Age	What was life like during World War Two?	The Mayans
Spring	How have famous nurses made a difference to our lives today?	What was the impact of the Great Fire?	What impact have the Windrush generation had on us today?	Victorians	What can we learn from the Zulu Kingdom?	Ancient Greeks
Summer	What makes somebody an important person? Focus on Matthew Henson	Kings and Queens?	Why does the discovery at Sutton Hoo matter to us?	Ancient Egyptians	What can we learn from Early Islamic Civilisation?	Vikings Vs Anglo Saxons

Overview of Year A and Year B Autumn Term Units

Cycle	A	B	A	B	A	B
Phase	Key Stage One Y1 and Y2	Key Stage One Y1 and Y2	Lower Key Stage Two Y3 and Y4	Lower Key Stage Two Y3 and Y4	Upper Key Stage Two Y5 and Y6	Upper Key Stage Two Y5 and Y6
Focus	How have toys changed over time?	How did the first flight change the world?	How have the Romans influenced our lives today?	Stone Age to Bronze Age	What was life like during World War Two?	The Mayans
Overview of key Learning	<p>Describing the characteristics of different toys.</p> <p>Finding out what toys their grandparents played with.</p> <p>Using simple sources such as photographs to find out what toys were like in different periods.</p> <p>Identifying toys from different periods</p> <p>Making comparisons between toys from different periods.</p>	<p>Learning Wright brothers were the first people to fly an aeroplane.</p> <p>Locating the first aeroplane flight on a timeline.</p> <p>Retelling the story of the first aeroplane flight.</p> <p>Identifying similarities between a modern passenger aircraft and the Wrights' Flyer,</p> <p>Exploring photographs of aviation and putting them in chronological order.</p> <p>Reflecting on the impact that the Wright brothers had on flight.</p>	<p>Explain the terms invader and settler.</p> <p>Finding out why the Roman Soldiers were so successful when invading Britain.</p> <p>Developing understanding of chronology by creating timelines.</p> <p>Making observations about Primary Sources and considering what they tell us about life in Roman Britain</p> <p>Finding out about Boudica and considering her story from the perspective of Romans and Celts.</p>	<p>Develop their understanding of what humans needed for survival during the stone age.</p> <p>Discover what was found at Skae Brae and consider why it is important.</p> <p>Research what copper mining meant to people during the stone age.</p> <p>To consider how evidence about Stonehenge can give us different answers about the past.</p> <p>To explore how evidence about the Druids can give us different answers about the past.</p>	<p>Explain why World War II began and order events from early World War II on a timeline.</p> <p>Looking at a range of secondary and primary sources to find out how people's diets were different during World War II and answer questions about the implementation of rationing.</p> <p>Finding out about women's wartime jobs and describe what they entailed in detail</p> <p>Describing what happened during some key events from World War II and order events on a timeline</p>	<p>Using a range of sources to find about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</p> <p>Consider the origin and reliability of sources about the Mayans,</p> <p>To carry out research in order to answer questions about the Mayan number system</p> <p>To carry out research in order to answer questions about the Mayan Writing system.</p>

Cross Curricular Links and Enrichment	Links to work in Year One and Year Two on Materials	Links to work carried out on materials	Roman Mosaics Visit to St Albans Year Three Designing a Roman Helmet	Children look at texts in Literacy linked to the topics	Literacy Texts: Year Five: Friend or Foe and Year Six: Carrie's War WW2 Experience Day at Lincolnsfields	Workshop linked to topic Enriched by work in Geography on Central America.
Overview of Spring Term						
Cycle	A	B	A	B	A	B
Focus	How have famous nurses influenced our lives?	What was the impact of the Great Fire?	What impact have the Windrush generation had on us today?	Victorians	What can we learn from the Zulu Kingdom?	Ancient Greece
Overview of key learning	<p>Reflecting on what makes a person significant</p> <p>Using a range of sources over a series of lesson to find out about the lives of Mary Seacole, Florence Nightingale and Edith Cavel</p> <p>Considering how each of these nurses has influenced nursing today.</p> <p>Sequencing key events in Nursing (and looking at them in the context of other events that have been studied)</p> <p>Comparing the lives of Edith Cavel, Florence Nightingale and Mary Seacole</p>	<p>Using secondary sources to find out some of the ways in which how we live now is different and similar to how people lived in 1666.</p> <p>Considering how we know about the Great Fire of London (Introducing the Diary of Samuel Pepys).</p> <p>Considering which sources are best for different Purposes. Reflecting on what caused the Great Fire to Spread so quickly.</p> <p>Learning how London was rebuilt after the Great Fire.</p>	<p>Children will find out about the historic journey the HMT Empire Windrush made in 1948,</p> <p>Finding out about the individuals who travelled on the HMT Empire Windrush including the story of Sam Beaver King, the first black mayor of London.</p> <p>Learning about where individuals from the Windrush generation are today.</p>	<p>We are finalising the key learning Objectives for this Unit of work.</p>	<p>Finding out where the Zulu Kingdom is in History (locating on a timeline)</p> <p>Researching what the Zulus were known for. Look critically at sources and make connections between the Zulu Kingdom and British History. Comparing traditional vs modern Zulu culture.</p> <p>Think about what this period can teach us about morality and cultural expectations Reflecting on different perspectives of History.</p>	<p>Find out some of the key events during the ancient Greek period.</p> <p>Use a variety of sources to find out about life in Ancient Athens and Ancient Sparta. Draw connections and draw contrasts between life in ancient Athens and in ancient Sparta</p> <p>Find out about Olympics in ancient Greek times and consider the similarities and differences between the Olympic Games then and now.</p> <p>Explore what the ancient Greeks believed about the Trojan War and how</p>

						we know about their beliefs
Cross Curricular Links and Enrichment	Links to work in Science and PSHE on keeping health and hygiene.	English includes writing tasks based upon this topic. Visit to St Pauls Cathedral or Worship		Visiting Knebworth House Will link to the Zulu Kingdom		Class texts on Greek Myths

Overview of Summer Term Units

	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Focus	What makes somebody and important person?	Kings and Queens	Why does the discovery at Sutton Hoo matter to us?	Ancient Egyptians	What can we learn from Early Islamic Civilisation?	Vikings Versus Anglo Saxons
	<p>Discuss ways in which we can find out about Ibn Battuta.</p> <p>Explore what characteristics/ achievements make a person significant.</p> <p>Exploring the achievements of Matthew Henson Comparing Matthew Henson's polar expedition with Felicity Astons</p> <p>To look at Neil Armstrong's achievements by looking at photographs, footage and examples of newspapers.</p>	<p>Finding out how the title of king or queen is inherited.</p> <p>Finding out about how family history, such as Queen Victoria's can be represented through family trees.</p> <p>Creating a time line of kings and queens.</p> <p>Carrying out simple research into the lives of Queen Elizabeth the first and Queen Victoria.</p> <p>Comparing the lives of the tow monarchs.</p>	<p>Developing sense of chronology by considering where the period sits on a timeline.</p> <p>Studying the archaeological evidence at Sutton Hoo to ask and answer questions.</p> <p>Finding out who the Anglo Saxons were and where they came from.</p> <p>Finding out who the Picts and Scots were and where they lived</p> <p>Using a range of secondary and primary sources to find out about Anglo Saxon life.</p>	<p>Using secondary sources to find out about the different ways in which Ancient Egyptians lived and worked.</p> <p>Developing sense of chronology by considering where the period sits in a timeline.</p> <p>Asking and answering historically valid questions by exploring what was important during Ancient Egyptian times.</p> <p>Learning about the t discovery of the tomb of Tutankhamun and considering how</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Develop a chronologically secure knowledge of world history by learning about Baghdad in early Islamic civilisation</p> <p>escribe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</p> <p>Researching and explaining some of the significant</p>	<p>Discuss why people and events from a particular time in the past were important, placing them within an historical sequence. SOC 2-06a</p> <p>Explore why people and events from a particular time in the past were important, placing them within an historical sequence/ timeline</p> <p>Considering the actions and influence of a significant individual.</p> <p>Compare aspects of people's daily lives in the past with their own by exploring historical evidence.</p>

	Reflecting on how these explorers could be remembered and considering why it is important to remember the.		Exploring the spread of Christianity in Britain.	evidence can give use different answers about the past. Developing their understanding of connections and contrasts over time by exploring the Ancient Egyptian Writing System	discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world. Research who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliphate	
Cross Curricular Links and Enrichment	Geography Unit on Hot and Cold Places Visit to Kew		Links to aspects of RE	Possible visit to British Museum	RE: How can Muslims show commitment to God?	