

# Springbank Academy

## Curriculum Overview History

Year	Discover Autumn Term- History Focus	Explore Spring Term - Geography Focus	Belong Summer Term
N	<p><b>All About Me</b> How have I changed since I was a baby? How has my family changed since they were babies? Discussing the very recent past such as in the holidays, last night and yesterday.</p> <p>NC: Begin to make sense of their own life-story and family's history.</p> <p><b>Into The Woods</b></p>	<p><b>Handa's Surprise</b> Provide opportunities for children to talk about their experiences in Eastwood and places they have visited in the local area for example Eastwood shop role play.</p> <p><b>What is a Farm?</b> Compare experiences in their life-time such as seeing farm animals while on a walk or visiting a farm.</p> <p>NC: Begin to make sense of their own life-story and family's history.</p>	<p><b>Am I ready for school?</b></p> <p><b>Minibeasts and Growing</b> Talk about insects or stories they have experienced in the past.</p> <p><b>Pirates and Seaside</b> Talk about previous sunny days or visits to the seaside using past tense. Use child or staff experiences abroad to introduce other countries.</p> <p>NC: Begin to make sense of their own life-story and family's history.</p>
R	<p><b>Farm to Food</b> How has farming changed? Research what farms were like years ago.</p>	<p><b>African Adventure</b> <b>Homes</b> Comment on familiar situations in the past. Explore how housing has changed and things inside houses such as</p>	<p><b>What makes you special?</b></p> <p>Toys in the past. What toys do you like? What toys did your parents/ grandparents have or use?</p>

	<p>Explore how technology advancements have impacted farming.</p> <p><b>Celebration (Medieval - Robin Hood)</b></p> <p>How did people live in medieval times?</p> <p>Learn about changes within the home since Medieval times such as lighting, toilets, washing etc.</p> <p>Explore what a medieval castle was like and the significance of its structure.</p> <p>Explore the historical legend of Robin Hood.</p> <p><b>NC: Comment on images of familiar situations in the past.</b></p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p> <p><b>Talk about the lives of people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p>internet, phones, washing clothes, kitchen utensils etc.</p> <p>(Compare to ways in rural Tanzania)</p> <p><b>Transport and our local area</b></p> <p>Comment on familiar situations in the past.</p> <p>Explore how the history of transport</p> <p>Create a class timeline of changes in transport</p> <p>Explore Henry Ford and George Stephenson and their contributions in the history of transport.</p> <p><b>NC: Comment on images of familiar situations in the past.</b></p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p>	<p>How have toys changed over the years</p> <p>Explore and investigate the changes in trips to the seaside.</p> <p>Learn about Freda Monk and the history of Butlins in Skegness.</p> <p>EYFS Graduation</p> <p>What have been your favourite memories from this year?</p> <p>What have I learnt this year?</p> <p><b>NC: Comment on images of familiar situations in the past.</b></p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p> <p><b>Talk about the lives of people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>
Y1	The History of Us and Our Grandparents.	Posting and Places	To the Rescue

	<p>What has changed since my Grandparents were children? Consider the changes in themselves from being a baby to them now. Begin to create a class timeline of historical learning throughout the year. Explore what different aspects of life were like for their grandparents and great-grandparents (School, social, home, technology)</p> <p>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</p> <p>NC: significant historical events, people and places in their own locality.</p> <p>Local Church Fire - own locality. changes in school building. Explore the historical local church fire and significant changing of school buildings that lead us become Springbank Academy.</p> <p>NC: significant historical events, people and places in their own locality.</p>	<p>Look at local changes within Eastwood for example: shops changing, new signs etc. History of Ice Explorers. Ernest Shackleton - Anglo-Irish Antarctic explorer. Research polar expeditions within children's living memory.</p> <p>NC: significant historical events, people and places in their own locality</p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</p>	<p>To learn about significant people who help us such as Grace Darling, Mary Seacole, Florence Nightingale. How have the emergency services changed over the years? How have hospitals changed?</p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>NC: events beyond living memory that are significant nationally or globally</p>
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	<p><i>The Great Fire of London</i>  What was the impact of The Great Fire of London?  Research and investigate the events of the Great Fire of London.  Create a timeline of events.  Explore why the Great Fire of London is significant nationally and the impact has had.</p> <p>NC: events beyond living memory that are significant nationally or globally</p> <p><i>Life in Tudor Times (Tudor Houses)</i>  Was Henry VIII a good king?  Explore what houses and clothes were like in Tudor times.  Research King Henry VIII and the impact he had within the UK.</p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements</p>		
Y2	<p><i>The 2 Queens</i>  How have the achievements of Queen Victoria and Queen</p>	<p><i>Trading Places - Britain or Brazil</i>  Explore the Wright Brothers and their impact of flight history.</p>	<p>Read All About It!</p> <p>History of the internet/technology including</p>

	<p>Elizabeth II impacted on our lives today? Explore the life of Queen Victoria and her national/global achievements. Explore the life of Queen Elizabeth II and her national/global achievements. Compare the lives of the 2 Queens. Discuss the significant change within living memory of King Charles III, following the death of Queen Elizabeth II.</p> <p>NC: 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.</p> <p>Victorian Times - How have our lives been changed by the Victorians? Explore Victorians ways of way. Discuss/revisit the changes from Tudor times (revisit from year 1)</p>	<p>Discuss their memories of flights and airport. Use the Dream Room and role play to give experiences to all children in the class. Sequence pictures of planes showing their developments over the years. Explore how the first flight has impacted the future of transport. Explore the explorers Christopher Columbus and Vincente Yanez Pinzon.</p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>telephone, press machines, laptops and computers. Changes within living memory.</p> <p>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Look at local historical events, people and places in their own locality</p>
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	<p>Research what school was like in Victorian times. Visit the DH Lawrence museum to investigate Victorian times. <b>Significant people - DH Lawrence</b></p> <p>NC: significant historical events, people and places in their own locality.</p> <p>NC: events beyond living memory that are significant nationally or globally</p>		
Y3	<p><b>The Stone Age</b> How did Britain change from The Stone Age to the Iron Age? What were the changes between the stone age and iron age?</p> <p>Research what is meant by prehistory. Research how hunter-gatherers survived in the Stone Age Discuss what different sources tell us about the Stone Age Investigate Skara Brae</p>	<p><b>Source To Sea</b> Changes over time within the UK coastline and rivers as a result of erosion. Explore how these changes have impacted different people's lives such as homeowners, property developers etc. Investigate the UK floods of 2007 and discuss how those events impacted people including socially, economically and environmentally. Link to local flooding- Moorgreen and any local flooding that occurs within child's memory.</p> <p>NC: a local history study.</p>	<p><b>Health/Lifestyles and Wellness</b></p> <p>Romans What did the Romans do for us?</p> <p>Explore what the Roman Empire was. Discuss the significance of the Roman Army in expanding the Empire. How did Britain become part of the Roman Empire? Boudica and her rebellion against the Roman Empire.</p>

	<p>Research about Stonehenge and surviving historical monuments</p> <p>Changes between stone age to bronze age</p> <p>Explore what life was like in an Iron Age hillfort.</p> <p>NC: changes in Britain from the Stone Age to the Iron Age.</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Roman life and buildings (including roads, bathhouses and homes)</p> <p>NC: the Roman Empire and its impact on Britain</p>
Y4	<p><b>The Vikings</b></p> <p>Settlements, country, land use</p> <p><b>Britain's settlement by Anglo Saxons and Scots</b></p> <p>Raiders or Settlers - How should we remember the Vikings?</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Ways of life for Anglo-Saxons</p> <p>Why did the Vikings come to Britain?</p> <p>Viking and Anglo-Saxon battles</p> <p>Explore key figures such as King Alfred</p> <p>The Norman Conquest</p>	<p><b>The Amazon</b></p> <p>History of Peru.</p> <p>Explore the Incas including the ways of life, religion, social structure and inventions including the quipu.</p> <p>Research existing historical remains such as Machu Picchu.</p> <p>NC: the achievements of the earliest civilizations</p>	<p><b>Let's Educate Ourselves!</b></p> <p><b>Are all people born equal?</b></p> <p>History of slave trade</p> <p>-A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

	<p>Edward the Confessor</p> <p>NC: Britain's settlement by Anglo-Saxons and Scots;</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</p>		
Y5	<p>Local history, Changes over time, land use over time. (Transport links, railways, mining etc)</p> <p>How has local transport links affected Eastwood over time?</p> <p>Local history study including canal, railway, M1 and A610.</p> <p>Why are these links significant?</p> <p>What happened when the mines closed?</p> <p>What sources are reliable?</p> <p>NC: a local history study</p> <p>World War 2</p> <p>What happened during the war?</p> <p>Holocaust</p> <p>Explore why did the war begin?</p>	<p>The Americas</p> <p>Research, explore and investigate a non-European society that provides contrasts with British History- Mayan civilization c.AD 900.</p> <p>Make comparisons between Mayan civilization, British history and the present day.</p> <p>Research American explorer and writer, John Lloyd Stephens, and British artist, Frederick Catherwood (1839).</p> <p>NC: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Healthy Relationships</p> <p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world.</p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world;</p>



	<p>A study of an aspect or theme - changes throughout wartime (The roles of women)</p> <p>How did WWII affect British People?</p> <p>Evacuation, rations, loss of family members, morale, community spirit</p> <p>Why was the role of women significant during WWII?</p> <p>How has the role of women changed since pre-war times?</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		
Y6	<p>Achievements of early Civilisations</p> <p>Ancient Egypt</p> <p>Medicine through time.</p> <p>What did Ancient Egypt have in common with other civilisations at the time?</p>	<p>The Voyage of Discovery</p> <p>Research Charles Darwin journey of exploration.</p> <p>Use different sources and discuss the accuracy of sources.</p> <p>NC: Sources</p>	<p>My Body, My Choice</p> <p>-History of volcanoes and earthquakes.</p> <p>-In depth study and write about Pompeii</p> <p>NC: History writing links.</p>

	<p>Ancient civilisations.  Compare and contrast the civilisations.  Life in Ancient Egypt. Are sources reliable?  Tutankhamun  Egyptian gods.  Changes in medicine since Ancient Egyptians.</p> <p>NC: 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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		
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