



WHOLE SCHOOL SUBJECT OVERVIEW

SUBJECT: History

SUBJECT LEADER: CC

YEAR GROUP	Details of how the subject fits into the key areas of learning and FS provision			
FS	Please refer to Early Years Foundation Stage curriculum overview document			
YEAR GROUP	CURRICULUM DELIVERY METHOD	ACTIVITIES PLANNED AND THEMATIC/TOPIC LINKS (What activities will be taught? What cross-curricular/ topic context will this be in?)	National Curriculum: CONTENT AND SKILLS COVERED Details of which elements of the NC are covered. The skills and content are differentiated across age groups and to meet the needs of individual pupils.	ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES
1 and 2 two year rolling program	Spring term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the creative curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, geography, arts etc. Blocked history lessons whilst on school visits.	AUTUMN <u>Ya What is weather like around the world?</u> History of landmarks and famous people from around the world <u>Yb What is it like in different parts of the UK?</u> Links to geography topic history of traditions and famous people from different parts of the UK	<ul style="list-style-type: none"> 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 changes within living memory – where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality 	Chalk drawing outside on a frosty day
		SPRING: <u>Ya What was life like in a castle?</u> Visit to a castle – castle design and history. Preparing for a medieval banquet – clothing, entertainment, food, roles and context Yb. <u>Why are these people famous? Linked to Great Fire of London and Samuel Pepys</u> Visit from a famous person, recreating Pudding Lane based on research	<ul style="list-style-type: none"> 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 events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality 	Medieval celebration jousting banquet
		SUMMER: <u>Ya What will you find at the seaside?</u> <u>Yb What can we find out about where plants and animals live?</u>	<ul style="list-style-type: none"> significant historical events, people and places in their own locality changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 	Visit to the seaside Exploring plants and animals in the nature reserve



<p>3</p>	<p>Spring term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the creative curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, geography, arts etc.</p>	<p>AUTUMN: <u>How does South America compare to Wombwell?</u> Elements of cross-curricular history SPRING: <u>What was life like from the Stone Age to the Iron Age?</u> <u>What was the influence of the Roman Empire on Britain and the British people?</u> Establish clear narratives across the periods covered. Address and devise key historically valid questions. Develop an understanding that the past is constructed from sources. Working to develop chronological understanding of British History SUMMER: <u>What is life like underwater?</u> Some historical links to key figures in the field.</p>	<p>Changes in Britain from the Stone age to the Iron age.</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers • Bronze age religion, technology and travel • Iron Age hill forts, tribal kingdoms, farming, art and culture <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance – Boudicca • Romanisation of Britain 	<p>South American Carnival Celebration with costumes, samba music and food</p> <p>Educational Visit to Murton Park</p> <p>Educational Visit to The Deep</p>
<p>4</p>	<p>Spring term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the creative curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, geography, arts etc. Blocked history lessons whilst on school visits.</p>	<p>AUTUMN: <u>Where would you like to visit in Europe?</u> Cross- curricular history work as part of the geography topic history of key landmarks and figures from around Europe.</p> <p>SPRING: <u>What was life like in Anglo-Saxon and Viking Britain?</u> Working to further develop chronological understanding of British History. Pupils will have the opportunity to secure their understanding of British, local and world history noting connections, contrasts and trends over time – developing the use of historical terms. They will explore questions about change, cause, similarity and difference and significance. Explore a range of sources.</p> <p>SUMMER: <u>What on Earth is beyond our planet?</u> Explore historical links to key figures in space exploration and key events in world history linking to space travel.</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain AD410 and the fall of the western Roman Empire • Scots invasion from Ireland to North Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon culture and art • Christian conversion • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	<p>Creative European celebration banquet</p> <p>Class Anglo-Saxon and Viking Learning celebration shared with whole school.</p> <p>Interactive Space display</p>



5	<p>Spring term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the creative curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, geography, arts etc. Blocked history lessons whilst on school visits.</p>	<p>AUTUMN: <u>How does Whitby compare to Wombwell?</u> Cross curricular links to historical heritage. Viking influence, Socio, economic history of the two areas. SPRING: <u>What was life like for the children of Wombwell during WW1?</u> <u>Who were the Ancient Greeks?</u></p> <p>Pupils continue to develop a chronologically secure knowledge of British, local and world history. They have the opportunity to note connections, contrasts and trends over time developing the use of historic terms. They will have the opportunity to understand how the past is constructed from a range of sources.</p> <p>SUMMER: <u>Which animals and plants live in different habitats around the world?</u></p> <p>Exploration of the history of Islamic belief, art and culture as part of Interfaith Week</p>	<ul style="list-style-type: none">• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day• a significant turning point in British history, for example, the first railways or the Battle of Britain• Ancient Greece – a study of Greek life and achievements and their influence on the western world• 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>Residential visit to Whitby</p> <p>Work with Experience Barnsley</p> <p>WW1 theme day Creating Ancient Greek Olympic celebration Interfaith Week</p> <p>Visit to SWP or BH to explore animals in their habitats.</p>
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<p>6</p>	<p>Summer term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the creative curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, geography, arts etc. Blocked history lessons whilst on school visits.</p>	<p>AUTUMN: <u>What can we find out about the human and physical geography of the countries, oceans and cities of the Pacific Rim?</u> Cross-curricular history linked to this topic – historic natural disasters, researching historical sources SPRING: <u>What is the story behind chocolate?</u> Cross-curricular history linked to the story of chocolate. SUMMER: <u>Who were the Ancient Egyptians?</u></p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of world history. They will have the opportunity to regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They will also have the opportunity to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none"> 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>Chocolate development day, Pupils explore the work of a chocolatier and design their own chocolates to present in their individually designed chocolate presentation boxes.</p> <p>Develop display of cross-curricular and creative work to share with the whole school.</p>
<p>ADDITIONAL WHOLE SCHOOL INFORMATION: (displays, website, theme weeks, initiatives, PLT challenges, community links, competitions, etc)</p>				
<p>Website/class pages updated with information and evidence relating to history teaching and learning. Educational visits, PLT challenges, visitors, cross-curricular theme days and weeks, workshops and theatre performances may all include historical content and context.</p> <p>Community Cohesion, enrichment and extra-curricular: School has a whole school history focus during the Spring Term. Pupils have the opportunity to take part in school trips including residential to further their learning. Through assemblies, theme weeks and lesson time pupils have the opportunity to explore the importance of history locally, globally and culturally.</p> <p>Theme Weeks: During Interfaith Week and Arts Week historical elements are covered</p> <p>Pupil Premium/Dis: Any events or activities in school requesting a voluntary contribution PP funding is used to ensure engagement from all PP Dis students. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.</p> <p>G&T/Challenge: All History activities are differentiated. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.</p> <p>SEN/Inclusion: All lessons are differentiated and the school’s inclusion policy followed. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.</p>				