



St Giles C of E Academy - History Curriculum Overview – Cycle A & B



Substantive Themes

Power/Technological Advances /Civilisation

| | Autumn | Spring | Summer |
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| EYFS | <p>Autumn 1 – All About me N- Learning about myself and my family. R - Making sense of my own history, chronology and that of my family. Autumn 2 – Celebrations N- Developing a sense of family and my own traditions and key celebrations. R – Learning more about their family history through a range of celebrations. ELG: Understanding the World past & Present</p> | <p>Spring 1 – People Who Help Us – N – Learning about who can help me. R – Begin to make sense of their own family history and occupations in our community. Spring 2 – No History (<i>Geography</i>) ELG: Understanding the World past & Present</p> | <p>Summer 1 – No History (<i>Geography</i>) <i>Summer 2 – Travel – Looking at vehicles from the past and comparing them with present day vehicles.</i> ELG: Understanding the World past & Present</p> |
| Key Stage 1 (A) | <p>Castles - Significant historical events people and places in their own locality Pontefract Castle is the focus of this unit and it's impact on Pontefract. Pontefract Castle is visited and key features of the castle are identified. The roles, life and power of people within the castle are explored and how castles changed over time comparing our local castle with castles from around the UK. The advances and changes of castles over time are taught and the chronology of castles. Pontefract Castle Visit Remembrance Day Event</p> | <p>Significant Explorers The lives of significant individuals in the past who have contributed to national & international achievements. Learning what it means to be significant and an explorer. Focussing on an early local explorer James Cook and the explorations of more recent explorers Neil Armstrong and Mae Jemison. Comparing these explorers achievements and how we can remember them.</p> | <p>Victorians – events beyond living memory that are significant nationally or globally This unit focuses on the impact of the Victorians on British culture Victorian Technological advances of the Industrial Revolution are explored as well as the impact on children. Victorian school's are compared with modern day schools. Queen Victoria is compared with King Charles III. Visit to Victorian School at Leeds Museum/ Mill</p> |
| Key Stage 1 (B) | <p>Toys – Changes within living memory Exploring toys today and toys from the past. Comparing the similarities and differences of how they have changed over time, using words related to the passing of time. Looking at sources and placing toys in chronological order. Wakefield Museum – Artefacts Toys Box</p> | <p>Great Fire of London - Events beyond Living memory that are significant nationally. Key events of the Great Fire of London and why it spread, and what changed afterwards. Developing an understanding of the ways in which we find out about the past looking at sources. Pontefract Fire Brigade Visit Warburton's Bread Workshop</p> | <p>Transport - Changes within living memory & How transport has changed over time, starting with early transport: the Viking long boat, a history of cars, trains, flight and a comparison of past, present and future transport. With a focus on significant inventors of transport through time. Visit to Transport Museum</p> |
| Lower Key Stage 2 (A) | <p><u>Miners – local history study</u> The local pit will be visited and it's significance to the local community is the focus of this unit. Mining in the Victorian period is studied and the job roles, how mining affected children and and</p> | <p>Britain's Settlement by Anglo Saxons and Scots Starting with Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, onto the invasions from Ireland to north Britain (now Scotland) With a focus on Anglo-</p> | <p>Ancient Egypt - the achievements of the earliest civilizations. This unit covers how and where the ancient Egyptians lived, what was important to the daily lives of Egyptians, who Tutankhamun was and how mummies were made.</p> |



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| | key events are placed on a time line. The dangers of coal mining and its effect on the local community are addressed and the technological advances of mining compared with modern day and mining in the past. | Saxon invasions, settlements and kingdoms, their art, culture and Christian conversion. | There is a focus on how Egyptians used hieroglyphs to communicate and compare the powers to different Gods. |
| Lower Key Stage 2 (B) | Crime and Punishment – local history study Develop a chronological knowledge beyond 1066 with a focus of crime of punishment in Pontefract. Focussing on the legacy of Roman Justice, crime and punishment through Anglo-Saxon, Tudor, Victorian and medieval periods. A comparison is drawn between modern day crime prevention and detection methods with those from the past. Visit to Pontefract Castle Visit to Pontefract Magistrates and cell | Roman Empire and its Impact on Britain With a focus on local impact. To understand where the Roman Empire begins, Julius Caesar's attempted invasion in 55-44BC, the Roman Empire by AD42 and the power of it's army. The successful invasion by Claudius and conquest with a focus on Hadrian's Wall. The British resistance of Roman empire.(Boudica) The Romanisation of British sites. And it's impact on technology, culture and beliefs. | Ancient Greece – a study of Greek life and achievements and their influence on the western world. This unit teaches a chronology of key events during the ancient Greek period. There is a focus on Alexander the Great's impact on the Greek empire. Greek civilisation and daily life is explored from different view points and a comparison is made between life in Sparta and Athens. The concept of democracy is explored through debate. The Greek Olympics is compared with the modern games. The Greek God's and belief system of the Greek's is explored. Workshop with Wakefield Museum |
| –Upper Key Stage 2 (A) | WW2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The outbreak of war; why and when WWII began and the chronology of key events. Focussing on key individuals and countries involved. Learning about key elements of the war including evacuation, food rationing, the contributions of women during the war and how these elements affected different people. The importance of the Holocaust. War Graves Commission | (No History in Spring due to double history in Autumn) | Changes in Britain from the Stone Age to Iron Age How the Stone Age to Bronze Age impacted on life in Britain. Learning how early man survived and why Skara Brae was important. How copper mining was crucial to the period and why Stonehenge was built will be taught and how the druids were important in Iron Age Britain. |
| Upper Key Stage 2 (B) | The Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor (inc local Impact) This unit focusses on who the Vikings were and where and when they raided and invaded Anglo-Saxon Britain. Significant events are ordered chronologically and the influence of Kings who ruled is examined and their influence on Civilisation. Crime and Punishment is examined further . | Mayans - a non-European society that provides contrasts with British history with a focus on Mayan society. Learning who the Mayan people were, when and where they lived using maps & atlases. A focus on religious beliefs of the Maya people and their culture: food, . The work of explorers John Lloyd Stephens and Frederic Catherwood is examined and an analysis of historical pictures. Debate over the importance of corn and chocolate will be argued in a class debate. | Local History study of Pontefract Town In this unit we will focus on th changes over time to Pontefract town. Focussing on Pontefract Castle, it's racecourse, the significance of the first private ballot box taking place in Pontefract. The Magna Carta Pontefract's link to the Romans and Castleford are explored further. |



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| | Every day Viking life, housing, clothing, Viking culture and even what they ate is explored. | | |
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Red – These topics are non-negotiable and are required to be taught and revisited on both cycles to ensure there is clear progression in the substantive knowledge taught and there is an equality of opportunity for all children. Green - Bespoke enrichment topics linked to our locality, community and our cohorts.