

## History Curriculum Overview

	<b>AUTUMN 1</b>	<b>SPRING 1</b>	<b>SUMMER 1</b>
<b>YEAR 1</b>	<p style="text-align: center;"><b><u>Changes within living memory</u></b></p> <ul style="list-style-type: none"> <li>• How have homes and houses changed over time? Key features of homes now and in the past. What can we find out from the outside of homes?</li> <li>• What sorts of homes do people in Southall live in today?</li> <li>• How were homes long ago different from homes today?</li> <li>• What would we find inside people's homes a long time ago?</li> <li>• Victorian times - household objects</li> </ul> <p><u>RRSA links:</u> <a href="#">Article 27</a> (adequate standard of living), <a href="#">Article 26</a> (help from the government if poor and needy), <a href="#">Article 16</a> (right to privacy)</p> <p><u>English link:</u> Interior or exterior of houses over the time - comparison.</p>	<p style="text-align: center;"><b><u>Events beyond living memory</u></b></p> <ul style="list-style-type: none"> <li>• What was Britain like in the time of the dinosaurs?</li> <li>• What was the Earth like in the time of the dinosaurs?</li> <li>• What types of dinosaurs lived in Britain and Europe?</li> <li>• What records of dinosaurs remain today? Did humans live in the time of the dinosaurs?</li> </ul> <p><u>RRSA links:</u> People did not live during dinosaurs period.</p> <p><u>English link:</u> Story board - How did dinosaurs disappear.</p>	<p style="text-align: center;"><b><u>Changes in national life</u></b></p> <ul style="list-style-type: none"> <li>• What were seaside holidays like in the past in Britain?</li> <li>• What were seaside holidays like in the time of parents and grandparents?</li> <li>• What are seaside holidays like in the present?</li> <li>• What is 'different' and what is 'the same' about seaside holidays now and then?</li> <li>• Where do British people holiday now for the seaside?</li> </ul> <p><u>RRSA links:</u> <a href="#">Article 18</a> (parental responsibilities), <a href="#">Article 31</a> (play and rest), <a href="#">Article 17</a> (right to collect information from different sources);</p> <p><u>English link:</u> Diary entry - day on the beach in the past.</p>
<b>YEAR 2</b>	<p style="text-align: center;"><b><u>History of the Local Area - Southall</u></b></p> <ul style="list-style-type: none"> <li>• Southall fact file (city, borough, region, post code, position on the map of England + London, culture, demography)</li> <li>• Identify through a study of maps, walk of area and other resources changes in the area of Southall over the past 500 years.</li> <li>• Investigate 'Southall Manor House' and 'Southall Town Hall'</li> <li>• How did the 'canals' and the 'railway line' change Southall?</li> <li>• What changes are happening in Southall today?</li> </ul> <p><u>RRSA links:</u> <a href="#">Article 30</a> (practising own religion/culture), <a href="#">Article 12</a> (giving opinions)</p> <p><u>English link:</u> Descriptive writing - Southall</p>	<p style="text-align: center;"><b><u>Events beyond living memory - Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>• How do we know about the Great Fire of London?</li> <li>• Where and when did the Great Fire begin?</li> <li>• What happened in the Great Fire? Why did the fire spread so far and stay alight for so long?</li> <li>• How do we know what happened in the Great Fire?</li> <li>• Great fire of London consequences (St Paul's cathedral, using bricks instead of wood, fire brigade)</li> </ul> <p><u>RRSA links:</u> <a href="#">Article 18</a> (parental responsibilities), <a href="#">Article 28 and 29</a> (rights and goals of education), <a href="#">Article 31</a> (leisure, play and culture), <a href="#">Article 24</a> (health and health services)</p> <p><u>English link:</u> Diary entry in Samuel Pepys style/Poem - Great fire of London</p>	<p style="text-align: center;"><b><u>Lives of Significant People of the Past</u></b></p> <ul style="list-style-type: none"> <li>• Florence Nightingale/ Edith Cavell</li> <li>• Neil Armstrong/ Christopher Columbus</li> <li>• William Caxton / Tim Berners-Lee</li> <li>• Elizabeth 1 / Queen Victoria</li> <li>• Compare and contrast aspects of the lives of these famous people from different periods of time</li> </ul> <p><u>RRSA links:</u> Variety of Unicef articles to include (<u>different historical periods</u>)</p> <p><u>English link:</u> Comprehension questions about one of the important people mentioned above.</p>
<b>YEAR 3</b>	<p style="text-align: center;"><b><u>Changes in Britain from Stone to Iron Age</u></b></p> <ul style="list-style-type: none"> <li>• Investigate lives of 'late Neolithic' hunter-gatherers and early farmers e.g. Skara Brae (Orkney Islands)</li> <li>• Stone to Iron Age timeline</li> <li>• The 'Bronze Age' - religious beliefs, technology, travel e.g. links to Stonehenge</li> <li>• The 'Iron Age' hill forts: tribal kingdoms, farming techniques, art &amp; culture, tools</li> <li>• Stonehenge in depth study</li> </ul>	<p style="text-align: center;"><b><u>History of the Local Area - Southall</u></b></p> <ul style="list-style-type: none"> <li>• Southall fact file (city, borough, region, post code, position on the map of England + London, culture, demography)</li> <li>• Identify through a study of maps, walk of area and other resources changes in the area of Southall over the past 500 years.</li> <li>• Investigate 'Southall Manor House' and 'Southall Town Hall'</li> <li>• How did the 'canals' and the 'railway line' change Southall?</li> <li>• What changes are happening in Southall today?</li> </ul>	<p style="text-align: center;"><b><u>A local history study - Tudor London with reference to Hampton Court Palace</u></b></p> <ul style="list-style-type: none"> <li>• What was life like in Tudor London? (population growth, maps, transport)</li> <li>• Children in Tudor London - education, health, toys</li> <li>• Development of the 'theatres' and entertainment</li> <li>• Rich &amp; Poor life in Tudor London</li> <li>• Tudor buildings and evidence of Tudors today</li> </ul>

	<p><b>RRSA links:</b> <a href="#">Article 4</a> (protection of rights), <a href="#">Article 27</a> (adequate standard of living)</p> <p><b>English link:</b> Non-chronological report - Stone Age.</p>	<p><b>RRSA links:</b> <a href="#">Article 30</a> (practising own religion/culture), <a href="#">Article 12</a> (giving opinions); <a href="#">Article 17</a> (Right to collect information from different sources)</p> <p><b>Mathematics link:</b> Bar chart of ethnic minorities in Southall.</p>	<p><b>RRSA links:</b> <a href="#">Article 18</a> (parental responsibilities), <a href="#">Article 28 and 29</a> (rights and goals of education), <a href="#">Article 32</a> (child labour), <a href="#">Article 31</a> (leisure, play and culture), <a href="#">Article 24</a> (health and health services)</p> <p><b>English link:</b> Henry VIII biography.</p>
	<b>AUTUMN 1</b>	<b>SPRING 1</b>	<b>SUMMER 1</b>
<b>YEAR 4</b>	<p><b><u>The Roman Empire and its impact on Britain</u></b></p> <ul style="list-style-type: none"> <li>• Roman Empire timeline,</li> <li>• Religion of Romano-Britons,</li> <li>• Roman army,</li> <li>• British resistance against the Romans - Boudicca</li> <li>• Romans and their empire - map work,</li> <li>• The legacy of 'Roman culture - art, architecture, language &amp; literature' up to the present day</li> </ul> <p><b>RRSA links:</b> <a href="#">Article 18</a> (parental responsibilities), <a href="#">Article 28 and 29</a> (rights and goals of education), <a href="#">Article 32</a> (child labour), <a href="#">Article 31</a> (leisure, play and culture)</p> <p><b>English link:</b> Biography writing - Julius Caesar.</p>	<p><b><u>Crime and punishment (social history) from Anglo - Saxons to present</u></b></p> <ul style="list-style-type: none"> <li>• Anglo - Saxons punishment - methods of execution, laws, fines,</li> <li>• Tudor times - public executions, serious and lesser punishments - types,</li> <li>• Crime and punishment now - methods,</li> <li>• Best punishment system over the centuries,</li> <li>• Prison conditions NOW (different countries comparison - Norway, UK, Nigeria, Venezuela, Vietnam)</li> </ul> <p><b>RRSA links:</b> <a href="#">Article 4</a> (protection of rights), <a href="#">Article 27</a> (adequate standard of living), <a href="#">Article 37</a> (detention), <a href="#">Article 40</a> (justice system + legal trial), <a href="#">Article 12</a> (right to give opinion)</p> <p><b>English link:</b> Persuasive letter to improve conditions in La Sabaleta prison in Venezuela</p>	<p><b><u>Britain's settlement by Anglo-Saxons and Scots</u></b></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in AD 410 and fall of the western Roman Empire,</li> <li>• Scots invasions from Ireland to north Britain (now present day Scotland),</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place name and life in an Anglo-Saxon village,</li> <li>• Anglo-Saxon art &amp; culture</li> </ul> <p><b>RRSA links:</b> <a href="#">Article 4</a> (protection of rights), <a href="#">Article 27</a> (adequate standard of living)</p> <p><b>English link:</b> Anglo-Saxon manuscript about important event</p>
<b>YEAR 5</b>	<p><b><u>An aspect of British history - World War I</u></b></p> <ul style="list-style-type: none"> <li>• When &amp; where WWI took place ?</li> <li>• Timeline of events which led to WWI,</li> <li>• 'Schlieffen plan'</li> <li>• British colonies before WWI,</li> <li>• How did soldiers fight in the war and how is it different from wars today? What was life like in trenches?</li> <li>• What function did Beaconsfield Primary School perform during WWI?</li> </ul> <p><b>RRSA links:</b> <a href="#">Article 9</a> (separation of parents) <a href="#">Article 22</a> (refugee children), <a href="#">Article 27</a> (adequate standard of living), <a href="#">Article 38</a> (War and armed conflicts)</p> <p><b>Mathematics link:</b> Rounding casualties to nearest 100,000.</p>	<p><b><u>The Viking &amp; Anglo-Saxon struggle for the Kingdom of England up to the time of 'Edward the Confessor'</u></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon kingdoms and settlements,</li> <li>• Viking settlements,</li> <li>• Viking raids - timeline,</li> <li>• Resistance by 'Alfred the Great' (King of Wessex) and 'Althelstan - First King of England'</li> <li>• Viking beliefs,</li> <li>• Life of Edward the Confessor &amp; his death in 1066</li> </ul> <p><b>RRSA links:</b> <a href="#">Article 9</a> (separation of parents) <a href="#">Article 22</a> (refugee children), <a href="#">Article 38</a> (War and armed conflicts),</p> <p><b>English link:</b> Beowulf (oldest poem in English language) story board.</p>	<p><b><u>Changing Power of Monarchs: Case Study of Queen Victoria and the Growth of the British Empire</u></b></p> <ul style="list-style-type: none"> <li>• Life in the period - Queen Victoria's reign</li> <li>• Industrial revolution/ growth of factories/ towns to cities</li> <li>• Population change during Victorian times,</li> <li>• New inventions and technology - telephones, electric lights, photography, cars &amp; stamps</li> <li>• Growth of 'Empire' in Victorian Times</li> <li>• Influence of the Victorians today</li> </ul> <p><b>RRSA links:</b> <a href="#">Article 18</a> (parental responsibilities), <a href="#">Article 28 and 29</a> (rights and goals of education), <a href="#">Article 32</a> (child labour), <a href="#">Article 31</a> (leisure, play and culture), <a href="#">Article 24</a> (health and health services)</p> <p><b>English link:</b> Diary entry - either from factory worker or child in Victorian times point of view.</p>

<p><b>YEAR</b> <b>6</b></p>	<p><b>A significant turning point in British history - WWII - 'The Battle of Britain'</b></p> <ul style="list-style-type: none"> <li>• What was the Second World War and when and where did it take place?</li> <li>• Timeline of WWII/Events which led to WWII,</li> <li>• What was the 'Blitz' and 'Battle of Britain'? Why did Germany embark on this campaign?</li> <li>• How was Southall affected during WWII?</li> <li>• Propaganda and rationing during WWII</li> </ul> <p><u>RRSA links:</u> <a href="#">Article 9</a> (separation of parents) <a href="#">Article 22</a> (refugee children), <a href="#">Article 27</a> (adequate standard of living), <a href="#">Article 38</a> (War and armed conflicts),</p> <p><u>Mathematics link:</u> Armed forces comparison in a form of bar graph.</p>	<p><b>Achievements of early civilisations - The Shang Dynasty of Ancient China (1600BC - 1046BC)</b></p> <ul style="list-style-type: none"> <li>• Timeline of the Dynasty,</li> <li>• Life at 'court' in the capital Anyang,</li> <li>• Shang Dynasty art and architecture,</li> <li>• Religious beliefs,</li> <li>• Why was Lady Fu Hao important for Ancient China?</li> </ul> <p><u>RRSA links:</u> <a href="#">Article 32</a> (child labour), <a href="#">Article 36</a> (other form of exploitation)</p> <p><u>English link:</u> Non chronological report - Shang dynasty.</p>	<p><b>Ancient Greece - In depth study</b></p> <ul style="list-style-type: none"> <li>• Where and when was ancient Greece/Timeline of Ancient Greece - key events in its history,</li> <li>• Political system in Ancient Greece (democracy) including Sparta,</li> <li>• Olympic games,</li> <li>• Religious beliefs,</li> <li>• Ancient Greece landscape,</li> <li>• Legacy of Ancient Greece.</li> </ul> <p><u>RRSA links:</u> <a href="#">Article 5, 6, 9 and 23</a> (parental guidance, separation from parents, survival and development, children with disabilities - link to Sparta), <a href="#">Article 18</a> (parental responsibilities) <a href="#">Article 28 and 29</a> (rights and goals of education)</p> <p><u>English link:</u> Biography writing - Alexander the Great.</p>
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