



## **Curriculum Intent**

Spa's History curriculum aims to equip pupils so that they will:



know and understand the history of the British Isles as a **coherent**, **chronological narrative**, from the **earliest times to the present day**, including the **expansion and dissolution of empires** and how Britain has **influenced** and been influenced by the wider world.



know and understand significant aspects of the history of the wider world, including the nature of **ancient civilisations**; the **characteristic features of past non-European societies**; and the achievements and **legacy** of mankind.



gain and use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'legacy' and 'conquest'.



understand historical concepts such as **continuity** and **change**, **cause** and **consequence**, **similarity**, **difference** and significance, and use them to make connections, draw contrasts, and frame historically-valid questions.



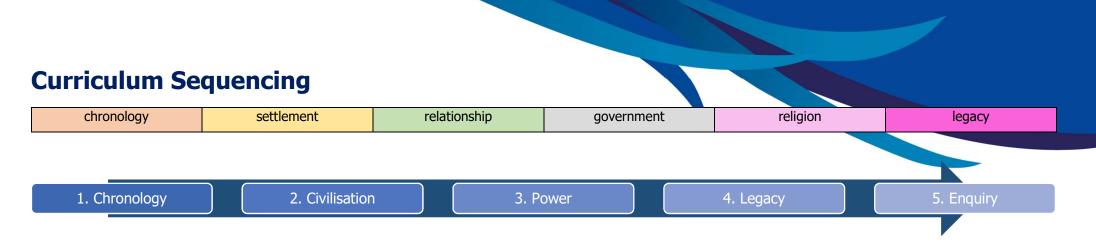
understand the methods of **historical enquiry**, including using a range of skills to ask questions; form opinions from a **range of sources**; and identify **historical perspective**, evaluating **bias** and reliability throughout.



gain **historical perspective** by placing a growing knowledge into different contexts, understanding the **connections** between local, national and international history; between cultural, political, religious and social history; and between short- and long-term timescales.

## National Curriculum Coverage

	Stone Age	Why di the Romans come to Doncaster?	Ancient Greece	What did the Anglo Saxons do for us?	Vikings	How has crime and punishment changed through key periods in history?	Early Civilisations: Ancient Egyptians	Early Civilisations: How has the Legacy of Baghdad (AD 900) impacted on us today?
Locational Knowledge								
changes in Britain from the Stone Age to the Iron Age	~							
the Roman Empire and its impact on Britain		~						
Britain's settlement by Anglo-Saxons and Scots				~	~			
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					~			
a local history study		~		~		~		
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						~		
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							~	
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.								~



	Autumn	Spring	Summer
Year 3		<ol> <li>Stone Age         <ol> <li>Ordering dates from the Stone Age – Iron Age             </li> <li>BC/AD                 Settlements – Skara Brae Visit: Creswell Crags             </li> <li>What did men do? What did women do?                 </li> <li>Tribes – How did they govern?                 </li> <li>What do we still use today from the Stone Age2</li> </ol> </li> </ol>	<ul> <li>Why did the Romans come to Doncaster?</li> <li>1. When did the Roman Empire spanned? When did the Romans come to Britain?</li> <li>2. Roman Invasion of Britain – through maps</li> <li>3. Using a study of Danum to build a Roman settlement</li> <li>4. Senate vs. UK Parliament</li> <li>5. How did they include the native Britains? Fight or trade?</li> <li>6. Romans Gods &amp; Goddesses</li> <li>7. Why did the Romans come to Doncaster?</li> </ul>
Year 4		Stone Age?         Ancient Greece         1. When was the Ancient Greek civilisation?         2. Settlements – what did Athens look like?         3. What did men do? What did women do? (Education, job roles)         4. How did the Ancient Greeks treat their sick?         5. The birth of democracy         6. Greek Gods & Goddesses         7. Legacy of the Olympics	<ul> <li>What did the Anglo Saxons do for us?</li> <li>1. When did the Anglo Saxons rule? Who were the Anglo Saxons – immigrants (vs. natives, with links to <i>The Journey</i>)</li> <li>2. Roles of men/women and children – contrast with Stone Age &amp; Ancient Greece</li> <li>3. Settlements – Conisborough and other settlements in Doncaster</li> <li>4. The birth of the monarchy (and the role of the monarch now)</li> <li>5. Sutton Hoo burial – what does this tell us about how their religious practices?</li> <li>6. Anglo Saxon Gods &amp; Goddesses</li> <li>7. What did the Anglo Saxons do for us?</li> </ul>

Year 5	Vikings           1. were the Vikings? Overlap with t           Anglo Saxons.	he <b>How has crime and punishment changed</b> <b>through key periods in history?</b> 1. Chronology of time periods studied so far
	2. What drew the Vikings to Britain How did the Anglo Saxons react	<ul> <li>? 2. What is a 'crime'? What is a common 'law'?</li> <li>3. Ancient Rome – Vigiles &amp; Punishments</li> </ul>
	<ol> <li>Jorvik – fieldwork mapping York</li> <li>Democracy in the Viking Age</li> </ol>	Tithing & the verdict of the courts
	5. Establishing trade routes	<ol> <li>The Witch Trials – links with A Kind of Spar (a study of Doncaster's Joan Jurdie)</li> <li>Victorians – the modern Police force and prisons</li> </ol>
Year 6	Early Civilisations: Ancient Egyptian1. When and where the first	s Early Civilisations: How has the Legacy of Baghdad (AD 900) impacted on us today?
	civilisations appeared (Ancient Sumer, The Indus Valley, The Sl	
	Dynasty & Ancient China) 2. When did the Ancient Egyptians	
	rule? 3. Why did civilisation develop arou the Nile?	<ul> <li>4. The sharing of knowledge – the development</li> <li>of print, trade routes</li> <li>5. House of Wisdom – the collaboration of fair</li> </ul>
	4. Why did Pharaoh's have the pov 5. Gods & Goddesses of Ancient Ec	er? 6. How does this compare with Anglo Saxon
	6. Burial and mummification – what does this tell us about their belie	t l