

HISTORY CURRICULUM PROVISION YEARS 1 -6: DELIVERY OF THE NATIONAL CURRICULUM

| Cycle | | Enquiry | Focus | NC Programme of Study | Fieldwork |
|-------|-----|--|---|--|-----------------------|
| B | KS1 | <i>How do our toys and games compare with those of children in the 1960s?</i> | 1960s | Changes within living memory | Museum |
| B | KS1 | <i>Why is the history of my locality significant?</i> | Local investigation | Significant historical events, people and places in their own locality. | Local area |
| A | KS1 | <i>Why was Charles sent to prison?</i> | First World War | Events beyond living memory that are significant nationally or globally | |
| B | KS1 | <i>What does it take to be a great explorer?</i> | Amy Johnson, Christopher Columbus, Neil Armstrong | Lives of significant people in the past <u>and</u> events beyond living memory that are significant nationally or globally | |
| A | KS1 | <i>How do we know so much about what happened in the Great Fire of London?</i> | Great Fire of London and Samuel Pepys | Events beyond living memory that are significant nationally or globally <u>and</u> lives of significant people in the past | |
| A | KS1 | <i>How do we know so much about where Sappho used to live?</i> | Roman Empire | Events beyond living memory that are significant nationally or globally. | |
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| A | KS2 | <i>How did the lives of Ancient Britons change during the Stone Age?</i> | Stone Age | Changes in Britain: Stone Age to the Iron Age | |
| A | KS2 | <i>How do artefacts help us understand the lives of people in Iron Age Britain?</i> | Iron Age | Changes in Britain: Stone Age to the Iron Age | Bodmin Moor |
| B | KS2 | <i>How did the arrival of the Romans change Britain?</i> | Romans | The Roman Empire and its impact on Britain | Murton Park |
| B | KS2 | <i>Who were the Anglo Saxons and how do we know what was important to them?</i> | Anglo Saxons | Britain's settlement by Anglo Saxons and Scots | |
| C | KS2 | <i>What did the Vikings really want and how did Alfred prevent them getting it?</i> | Vikings | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Museum |
| A | KS2 | <i>The story of the Trojan Horse: historical fact, legend or myth?</i> | Ancient Greece | Ancient Greece – a study of Greek life and achievements and their influence on the western world | |
| C | KS2 | <i>How did a pile of dragon bones help to solve an ancient Chinese mystery?</i> | Shang Dynasty of Ancient China | The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one | |
| C | KS2 | <i>How did the arrival of the railway change Bude?</i> | Local investigation | A local history study | Bude |
| B | KS2 | <i>Why did Britain once rule the largest empire the world has ever seen?</i> | British Empire | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | |
| D | KS2 | <i>What was life like in Baghdad during the Golden Age of Islam?</i> | Early Islamic Civilisation | A non-European society that provides contrasts with British history | |
| D | KS2 | <i>How have medical breakthroughs of the last 250 years affected the lives of people in Britain?</i> | Medicine through time | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Leeds Medieval Museum |
| D | KS2 | <i>Why was winning the Battle of Britain in 1940 so important?</i> | A significant turning point in British history | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | |