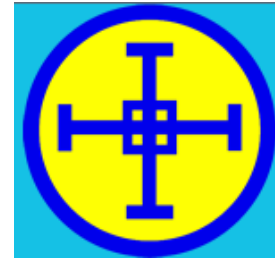
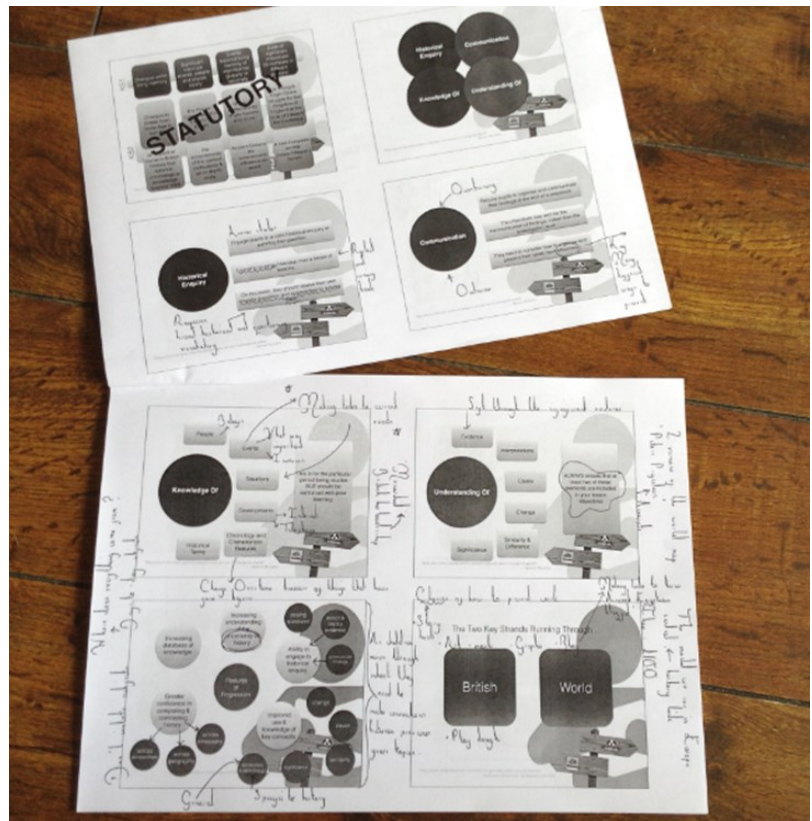
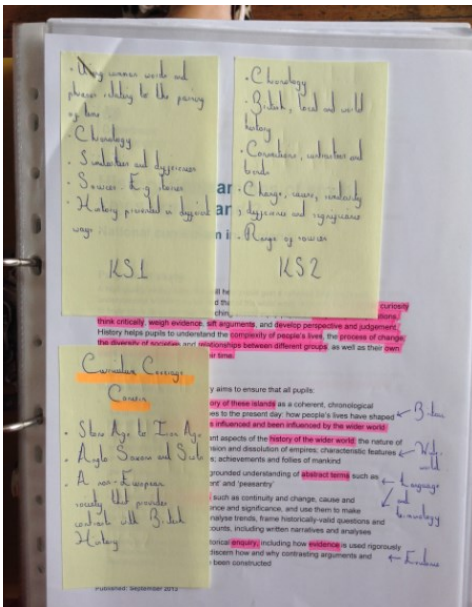


3.1 Curriculum Design: How innovative and engaging is the content of the history curriculum?

As a school tailoring our curriculum to meet the needs of our children, to ensure they relished the opportunity for discovery and achievement, but designed within national parameters was of paramount significance. Therefore many formal and informal discussions took place before a final curriculum design was established.



Notes from meetings with the Senior Leadership Team and notes from external courses the History Co-ordinator attended with the Deputy Head.



Re new curriculum

From: [Redacted]

To: [Redacted]

Cc: [Redacted]

Date: 11/06/2015 06:54

Morning Jaye

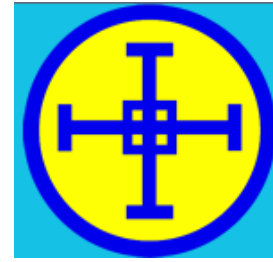
I have attached the updated overviews for the topic planning.

As we discussed I have moved communication to ks2 and added The Victorians to year 3.

I have also managed to get the Mayans in by putting the Vikings and Anglo Saxons together. It will be a history heavy topic but in the curriculum it does suggest comparing the two so I suggest that over a term we spend 4 weeks on the Vikings, 4 weeks on the Anglos Saxons and 2 weeks looking at the two of them maybe?

Part_1.2.html (2 KB) Phase 3 How we used to... (20 KB) Phase 3 Civilizations... (20 KB) PHASE 3 OVERVIEW LONG ... (20 KB) Phase 3 Invaders and S... (21 KB)

Phase 2 How we used to... (18 KB) Phase 2 Sig Events Spr... (21 KB) Phase 2 Sig Individual... (18 KB)



3.1 Curriculum Design: How innovative and engaging is the content of the history curriculum?

Continued

Here are several curriculum designs put forward and discussed with the Senior Leadership Team prior to the final design being created and implemented.

Key Stage 2 HISTORY Planning
 Plotting contexts in which skills and concepts will be developed at
 All Saints C of E Primary School

Term	Areas of study						
	Autumn	Spring	Summer	Autumn	Spring	Summer	
Knowledge, skills and understanding	Ancient Egypt <i>Approximate 105</i>	12c Wars <i>Approximate 105</i>	Tudors <i>Approximate 105</i>	The Victorians <i>Approximate 105</i>	Our Surroundings <i>Approximate 105</i>	Olympics <i>Approximate 105</i>	World Cup <i>Approximate 105</i>
2a	Characteristic features of the period - dates, beliefs, attitudes						
2b	Experiences of men, women and children						
2c	Socio-cultural, religious and ethnic diversity of societies in Britain and the wider world						
2d	Identify and describe reasons for, and results of, historical events, situations and changes						

Years 4, 5 and 6

Autumn	Spring	Summer
Ancient Greece <i>A study of Greek life and achievement and their influence on the western world</i>	Our Surroundings	British Settlements to Asia - Science and Civils <i>The study includes:</i> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Dark Ages from 410 to 1066 (Britain, Rome, Byzantium) Anglo-Saxon invasions, settlements and expansion (Jute, Saxon and Vikings) Anglo-Saxon art and culture Christianisation - Conversion, Domesday and Lindisfarne

Autumn	Spring	Summer
Viking and Anglo-Saxon studies for the 'Epic of David' to the rise of Edward the Confessor <i>The study includes:</i> <ul style="list-style-type: none"> Viking raids and invasion Penetration by Alfred the Great and Athelstan, Great King of England Further Viking invasions and opposition Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	A non-Eurocentric society <i>The study chosen from:</i> <ul style="list-style-type: none"> Early Islamic civilisation c. 600-1000 Anglo-Saxons c. 410-1066 India c. 400-1000 	Olympics World Cup

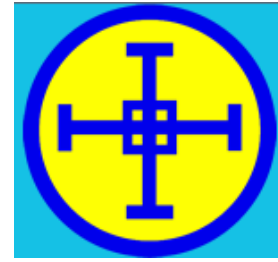
Autumn	Spring	Summer
Victorias <i>Linked with:</i> <ul style="list-style-type: none"> A study of an aspect or theme in British history across chronological knowledge beyond 1066 For example: The changing cover of materials used over time such as Jute, Iron & Victoria Changes in the aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or science and environment in the 1200s 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, e.g. the first release of the Battle of Britain 	Knights and Vikings	Tudors

	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Y4	Aut Egyptians	Greeks	Egyptians	Greeks	Egyptians
Y5	Egyptians	Greeks	Stone Age	Stone Age	Stone Age
Y6	Egyptians	Greeks	Stone Age	Egyptians	Greeks
Y4	Sec Vikings	Anglo Saxons	Vikings	Anglo Saxons	Vikings
Y5	Vikings	Anglo Saxons	Romans	Romans	Romans
Y6	Vikings	Anglo Saxons	Romans	Vikings	Anglo Saxons
Y4	Sum A Street through time (A study of an aspect or theme in British History that extends beyond 1066)	Science through time (Inventors and impact over time)	A Street through time (A study of an aspect or theme in British History that extends beyond 1066)	Science through time (Inventors and impact over time)	A Street through time (A study of an aspect or theme in British History that extends beyond 1066)
Y5	A Street through time (A study of an aspect or theme in British History that extends beyond 1066)	Science through time (Inventors and impact over time)	Crime and punishment	Crime and punishment	Crime and punishment

	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Y4	Aut Egyptians	Greeks	Egyptians	Greeks	Egyptians
Y5	Egyptians	Greeks	Mayans	Mayans	Mayans
Y6	Egyptians	Greeks	Mayans	Egyptians	Greeks
Y4	Sec Stone Age	Anglo Saxons & Vikings	Stone Age	Anglo Saxons & Vikings	Stone Age
Y5	Stone Age	Anglo Saxons & Vikings	Romans	Romans	Romans
Y6	Stone Age	Anglo Saxons & Vikings	Romans	Stone Age	Anglo Saxons & Vikings
Y4	Sum Communication (A study of an aspect or theme in British History that extends beyond 1066)	Science through time (Inventors and impact over time)	Communication (A study of an aspect or theme in British History that extends beyond 1066)	Science through time (Inventors and impact over time)	Communication (A study of an aspect or theme in British History that extends beyond 1066)
Y5	Communication (A study of an aspect or theme in British History that extends beyond 1066)	Science through time (Inventors and impact over time)	Crime and punishment	Crime and punishment	Crime and punishment
Y6	Communication (A study of an aspect or theme in British History that extends beyond 1066)	Science through time (Inventors and impact over time)	Crime and punishment	Communication (A study of an aspect or theme in British History that extends beyond 1066)	Science through time (Inventors and impact over time)

3.1 Curriculum Design: How innovative and engaging is the content of the history curriculum?

A very popular aspect, with both children and their families, to the provisions we provide our children with are our Home Learning Projects. Our Home Learning Projects are given out on a termly basis that link with the topic the children are learning about that term. The challenges we set our children are very open ended which allows our children to interpret the project and therefore commit a very high level of engagement with what they decide to create. The vast majority of time, children and their families create 3D models which are then celebrated as they can be seen in corridors around our school.



Tudor Buildings made by Phase 2 children and their families.



Egyptian Board games made by Phase 3 children and their families.



Time Travel Machines made by Phase 2 children and their families.

