

HISTORY			
<p>INTENT – Luddenden CE School is committed to providing an environment which celebrates and encourages difference, innovation and courage. Our History curriculum aims to ensure that all pupils develop an appreciation the rich history of their locality and coherent knowledge, understanding and curiosity about the past in our local area, Britain and the wider world. Pupils will learn about and take inspiration from a wide range of influential historical figures. They will be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, thus enabling them to begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our core values in History are respect, compassion, friendship and courage.</p> <p>IMPLEMENTATION – In order to heighten interest and enthusiasm for history, we adopt an approach where pupils can become immersed in their studies. Pupils will experience a range of well-planned historical learning activities that provide stimulating, real-life contexts for learning. We create opportunities for our pupils to use their own understanding of our world to meaningfully acknowledge the impact of the past. We make best use of cross-curricular links and books to enhance historical learning. History will be used to teach pupils directly about diversity and anti-discrimination - pupils will be taught black history and will learn about important figures from minority/underrepresented groups.</p> <p>IMPACT – The history curriculum reflects the diversity of the world. Pupils experience multidimensional learning about the past and begin to understand the implications and impact of Britain’s past upon its subject peoples. Pupils are interested in the past and can describe confidently the key features of periods studied. Pupils take inspiration and information from people/s and events from the past to shape their own lives, relationships and accomplishments.</p>			
	Autumn	Spring	Summer
Nursery focus objectives	Explore how things work.	Talk about what they see, using a wide vocabulary (looking at pictures/stories from the past)	Begin to make sense of their own life-story and family’s history – who is in my family Use basic language of time (e.g. before, now, then, a long time ago)
Reception focus objectives	Make sense of their own life-story and family’s history – how have I changed Comment on images of familiar situations in the past.	Talk about the lives of the people around them and their roles in society	Compare and contrast characters from stories, including figures from the past.
Year 1/2 Cycle A	Changes Through Time: Transport and Holidays <ol style="list-style-type: none"> Can I sort between old and new vehicles? How have cars changed over time? Who were the Wright brothers? How did flight change the world? How have holidays changed over time? What will the future of travel look like? 	British History: Kings and Queens <ol style="list-style-type: none"> Who were the first kings and queens of Britain? What does a monarch do? How do portraits and statues display a monarch’s power? What can we find out about Queen Victoria by asking questions? Who was Queen Elizabeth I and why was she important? Who is our king today? 	Real Life Heroes: Florence Nightingale and Mary Seacole <ol style="list-style-type: none"> What was medicine like in the Victorian times? Who was Mary Seacole? How do we know about Mary Seacole? Who was Florence Nightingale? What might have Florence Nightingale written in her diary? How are Mary Seacole and Florence Nightingale similar and different?
Year 1/2 Cycle B	Changes Through Time: Toys and Technology <ol style="list-style-type: none"> Can I sort old and new toys? Can I order toys from oldest to newest? When were the first plastic toys made? How has technology changed the way we play? How is technology changing now? Is new technology always a good thing? 	British History: The Great Fire of London <ol style="list-style-type: none"> What was life like in 17th Century London? How did the Great Fire of London start? How do we know what happened during the Great Fire of London? Who was Samuel Pepys? How did people fight the Great Fire of London? How did they rebuild London? 	Real Life Heroes: The Windrush Generation <ol style="list-style-type: none"> What was life in Britain like after World War II? Why did people travel on the HMT Empire Windrush? How can photos and people’s memories help us learn about the past? What was life like for Windrush families arriving in Britain? Did Windrush migrants travel to Yorkshire? How do we remember Windrush migrants’ work today?
Year 3/4 Cycle A	British History: Stone Age to Iron Age <ol style="list-style-type: none"> What is prehistory? How did Stone Age people survive? When did people start farming in the UK? What is special about Stone Henge? Who were the Iron Age Celts? What was life like in an Iron Age hill fort? 	British History: Roman Britain <ol style="list-style-type: none"> Why did the Romans invade and settle in Britain? How did Celtic Britons respond to the Roman invasion? Why was the Roman army so successful? What do artefacts suggest about the lives of Roman soldiers in Britain? Who was the Ivory Bangle Lady? What was the legacy of the Roman Empire in Britain? 	History Worldwide: Ancient Egypt <ol style="list-style-type: none"> Where and when did the first civilisations appear? Why was the River Nile so important to ancient Egyptians? How do we know so much about the Ancient Egyptians? What do sources suggest about ancient Egyptian beliefs? What did ancient Egyptian people believe happened after death? Who ruled ancient Egypt and what happened to them after they died?
Year 3/4 Cycle B	British History: World War I <ol style="list-style-type: none"> When, where and why did the Great War happen? What was life like on the Western Front? What was life like on the Home Front? How do we remember WWI casualties? Who was Marthe Cnockeart? How did the World War I end? 	Local History: Industrial Calderdale <ol style="list-style-type: none"> What was the Industrial Revolution? How did the Industrial Revolution change the textile industry? What was working in an 1800s mill like? How do we know Calderdale was an industrial area? Who was John Fielden? How did the Industrial Revolution shape Halifax? 	History Worldwide: Ancient Greece <ol style="list-style-type: none"> Where and when did the Ancient Greeks live? What was Ancient Greek daily life like? How do we know what the Ancient Greeks believed? How have Ancient Greek stories endured? Is our democracy the same as Ancient Greek democracy? Where did the Olympic games come from?
Year 5/6 Cycle A	British History: Anglo-Saxon Britain <ol style="list-style-type: none"> What happened after the Romans left Britain? What did early Anglo-Saxons believe? Why did Anglo-Saxons convert to Christianity? What was found at Sutton Hoo? Was King Alfred really ‘Great’? 	British History: The Vikings in Britain <ol style="list-style-type: none"> When and why did the Vikings come to Britain? What made Vikings such fearsome warriors? What can England’s settlements tell us about Viking invasion? What happened at Lindisfarne? Was Guthrum’s loss at the Battle of Eddington a true defeat? 	Local History: Anne Lister & Women Through History <ol style="list-style-type: none"> A Timeline of Women in History What was life like for women during the Victorian period? What can we learn from Anne Lister’s diary? What is the legacy of the Bronte sisters? How did the suffragette movement change Britain?

HISTORY MEDIUM TERM OVERVIEW

	6. Who wrote Beowulf?	6. Why are there different Viking sagas explaining the same event, and what does this tell us about the Vikings?	6. Female Trailblazers: An Exhibition
Year 5/6 Cycle B	British History: World War II 1. Was WWII a consequence of WWI? 2. What can we learn about WWII Europe from diaries and poetry? 3. How did the Blitz reshape Britain? 4. How were children affected by WWII? 5. Was the use of propaganda during WWII necessary? 6. Who was Alan Turing?	Local History: Crime and Punishment Through Time 1. What was crime and punishment like in Viking Britain? 2. What was crime and punishment like in medieval England? 3. What was crime and punishment like in Tudor and Stuart England? 4. When and why were prisons introduced? 5. What does crime and punishment look like today? 6. Crime and Punishment: Halifax’s Story	History Worldwide: Mighty Mayans 1. Who were the Maya? 2. What was everyday life like for the Maya? 3. What did the Maya believe? 4. How did the Maya record their ideas? 5. Why did the Maya decline? 6. Are museum displays important?