Stalyhill Junior School

Curriculum Intent Statement

Subject: History

History Statement of Intent
History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and the local community of Stalybridge have developed over time, our children are able to understand how the past influences the present. They will consider who the heroes and heroines of the past are and how key events changed the course of history. Our history curriculum enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. Through historical enquiry they explore the significance of historical sources of information, develop their questioning skills, present their finding. Ultimately, what they learn will influence their decisions about personal choices, attitudes and values. At Stalyhill Junior School, our intent, when teaching history, is to stimulate the children's curiosity about the past, in order for them to develop their knowledge, skills and understanding.

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Year 3		
Unit 1 – Britain from the Stone Age to the Iron Age In this topic, children will start by thinking about what Britain was like after the Ice Age. They will be introduced to chronology and how they can record it on a timeline or a living graph. They will question why nomad hunter gatherers became settlers and farmers. Moving into the Bronze Age, they will consider how using bronze changed people's lives. Finishing their journey in the Iron Age, children will consider evidence and decide which Age was best to live in. **Endpoint – Have a class debate about which age is the best to live in. Group up with others who agree with you and form a short presentation to present to the class to show why your age is the best age.** **End with a class vote – did anyone get persuaded to change their mind?**	**Unit 2 – The achievements of the earliest civilisations - Ancient Egypt** During this unit, children will develop a clearer sense of chronology by comparing Ancient Egypt with other civilisations at the time. They will first locate Egypt on a modern map before discussing what is meant by the word 'ancient'. They will then investigate the importance of the Nile and the significance of the pyramids and tombs. They will then consider how evidence and artefacts can tell them about everyday life. Finally, they will discover what the Egyptians thought about life after death. **Endpoint – Children use iMovie on iPad to report their learning about life in Ancient Egypt as well as life after death – can include images taken at Museum and voice over their learning**	**Unit 3 – The Roman Empire and its impact on Britain** Following on chronologically from the end of the Iron Age, children will first discover what Britain was like when Julius Caesar invaded Britain in 55BC, and that some invasions were not successful. They will then determine how powerful the Roman army were and how the native Britons, led by Boudicca, reacted to their arrival. Next, they will compare the sophistication of Roman lifestyle to native Britain and what influences the Romans had on Britain. **Endpoint – Children develop a mood board of Roman influences on Britain today – this can include images/ words/ symbols/ colours/ text boxes and can be done by hand or electronically and printed.**
Year 4		

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Unit 1 – Britain's settlement by the Anglo Saxons and Scots	Unit 2 – The Viking struggle for the Kingdom of England	Unit 3 – A non-European civilisation - Mayans
Following on from their knowledge of the Romans, the class will discover that there were other invaders before the Romans left Britain, including the Picts and the Scots. The class will then take on the role of detectives to use evidence in a Saxon grave to tell them about life at that time. They will then consider how life in Britain changed with the arrival of Christianity. Next, they will question who Alfred the Great was and 'was he really great?' Finally, they will learn how the Saxons coped with the invasion threat of the Vikings and how effective Saxon justice was. **Endpoint – Use 'Explain Everything' app to show their learning about Anglo-Saxon life**	We start this topic by questioning what the children's image of a typical Viking is and why they have such a bad reputation. They will learn about the Viking's different attempts at invading Britain and how Viking settlements can still be recognised in modern town names. Finally, they will consider how recent excavations could change our view of the Vikings before debating how we should remember them. **Endpoint – Debate – Were the Vikings really vicious?** **After debate – add your own answer with no more than 50 words**	As part of a wider knowledge of World civilisations, the final unit in year 4 will question: who were the Mayans and where did they live? They will link this period with Saxon Britain to further strengthen their knowledge of chronology. First, they will discover why and how the Mayan civilisation was so successful and use historical sources to gain a picture of life in a Mayan village. They will learn how the Mayans traded and exported goods by using their own number system. Finally, they will consider why the Mayan Empire ended so quickly. **Endpoint – Collage similarities and differences between Vikings and Mayans (present if appropriate)**
Year 5		

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Unit 1 – The achievements of the earliest civilisations - Ancient Greece – An in Depth Study (12 weeks) Through this in-depth study, children will be able to learn how Ancient Greece has impacted our modern world. They will first consider the chronological time period compared with earlier topics they have studied, before comparing the two cities of Athens and Sparta. They will research Alexander the Great and consider if he was really great. Pictures of artefacts provide vital clues of how they lived and show the children what we can learn from such evidence. They will then study through a series of lessons how the Greeks have influenced our buildings government and language. Finally, they will consider how the Olympic Games have changed from Ancient to Modern times. **Endpoint – A class debate: Which is the most important legacy of the Ancient Greeks?**	**Unit 2 - Local History Study – How did the Industrial Revolution impact Stalybridge?** During this study, children will develop a clearer sense of the history of Stalybridge. They will first learn what the industrial revolution was and how it impacted on Stalybridge. They will learn how children their age would be educated and work in Stalybridge through the study of St Paul's school history. The local canals are also highlighted as an important mode of transport during this period. The class then read the work of the local poet, Samuel Laycock, through which they can visualise the living conditions of the working people of Stalybridge. Finally, they will research why the local mills declined and the factors that caused it. **Endpoint – Use iMovie app on iPads to create journalistic report on how the Industrial Revolution impacted Stalybridge. (collect videos and images from around Stalybridge to inform final piece)**

Year 6

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Unit 1 – A significant turning point in British history - World War 2 - An in depth study (12 weeks) In this unit, the children first consider the period of time between the two World Wars, and the economic effects of World War 1 on England and Germany. They will learn about the rise of Hitler as leader of Germany and the events that led to the outbreak of World War 2. Through the study of pictures and sources from this period, they will study the Home Front and the impact that the war had on children and citizens. They will learn the importance of the role of women in the war and how propaganda was used by both governments. Finally, they will study key events in the war that caused the turning point and eventual victory of the allies. **Endpoint – Create own propaganda artwork and use it within a video documentary which explains what they have learnt about WW2**	**Unit 2 – Changes in an aspect of social history over time - Crime and Punishment – A historical enquiry over 1000 years.** As the class travel through time, they will consider evidence which shows how crimes were dealt with, starting with the Middle Ages. They will compare Anglo-Saxon with Tudor crime and punishment. As they move on in time to the 18th Century, they will recognise how crimes changed and how more capital punishments created a period known as the 'Bloody Code'. Through the 19th century, they will learn about the act of transportation and the increase in prisons. Finally, they will consider how punishments and crimes have changed in the past 100 years and debate which period in time used the most effective methods. **Endpoint – Children prepare and hold a debate on which period of time was the best to be a criminal, organising for and against points to discuss for each time period covered.**