

Sandy Hill Academy

Curriculum Overview – History



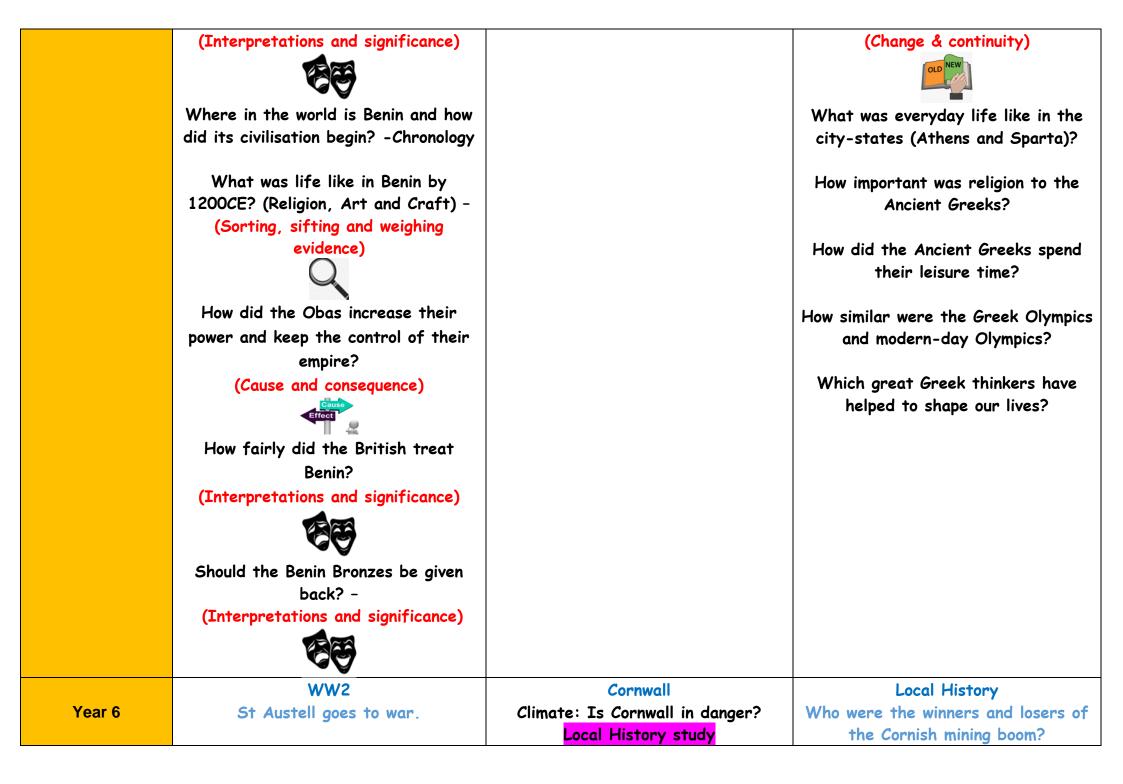
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special	Seasons	Transport	Animals and their babies	Traditional Tales	Around the World
Nursery	Healthy Me	Festivals and Celebrations	Dinosaurs	Planting and		Under the Sea
Nursery	Caring and Sharing	Space		growth		Under the Sed
Reception	Ourselves	Autumn	Dinosaurs (Local history study- Sandy	Safari <mark>(Local history</mark> study- Sandy	Minibeasts	Under the Sec
Reception	Where We Live	Celebrations	Hill Academy)	Hill Academy)		Pirates
	Seaso	nal Changes	Brillio	nt Bodies	All Aboard &	Setting Sail
Year 1	Britain in the 50's Were the 1950s a good time to live? (Similarity & difference – in period. Similarity and difference		(Local history study- Sandy Hill Academy and the surrounding area) Geography Field work to take place		Amelia Earhart & the Wright Brothers Why do we remember the Wright Brothers and Amelia Earhart? (Interpretations & significance)	
Year 1	Why were people celebrating in 1953?					5

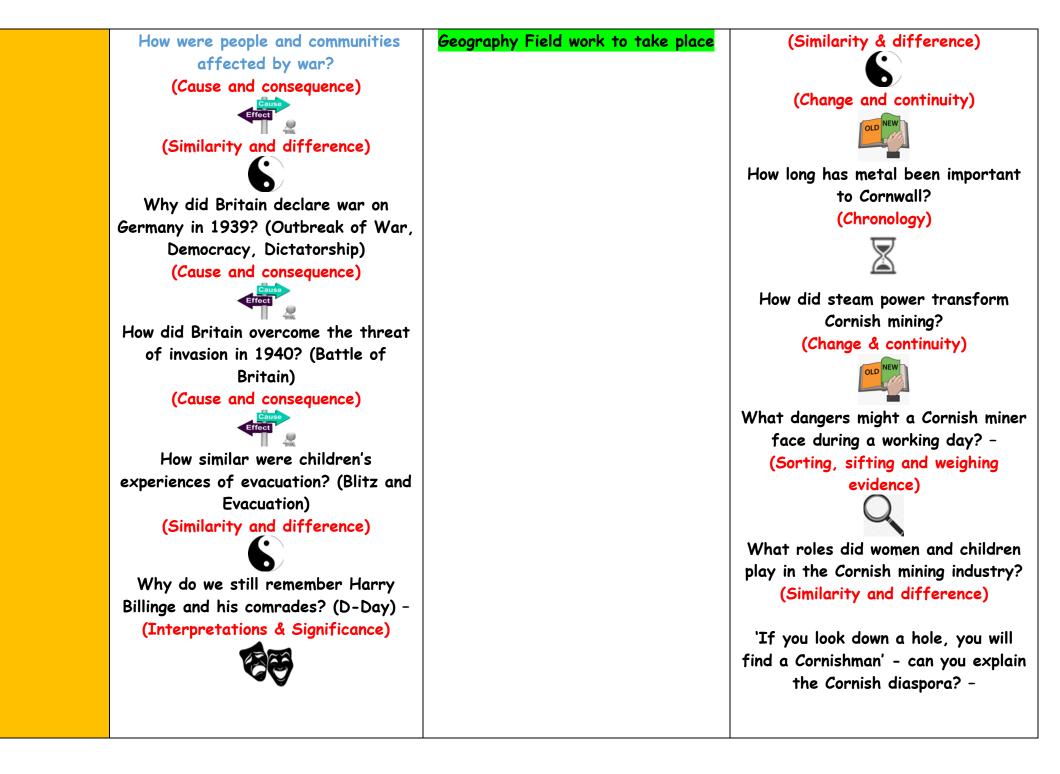
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	How plentiful and tasty was food		How did we try to fly before
	in the 1950s?		aeroplanes?
			(Chronology)
	How hard was it to cook food and		$\overline{\mathbf{v}}$
	keep the house clean?		
	How did people get around in the		Who were the Wright Brothers and
	1950s?		why do we remember them today?
	17003.		(Interpretations and significance)
	What was going on holiday like in the 1950s?		E
			Who was Amelia Earhart and why do
	How did people find out what was		we remember her today?
	going on and stay in touch?		(Interpretations and significance)
			68
			How do we know the first flight
			actually happened?
			(Sorting, sifting and weighing
			evidence)
			0
	Great Fire of London	Sensational Safari	Columbus & Armstrong
	Why do we call it the 'Great Fire' of	(Local history study – Charlestown –	Who was the greatest explorer?
	London?	Charles Rashleigh study	(Interpretations & significance)
	(Cause and consequence)	Geography Field work to take place	
Year 2	Cause		100 CC
			(Similarity & difference)
	(Sorting, sifting & weighing evidence)		

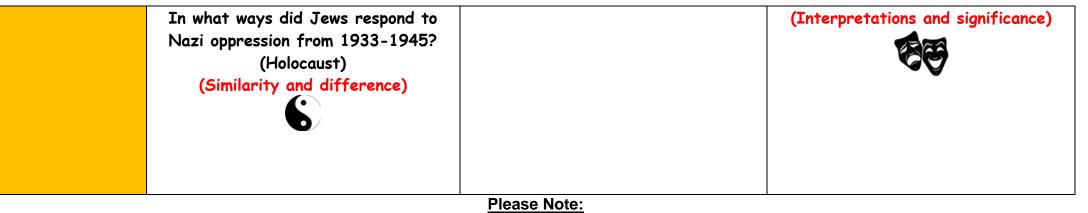
	What was London like in 1666? Who were some of the most		What made Columbus set sail across the ocean?
	important people? (Charles II, John		What difficulties and dangers did
	Evelyn, Christopher Wren, Samuel Pepys, Thomas Farriner)		Columbus face on his voyages?
	Why did the fire in 1666 spread		Why were the Americans eager to get to the moon first?
	faster and further than previous fires?		What difficulties and dangers did
	What evidence do we have for the		the crew of Apollo 11 face during their voyage?
	great fire of London?		What evidence do we have for
	How did London change after the Great Fire?		Armstrong's and Columbus' voyages?
			What was similar and different about each explorer?
	Stone Age to Iron Age	Oceans & Rivers	Ancient Egypt
	How do we know what life was like during Pre-Historic Britain?	<mark>(Local history study – Carylon Bay)</mark> Geography Field work to take place	Why were rivers so important to people of the ancient world?
	(Change and Continuity)		(Similarity & difference)
Year 3	OLD NEW		
			What did all ancient civilisations
	What evidence do we have for the Stone Age? (Archaeology)		have in common? (Overview)
	How did early stone age people survive? (Nomadic lifestyle)		Who were the Ancient Egyptians and when did their civilisation begin?

			What evidence do we have for the
	What changes took place during the		Egyptians? (Howard
	neolithic period? (New Stone Age) -		Carter/Hieroglyphics)
	Farming, crops, pottery. End of		
	nomadic lifestyle, Skara Brae Case		Who had power in Ancient Egypt and
	Study.		how did they use it? (Pharaohs,
			Scribes, everyday people, slaves)
	What changed for it to become the		
	Bronze Age? (Beaker people,		How certain can we be of the
	Stonehenge)		purposes of Egypt's pyramids?
	What were the benefits of living in		What did the Egyptians believe
	an Iron Age hillfort? (Set up for Y4		happened after a person died?
	Romans)		(Mummification/religion/afterlife)
	•		
	Romans	Amazon Rainforest	Anglo-Saxons & Vikings
	How did the Romans keep control of		Vicious, savage and brutal. Does this
	such a massive empire?	<mark>(Local history study – Eden Project)</mark>	tell the whole story of the Dark
	(Change & continuity)	Geography Field work to take place	Ages?
	NEW		(Interpretations & significance)
	OLD		
Maran A			66
Year 4	What were Rome and Britain like		
	2000 years ago?		(Change & continuity)
			OLD NEW
	Why did the Romans add Britannia to		
	their empire?		Who might have owned the Sutton
			Hoo helmet? (Invasion - different
			kingdoms – no England)

	How did Britain change under the Romans? Boudicca: hero or villain? Why did the Romans build a wall across Britain? Why did the Romans leave Britain after 350 years in control? (Set up for Anglo-Saxons)		 Who were the Anglo-Saxons? (Including laws and justice) What was life like in an Anglo-Saxon village? (Social structure) How had Anglo-Saxon religious beliefs changed by 700AD? (Pagan to Christianity) Who raided Lindisfarne (Holy island) and why? What do we know about the Vikings? (Jorvik, historians views of the past) How did different Anglo-Saxon kings deal with the Vikings? (Athelstan Edgar, Ethelred, and Alfred) Which one of these kings deserves the title, 'The Great'?
Year 5	Benin What led to the rise and fall of the Benin Empire? (until 1900) (Cause & consequence)	Natural Disasters (Local history study – local beaches) Geography Field work to take place	Ancient Greece Legacy - What did the Ancient Greeks ever do for us? (Similarity & difference)







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Transition Year – 2022-2023

- Historical Enquiry/ Organisation & Communication
 - Local history study to be taught.

Will be ongoing skills taught each term alongside the key areas listed above in bold.