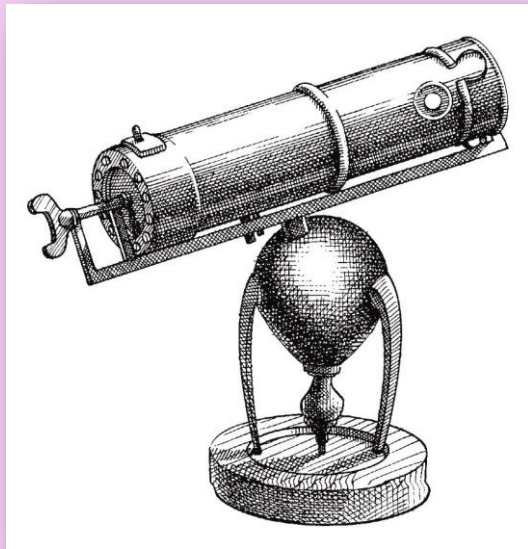
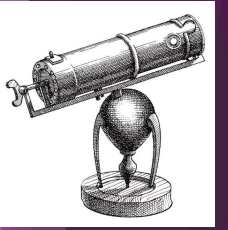


History



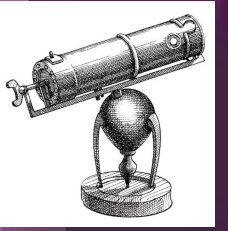
Intent



At Southway, we strive to deliver a History curriculum that inspires children to be critical thinkers about the world we live in. We have developed a curriculum that allows for the acquisition of knowledge and skills as well as the opportunity to apply these new skills in different contexts. Our curriculum:

- Will fire pupils' curiosity about the past in Britain and the wider world.
- Encourage thinking about how the past influences the present, especially developing an understanding of the influence of Britain and also its influence on the wider world – including short – term and long – term implications.
- Appreciate achievements as well as 'mistakes' of mankind in the past.
- Help students develop a chronological framework for their knowledge of significant events and people.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Develop a range of historical enquiry skills and abilities – particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Aid children in grasping an understanding of abstract historical terms and concepts.
- Allow children to expand their own historical perspective by applying their understanding to new contexts.

Implementation



At Southway, teachers bring the history curriculum to life and engage children through a range of exciting topics and a variety of stimuli, including key texts, historical artefacts and events, theatre workshops and school trips.

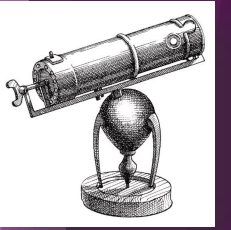
As a staff, we maintain strong links to the National Curriculum and incorporate an enquiry-based approach to children's learning about key historical events and people. This allows the children to develop their respect for what has already happened which shapes where we are today, incorporating the school's values such as kindness and teamwork when learning about the past.

We develop our Medium Term Plans drawing on historical themes in the termly topics, making links with other subjects wherever possible, including: art, science, R.E., English and Geography. Links are made to termly themes and other curriculum subjects where appropriate, and these are identified on a termly individual Medium Term Plan.

Long-term plans identify individual historical units taught across the year group phases. A planned progression of skills built into the history curriculum, means that the children are increasingly challenged as they move through the school, developing their resilience in this area.

History is promoted through our school with specialist enrichment days to mark key events such as Remembrance Day in November. Children's work is celebrated through high quality displays and assemblies. The local area is also fully utilised to achieve the desired outcomes.

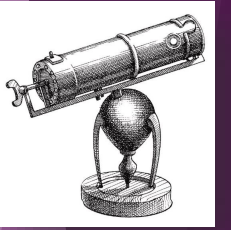
Impact



By the end of Year 6 children will be able to discuss and/or demonstrate in books:

- Explain how our historical knowledge is based on information from a variety of different sources.
- Make connections, comparisons and note trends over time and start using historical language.
- Explain their chronological understanding of British, local and world history.
- Regularly address historically valid questions about change, cause, similarity and difference, and significance.
- Develop and form responses that are informed and include thoughtful choice and organisation of relevant historical information.

Southway's Values



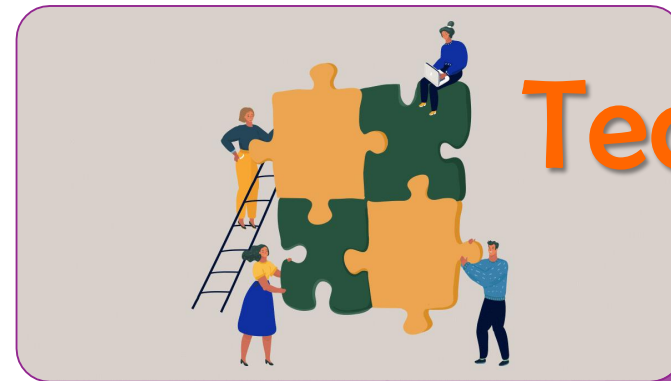
Kindness



Respect

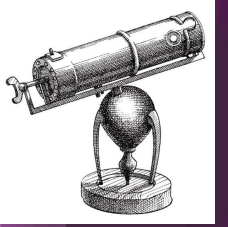


Resilience



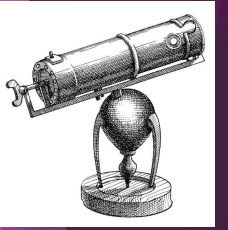
Teamwork

Curriculum Overview





Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Me and My World</u>	<u>Me and My World</u>	<u>Invaders & Raiders</u> (Vikings, Anglo-Saxons and Scots)	<u>Invaders & Raiders</u> (Vikings, Anglo-Saxons and Scots)	<u>Battles and Bangs</u> (Roman Empire)	<u>Battles and Bangs</u> (Roman Empire)
Year 4	<u>Victorian Towns and Twisted Tales</u> (Local history: Victorians)	<u>Victorian Towns and Twisted Tales</u> (Local history: Victorians)	<u>Mysterious Maya</u> (Non-European society: The Mayan Civilization)	<u>Mysterious Maya</u> (Non-European society: The Mayan Civilization)	<u>To Infinity and Beyond</u>	<u>To Infinity and Beyond</u>
Year 5	<u>Power and Palaces</u> (British history beyond 1066: Tudors)	<u>Power and Palaces</u> (British history beyond 1066: Tudors)	<u>We'll Meet Again</u> (British history beyond 1066: World War II)	<u>We'll Meet Again</u> (British history beyond 1066: World War II)	<u>Seas, Storms & Survival</u>	<u>Seas, Storms & Survival</u> & <u>Glorious Greeks unit</u> (Ancient Greece)
Year 6	<u>Frozen in Time</u>	<u>Frozen in Time</u>	<u>Walk Like an Egyptian</u> (Early Civilization Achievements: Egypt)	<u>Walk Like an Egyptian</u> (Early Civilization Achievements: Egypt)	<u>Blood, Bones and Body Bits</u>	<u>Blood, Bones and Body Bits</u> & <u>Stone Age to Iron Age unit</u>

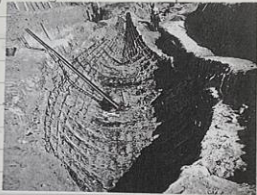
STANDARDS IN YEAR 3





WALT: make inferences from source

 Sword belt Buckle - this is gold so it tells me that they are wealthy and

 -shoulder caps - they are gold so they might be living in a palace

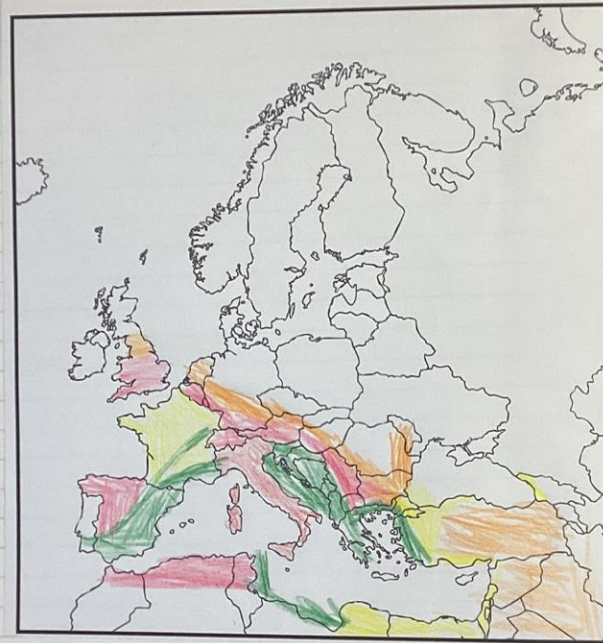


 Silver Bots - Bowls and spoons it tells me they are rich.

 Purple lid it tells me that they have a lot of money

I think Sigebert is it because his name sounds rich.


WALT: understand the Roman empire




● 277 B.C.E. ~~117 C.E.~~
● 133 B.C.E.
● 41 B.C.E.
● 79 C.E.
■ 117 C.E.

WALT understand what Runes are

Runes are Viking letters used in writing. They were used to label personal belongings and house hold items. In this picture, I used the runes alphabet to create my own word on my own word. The word on my rock is MTTT



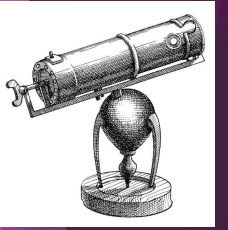
WALT: understand who the Anglo-saxons were



Some things we have learnt about the Anglo-saxons and vikings:

- The Romans left England and went back to Italy, which meant the Anglo and saxons could invade.
- Hengist used his daughter to get Kent.
- Scotland managed to survive and the picts fought the Anglo-saxons.

STANDARDS IN YEAR 4



WALT: research our local area in Victorian times

1- Brighton Town Plan
Built in 1840 with surrounding Brighton to Shoreham - by sea - Brighton address 25000 made by year.

2- North Pier
The pier was designed and completed by Engineer John Lubbock. It was opened in 1866. It cost £27000.

3- Brighton Beach
In the Victorian times women had to wear bathing machines for women to get changed in.

4- Gladstone
The pier was built in 1857 to celebrate Queen Victoria's Golden Jubilee and many things.

5- Victoria's Floating Pavilion
Built by Margaret Kelly, the first woman to be employed in Brighton 1883. It is the oldest operating public building in the world.

WALT: identify differences between rich and poor - Victorian

Rich	Poor
they had meals such as ham, eggs, bacon and fish	very few meals to eat if they had
more clothes under dresses pulled very tight	lucky to have a pair of shoes on Sundays
shops where you can get milk and bread	dark clothes because it was difficult to clean
men often sang and played matches while they were out	poor children attended school
men often sang and played matches while they were out	no soap clothes clean
usually well fed, clean and well clothed	
went on holidays	
only rich boys went to school	

WALT: compare the different ways of getting round in Victorian times

1860

 Subjects: Children were sometimes kept up to their heads in water and girls were not allowed to play in the street.

2022

 Subjects: Children are kept in their bedrooms and girls are allowed to play in the street.

WALT: Explain what Victorian objects are

Artefact	Prediction	Object name	Object use
	I think it is a juicer	Hot water bottle	This hot water bottle is ceramic and could be used in bed or for jammy on trains and coaches. It was good for keeping hands and feet warm.
	I think it is a special alarm clock	Zoetrope	Pre-film animation that shows an illusion for a moving picture when you spin it.
	I think it is an iron	Flat iron	Made from solid cast iron and used in pairs so when one was being used the other could be heated on the fire.
	I think it is a pump	Bellows	Makes a stream of air when pressed together, used for blowing air into a fire.
	I think it is a candle holder	Candle holder	Electricity wasn't available for everybody. People had to light their houses using candles. It is made to hold a candle.
	I think it is a bell	School bell	The school bell was rung at the beginning and end of each lesson. It is made from brass and very heavy.
	I think it is a tea pot	Nelson's inhaler	Filled with hot fluids and medicines used to help with breathing.
	I think it is a toy	Diabolo	A juggling toy that a child can play with either alone or with a who catches and returns the spot. The two sticks of the toy act as a support.
	I think it is ballcup	Cup and Ball Game	One of the earliest and gentlest games played by children is the cup and ball game.
	I think it is a lantern	Oil lamp	Used to provide light continuously for a period of time using an oil lamp.

WALT: Summarise the events of Queen Victoria's Reign on a chronological timeline.

1819: Victoria is born

1825: first railway

1837: Victoria becomes queen

1840: Victoria marries Albert

1851: great exhibition

1861: Victoria's husband Albert dies

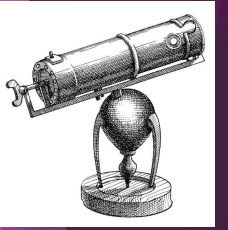
1875: Queen Victoria Empress of India

1887: Golden jubilee






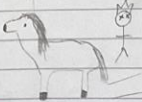
1897: Diamond jubilee

1901: Queen Victoria died

STANDARDS IN YEAR 5



WALT: describe and summarise the key events, causes and consequences of the Battle of Bosworth Field.

- 1455-1485 The War of the Roses had raged for 30 years before the Battle of Bosworth Field.
- The house of York was led by the unpopular king Richard III. 
- The House of Lancaster was led by Henry Tudor.  
- In 1485, Henry returned from France to Wales, gathering Lord Steady and his five thousand men also sided with his stepson Henry.  
- On 22nd August 1485, the armies met in battle in Leicestershire.
- Richard III was the last English king to die in battle. 

WALT: retrieve knowledge about religion in Elizabethan England.


NPP

- Which Queen was on the throne in the story?
Elizabeth I.
- Before Elizabeth was born, what had her father (Henry VIII) done to English religion?
He broke from Rome and founded the Church of England.
- Why were some Catholics plotting against the Queen Elizabeth I?
They wanted to remain Catholic.
- What were the stocks?
A wooden board with holes for your head and hands.
- Why were Nicholas's family conducting Catholic prayers in secret?
They loved the Queen but wanted to practice their own religion.


WALT: apply understanding about Henry VIII's wives.

TOP TRUMPS	TOP TRUMPS	TOP TRUMPS
Catherine of Aragon Wife Number: 1 Date of Birth: 1482 Date of Death: 7th Jan 1536 Married for: 24 years Divorced / Beheaded / Died / Survived: <input checked="" type="checkbox"/> Beheaded Number of children: 1 - Mary Any other interesting information: Had a son twice but he died.	Anne Boleyn Wife Number: 2 Date of Birth: 1523 Date of Death: 19th May 1536 Married for: 3 years Divorced / Beheaded / Died / Survived: <input checked="" type="checkbox"/> Beheaded Number of children: 1 - Elizabeth Any other interesting information: She had 4 fingers on her hand.	Jayne Seymour Wife Number: 3 Date of Birth: 1529 Date of Death: 13th Oct 1537 Married for: 1 year Divorced / Beheaded / Died / Survived: <input checked="" type="checkbox"/> Died Number of children: 1 - Edward Any other interesting information: She would have been his wife if not for the pope.
Anne of Cleves Wife Number: 4 Date of Birth: 1515 Date of Death: 16th July 1557 Married for: 1 year Divorced / Beheaded / Died / Survived: <input checked="" type="checkbox"/> Divorced Number of children: 0 Any other interesting information: She had 4 fingers on her hand.	Catherine Howard Wife Number: 5 Date of Birth: 1521 Date of Death: 13th Feb 1542 Married for: 18 months Divorced / Beheaded / Died / Survived: <input checked="" type="checkbox"/> Beheaded Number of children: 0 Any other interesting information: She was married to Henry VIII.	Catherine Parr Wife Number: 6 Date of Birth: 1522 Date of Death: 5th Sep 1548 Married for: 18 years Divorced / Beheaded / Died / Survived: <input checked="" type="checkbox"/> Died Number of children: 4 Any other interesting information: She had 4 fingers on her hand.


WALT: hypothesise using a range of historical sources.

- 


Portrait of Henry VIII

 - whelky
 - strong and powerful
 - liked pictures of himself
 - showing off
 - exp - expensive outfit
- 

Love letters to Anne Boleyn

 - expressive
 - romantic
 - loved Anne alot
 - didn't know whether Anne loved him or not
- 

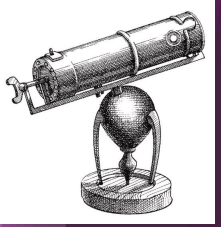
Hampton Hampton Court

 - liked dancing
 - a gold lover
 - religious
 - loves food
 - earlier colourful
- 

Spotting Hobbies

 - jousting
 - Brave

STANDARDS IN YEAR 6



How to mummify a body?

WALT: explain what Ancient Egyptian society was like.

THE SOCIAL PYRAMID

In Ancient Egyptian times, social status was sorted into a pyramid and was extremely important. At the top was the pharaoh, then came the viziers, after that in the middle there were the nobles, priests, scribes and soldiers, then came the craftsmen and at the bottom were the farmers and the slaves even along they worked the hardest.

Sailors

The five soldiers were in the middle of the pyramid, they would defend and invade. Interestingly the main weapon was a bow and a skilled archer could hit a target over 600 feet away. Most soldiers would ride chariots into battle (pulled by horses). Young boys would start training at the age of 5. It might sound easy being a soldier but death could be around every corner. They also had to train every day to keep in shape. Surprisingly they seldomly wore armor (they would only wear kilt and small triangular kiltcloths).

WALT: use secondary sources to investigate life in Skara Brae.

SKARA BRAE

located in Scotland (Orkney Islands). Skara Brae was discovered in 1850 due to a storm causing the sand to blow away, and expose 8 Stone Age old homes.

Fishtank to store dead fish in.

Type of dresser / cupboards for storage.

Place to put a bed.

Fireplace and where the cooking was done!

Flat stones to grind grain or producing flour.

House 7, I believe, is a place where invaders or crime committers go for their punishment. The passage way stops right at house 7 at a dead end and one inside it unless someone lets you you cannot get out (it has a lock on the outside but not the inside).

House 8 however, was probably a room that was a sort of meeting room where they all come together. There are carvings on the walls but no beds.

From the evidence found in some of the dwellings, here is what has been discovered. Bones were found in a pile on the floor, bones of sheep, cattle and dogs. This must mean they ate them and used their produce. We also found some seeds for eating which means they were farmers. Lastly, we found a pile made out of pure rock. This must have wanted a grasp of entertainment like what we have today.

The Farming Cycle

This Season takes place from June to September and is called the Akhet Season. This means all fields are sown. Some farmers take place as sowing their crops they keep the fields build temples and pyramids.

STONE AGE

The Stone Age occurred between 3,000BC and 50,000BC when life was very different to today.

FOOD

Stone Age people were hunter-gatherers which means they hunted animals around their area and they gathered their food. The men went to hunt and the women stayed home and making vegetable soups, fish and sea shells, seeds and nuts. The men hunted deer, horses, deer and many other more. They also hunted fish in the sea. Finally, they hunted for the first time. The men could find a new area with wood, fish and other after a while they could move away from. For hunting they would use a wood stick and either a bow or stone for a spear to throw and poke at the animals.

HOMES

Just like today, the Stone Age people needed homes to survive. They needed security for dangerous animals and the unexpected arrival of rain and snow. There were four different types of homes, the first type was the most simple and was built using the same type of stone as the second type. The second type of home was made of stone and the third type was a stone structure. For the floor they used moss, reed and soft plant materials.

People needed houses so they could stay safe. They used a lot of wood and stone to build their homes. They used bones for making tools and weapons. They used animal skins for making clothes. They used stones for making tools and weapons. They used animal skins for making clothes. They used stones for making tools and weapons. They used animal skins for making clothes.

SKARA BRAE

Skara Brae was found in 1850 on the Orkney Islands, Scotland after a storm blew away the sand that covered a stone age village.

House 8 only has carvings on the walls but no furniture inside. We think it is the community room for meetings but then.

House 7 was different to all the other houses since there was no passage way out. There was only a hole on the outside so they had to wait until someone unlocked it then. Many think it was a punishment room.

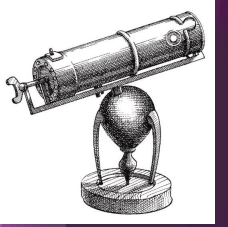
In the stone age era, I'd know they kept cattle, sheep and dogs as the evidence shows bones of these animals in a room. There were seeds of grain from different crops in another room and this tells me that they grew different types of plants or they used it to make wheat flour for bread.

Dresser: A dresser is where they put valuable stuff like animal bones.

Fishtank: To keep fish in and store them.

Hearth: A hearth is where they slept in a bed made out of straw and skins.

Pupil Voice



"I like our history lessons because it tells us about what has happened in the past. I like learning about different houses people lived in and what they ate. I really enjoyed our trip to Butser Farm."

Year 3 pupil

"I really like history at Southway because we learn lots about what has happened in the past and present our work in different ways. We also go on lots of trips and get to learn outside the classroom."

Year 4 pupil

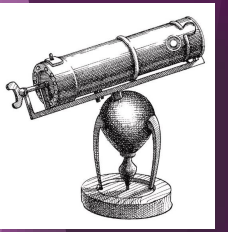
"I like the links between the topics we learn about. I also enjoy all of the trips we go on – particularly Newhaven Fort and the Air Raid shelter experience."

Year 5 pupil

"History at Southway is always fun as we get to go on lots of trips and visits such as Newhaven Fort where we could go in an Air Raid Shelter."

Year 6 pupil

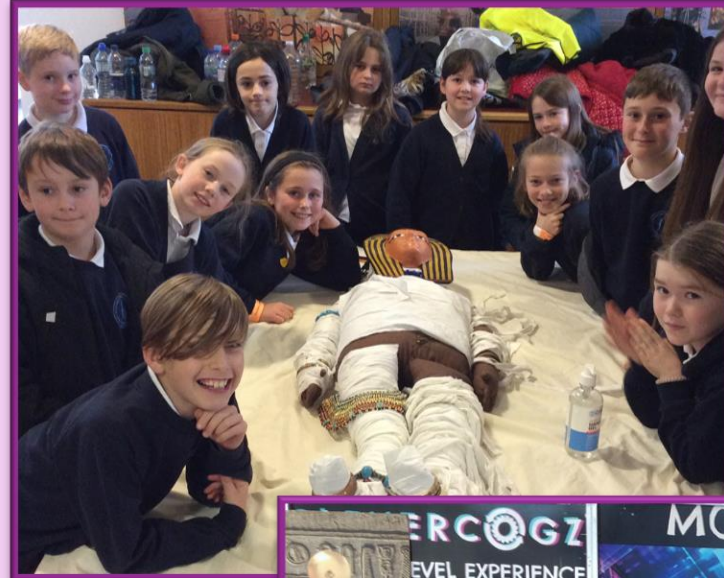
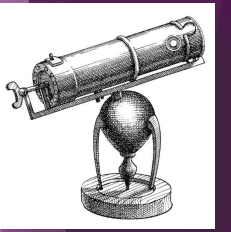
Enrichment Opportunities



Year 3 have visited Butser Ancient Farm, had Roman and Viking days and used the local woods to further enrich their history topics.

Year 4 took a trip to Preston Manor and have gone back in time to teach the children as if they were in Victorian times to bring their history topic to life.

Enrichment Opportunities



Year 5 have had a visit from Sir Teachalot, visited Hampton Court & had a WW2 evacuee day all to enhance their history topics.



Year 6 visited Brighton Museum, dressed up for Stone Age day and made houses in the woods and had an Egyptian themed Escape Room visit school to supplement their history topics.