

# Curriculum plan: history

*“We are not the makers of history, we are made by history”*

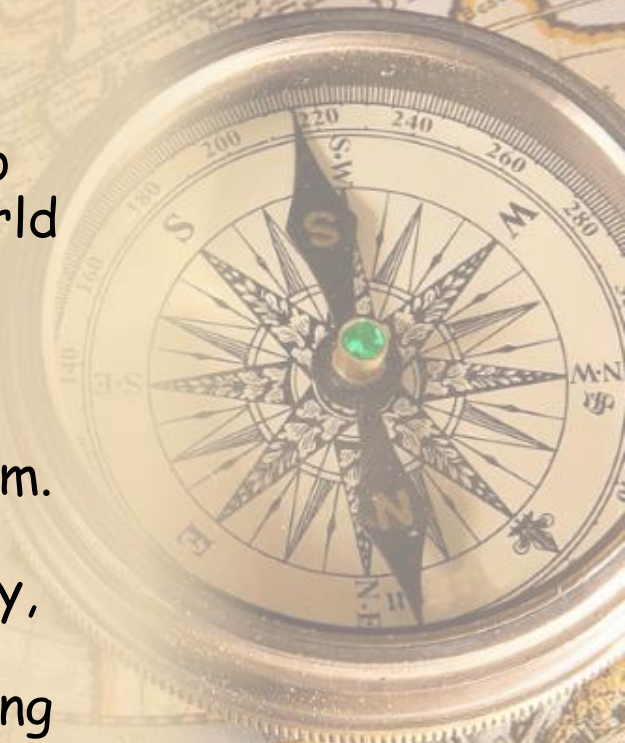
Martin Luther King, Jr.

## Our intent

Young people need a sense of history in order to understand themselves, their identity and the world around them.

Studying history at Woodhouse Academy allows students to explore a vast array of historical sources that will challenge, inspire and excite them.

We aim to provide students with an in-depth appreciation of key concepts, including chronology, changes and continuities, similarities and differences, causes and consequences and differing interpretations; acknowledging how they help historians to understand and appreciate historical events from ancient civilisations through to the 20<sup>th</sup> century.











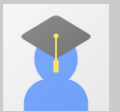
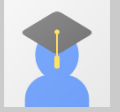
# Enrichment in history

The Woodhouse Academy history experience is complimented by cross-curricular links with English, geography, RE, food technology and music. Our enrichment programme is designed to bring history alive and in previous years we have enjoyed visits from a 'medieval knight' from Warwick Castle, various Holocaust survivors provided by the Holocaust Educational Trust and a soldier currently serving in the West Mercia Regiment delivering our Remembrance commemorations.








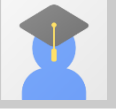
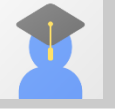
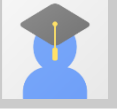























# Y5 curriculum plan: history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The BIG question:	<u>What is the legacy of the Ancient Egyptians?</u>		<u>What is the legacy of the Ancient Greeks?</u>		<u>What is the legacy of the Ancient Maya?</u>	
Key elements of topic:	<ul style="list-style-type: none"> <li>• The River Nile</li> <li>• The pyramids</li> <li>• Hierarchy</li> <li>• Tutankhamun</li> <li>• Gods and Goddesses</li> <li>• The Pharaohs</li> </ul>		<ul style="list-style-type: none"> <li>• Athens and Sparta</li> <li>• Hierarchy</li> <li>• Gods and Goddesses</li> <li>• Architecture</li> <li>• Government</li> <li>• Philosophers</li> </ul>		<ul style="list-style-type: none"> <li>• Daily life</li> <li>• Temples</li> <li>• Hierarchy</li> <li>• Beliefs</li> <li>• Gods and Goddesses</li> <li>• Kings and Queens</li> </ul>	
Further/home-learning links	 		 			
Scholarly opportunity						













# Y6 curriculum plan: history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The BIG question:	<u>Why would the Romans want to settle in Britain in 55BC?</u>		<u>How different were the Anglo-Saxons and Vikings?</u>		<u>How has crime &amp; punishment changed over time?</u>	
Key elements of topic:	<ul style="list-style-type: none"> <li>The Roman invasion &amp; settlement</li> <li>Boudicca</li> <li>Hadrian's Wall Construction</li> <li>End of Empire</li> </ul>		<ul style="list-style-type: none"> <li>Anglo-Saxon invasion &amp; settlement</li> <li>Scots invasions</li> <li>The Staffordshire Hoard</li> <li>Alfred the Great</li> <li>The Vikings</li> <li>Edward the Confessor</li> </ul>		Crime and punishment in <ul style="list-style-type: none"> <li>The Roman period</li> <li>The Viking period</li> <li>The medieval period</li> <li>The Tudor period</li> <li>The Victorian period</li> </ul>	
Further/home-learning links	 		  			
Scholarly opportunity			 			

# Y7 curriculum plan: history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The BIG question:	<u>Who were the last people to invade Britain?</u>		<u>Why did castles begin and then cease to be built?</u>		<u>What was it like to be a member of medieval society?</u>	<u>The Golden Age?</u>
Key elements of topic:	<ul style="list-style-type: none"> <li>The Battle of Stamford Bridge</li> <li>The Battle of Hastings</li> <li>The Bayeux Tapestry</li> <li>The Domesday Book</li> <li>The Feudal System</li> </ul>		<ul style="list-style-type: none"> <li>Motte &amp; bailey castles</li> <li>Stone keep castles</li> <li>Concentric castles</li> <li>Edward I &amp; Wales</li> <li>Siege engines</li> </ul>		<ul style="list-style-type: none"> <li>Medieval villages &amp; towns</li> <li>Law and order</li> <li>The Church</li> <li>The Black Death</li> <li>The Peasants' Revolt</li> </ul>	<ul style="list-style-type: none"> <li>Family background</li> <li>Elizabeth's portraits</li> <li>The Golden Age</li> <li>The 'Virgin Queen'</li> <li>The Spanish Armada</li> </ul>
Further/home-learning links	    		  		    	 
Scholarly opportunity						

# Y8 curriculum plan: history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The BIG question:	<u>To kill a King?</u>		<u>An Empire to proud of?</u>	<u>How was it humanly possible?</u>	<u>Why is Stoke on Trent called the Potteries?</u>	
Key elements of topic:	<ul style="list-style-type: none"> <li>Charles I</li> <li>Oliver Cromwell</li> <li>The English Civil War</li> <li>Puritan England</li> <li>The Restoration</li> </ul>		<ul style="list-style-type: none"> <li>Reasons for colonisation</li> <li>The Raj &amp; Gandhi</li> <li>The Scramble for Africa</li> <li>The <i>Empire Windrush</i></li> <li>The legacy of Empire</li> </ul>	<ul style="list-style-type: none"> <li>The Slave Trade Triangle</li> <li>The Middle Passage</li> <li>Slave Auctions &amp; plantations</li> <li>Abolition</li> <li>The legacy of slavery</li> </ul>	<ul style="list-style-type: none"> <li>Transport development</li> <li>Coal mines</li> <li>Factories</li> <li>Conditions for children</li> <li>Conditions in towns</li> </ul>	
Further/home-learning links	 		    	 	  	
Scholarly opportunity	