

Holywell School Curriculum Overview

Key Stage 2 Curriculum Overview

HISTORY

Curriculum Intent

History at Holywell aims to provide informative and educational lessons that access the National Curriculum. Whilst the programmes of study are content—based and predominantly chronological, opportunities have been made for students to engage in independent learning and to partake in “fun” activities to bring the subject to life. These include re-enactment of battles, role-plays, hot-seating, competitions, card-sort activities and more.

Student involvement in lessons is very important and lessons have paired, group and whole-class discussions and debates built in to try to engage pupils and encourage them to take an active role in their own learning.

Term	Year 5	Year 6
Autumn term	<p>The History of Cranfield</p> <p>Chronology -counting centuries and timelines</p> <p>Causation – importance of events in Cranfield’s history</p> <p>Change and Continuity – comparing photos with today</p> <p>Usefulness of sources – pros and cons of using photos</p> <p>Reliability of sources – introduction to 5W’s and the H</p>	<p>Anglo Saxons</p> <p>Origin - reasons for invading Britain</p> <p>Evidence – primary sources and Anglo-Saxon Chronicle</p> <p>Every-day life – food, houses, jobs, entertainment</p> <p>Beliefs - Conversion to Christianity</p> <p>Dark Ages – is the title justified?</p>
Evidence of learning	<p>Homework quiz on chronology</p> <p>Assessment task – causation: Which event had the most/least impact on Cranfield</p> <p>Assessment task at the end of the unit assessing all the skills taught</p>	<p>Assessment task –inference - analysis of Saxon artefacts</p> <p>Assessment task – interpretations – reliability of Saxon written diary</p> <p>Essay – To what extent did the Saxon period deserve to be called the Dark Ages?</p>
Links to prior learning	<p>Any relevant work completed in Lower schools</p>	<p>Year 5 – key skills – causation</p> <p>Year 5 – Ancient Greece – analysis of evidence</p> <p>Year 5 – Romans – how/why they gained an Empire</p> <p>Year 5 – Ancient Greece – daily life</p> <p>Year 5 – Romans – legend, myth or reality?</p>
Links to future learning	<p>All future work as this unit is teaching students the skills they will use during their future history lessons at Holywell.</p> <ul style="list-style-type: none"> • Timelines – revisited in History in all years – also links to • Year 5 – Maths – line graphs Autumn term, week 4 [revisited in Year 7 and 8] • Year 5 Science – line graphs in years 7 and 8 	<p>Year 6 – Vikings – push and pull factors</p> <p>Year 6 – Vikings – Anglo Saxon Chronicle account of attack on Lindisfarn</p> <p>Year 6 – Reasons for Mayan decline – myth v reality</p> <p>Year 6 – Vikings – conversion to Christianity</p> <p>Year 7 –Anglo Saxon Chronicle account of John’s reign</p> <p>Year 7 – evidence for and against ‘Bloody Mary’ deserving nickname</p> <p>Year 6 Geography Population and Migration – push and pull factors</p>
Spring term	<p>Ancient Greece</p> <p>City states – Athens v Sparta</p>	<p>Vikings</p> <p>Origin – reasons for invading Britain</p>

Holywell School Curriculum Overview

	<p>Evidence - Primary sources Everyday life – food, houses, jobs, entertainment etc Collapse of the Empire Legacy</p>	<p>Evidence – primary sources from Yorvik Impact on Britain - Lindisfarne Reasons for Viking success – longboats, army, Danelaw/ Danegeld End of Viking era – conversion to Christianity</p>
Evidence of learning	<p>Assessment – Inference – using primary sources from Ancient Greece Assessment – Interpretations – review the usefulness and reliability of primary sources</p>	<p>Assessment – Knowledge and Understanding -write a newspaper article on Viking attack on Lindisfarne Assessment Causation – Why were the Vikings so successful?</p>
Links to prior learning	<p>All skill- based learning completed in Autumn term</p>	<p>Year 5 Ancient Greece – analysis of evidence Year 5 – Roman army Year 6 – Anglo Saxons – analysis of evidence Year 6 – Anglo Saxons – why they came to Britain Year 6 – Anglo Saxons – how/why they conquered England Year 6 - Anglo Saxons – conversion to Christianity</p>
Links to future learning	<p>Year 5 – What is meant by Ancient Rome? Year 5 Research life in Roman times Year 5 - Decline of Roman Empire Year 5 – Causes of collapse of Roman Empire/Legacy of Rome Year 6 – inference from Saxon and Viking artefacts Year 6 Research life in Saxon times Year 6 – comparing lives of rich and poor Ancient Maya Year 6 – Maya city states Year 7 – Comparing Catholic and Protestant Year 7 – Break with Rome Year 7 – Spanish Armada Year 8 – British Empire</p>	<p>Year 6 – Ancient Maya – analysis of evidence Year 7 – English Reformation – dissolution of monasteries Year 7 – battle of Hastings – claim of Harald Hardrada Year 7 - Spanish Armada Year 9 – WW1</p>
Summer term	<p>Ancient Rome Introduction – mapwork, timeline Legend – story and purpose Army – training, building works, incentives, organisation Government of Republic – strengths and weaknesses Roads – strengths and purpose Entertainment – gladiators, chariot racing, Roman baths, theatre Gods and Goddesses Causes of collapse Legacy</p>	<p>Crime and Punishment through the Ages All periods below are taught with a focus on change and continuity: Roman laws and punishments Anglo Saxon laws and punishment – trial by ordeal Medieval laws and punishments - hue and cry, sheriffs, stocks Early Modern laws and punishments – witch trials Victorian laws and punishments – transportation to Australia, hard labour, early police forces Ancient Maya Origin – mapwork, timeline</p>

Holywell School Curriculum Overview

		<p>Evidence – primary sources</p> <p>Daily Life – Jobs, hierarchy, food, houses, entertainment, beliefs</p> <p>City states – relationships, trade</p> <p>Decline - causation</p>
Evidence of learning	<p>Assessment task – CAUSATION – Why were the Romans so successful?</p> <p>Assessment task – EVIDENCE/INTERPRETATIONS – source analysis on Boudica</p>	Assessment Task – CHANGE AND CONTINUITY – How far was Victorian law and order progress on other time periods?
Links to prior learning	<p>Year 5 – Ancient Greece – inference from sources, entertainment, causes of collapse, legacy</p> <p>English Year 6 – Kensuke’s Kingdom explores jungle terrain</p>	<p>Year 5 – key skills – change and continuity in Cranfield</p> <p>Year 5 - Romans</p> <p>Year 5 – Ancient Greece – city states, rivalry</p> <p>Year 5 – Ancient Greece – use of artefacts</p> <p>Year 5 - Romans – daily life</p> <p>Year 6 – Anglo Saxons</p> <p>Year 6 – Anglo Saxons and Vikings – use of artefacts</p>
Links to future learning	<p>Year 6 – Mapwork – Scandinavia</p> <p>Year 6 - Role of Viking army in their success</p> <p>Year 6 – Anglo Saxons – role of stories and oral tradition</p> <p>Year 6 – Anglo Saxon and Viking pagan beliefs</p> <p>Year 6 - daily life for the Maya including religious beliefs</p> <p>Year 7 – Medieval rulers v. nobles, church & peasants</p> <p>Year 7 – Break with Rome</p> <p>Year 7 – dissolution of monasteries – legacy for Tudor poverty</p> <p>Year 8 – British Empire</p> <p>Year 8 - Transport Revolution</p> <p>Year 8 – Transatlantic slave trade – legacy for racism</p> <p>Year 8 – Suffragette movement – legacy for sexism</p>	<p>Year 8 – Industrial Britain – life in Victorian England</p> <p>Year 7 – ‘Bloody Mary’ – myth versus reality</p> <p>Year 7 – Oliver Cromwell – hero or villain?</p> <p>Year 9 – WW1 – international relations, foreign policy</p>
<p>Careers links</p> <p>Law, Economics, Politics, Teaching, Academia & Lecturing, Business, Archaeology, Museum & Gallery Curation, Writing, Archivist & Librarian, Film & TV Consultant, Media & Journalism, Police & Armed Forces, National & Local Government.</p>		
<p>Protected characteristics</p> <p>In Year 6 students learn about Boudicca and the capabilities and admiration shown towards a female warrior at the time. Students also learn about the Ancient Maya in Year 6 which exposes them to different cultures and traditions in a respectful way.</p>		
<p>Spirituality</p> <p>Spiritual Capacities – Students complete several pieces of empathy work and imagine themselves as characters from the past. Other activities include choosing how to respond to real-life situations from the past in character and evaluate the success of their decisions.</p>		

Holywell School Curriculum Overview

Spiritual Experiences - Pupils begin Year 5 learning about their local village and wondering at how many generations have walked the same streets they walk. They also learn about the legacy of Ancient Greece and Ancient Rome and recognise how these ancient people are still influencing the life they live today. In Year 6 the study of the Ancient Mayan practise of human sacrifice and study of witch trials prompt discussion around the unique value placed on human life and the reasons for this. Year 6 units on Anglo Saxons and Vikings involves learning about paganism and the conversion to Christianity. Students reflect on how the purity of the first monks impressed the Saxons so much that they converted

Reading in the curriculum (Literacy & Vocabulary)

Students are encouraged to read, comprehend and analyse primary and secondary sources in every unit
The scheme of work has built in feedback lessons that involve detailed comprehension activities centred around lengthy pieces of writing
Students are often set reading and comprehension homework to supplement their classroom learning

Safeguarding including safety in the curriculum

Ensuring students are seated in a way that takes account of safeguarding notes and which promotes positive learning and social outcomes

How we track your progress

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes

Parents/Carers can support their child by:

Checking Satchel One for the homework that is being set and ensuring it is completed. Listening to students read aloud and discussing important ideas with them. Encouraging students to read related material at home or explore related websites. Help students to develop independent working skills and resilience. Taking students to relevant museums, living history experiences and encouraging them to read around the subject at home by exploring related websites or selecting relevant non-fiction library books. Ensuring there is a quiet place to concentrate and study at home, away from any distraction.

Sustainability within the subject

The unit on the history of Cranfield involves teaching students the impact that having water in your own home and electricity had on people living at the time. Year 6 studies of the Dark Ages focus on the change from urban to rural and sustainable living. The unit on Vikings encourages students to understand the influence environment can have on a civilisation – e.g. the prominence of fjords led to a seafaring nation able to travel widely to trade and eventually conquer many countries. Their study of events at Lindisfarne involves learning about monks and how they are self-sufficient.

The unit on the Ancient Maya involves looking at how natural resources available to city states influenced eating habits, lifestyle and trade with other city states. It also sees students examine the causes of their decline which include the impact of climactic changes.