

## HISTORY CURRICULUM PROVISION YEARS 1 -6: DELIVERY OF THE NATIONAL CURRICULUM

| Year | Term | Enquiry   | Focus   | NC Programme of Study  | Fieldwork                    |
|------|------|---|---|--|------------------------------|
| 1    | 1    | <i>Who is the greatest history maker?</i>   | Margaret Thatcher, Hatshepsut, Grace O'Malley, Marie Curie, Elizabeth I, Guy Fawkes | Lives of significant people in the past  |                              |
| 1    | 2    | <i>Why was Charles sent to prison?</i>  | First World War   | Events beyond living memory that are significant nationally or globally  |                              |
| 1    | 3    | <i>What does it take to be a great explorer?</i>                                    | Amy Johnson, Christopher Columbus, Neil Armstrong                                   | Lives of significant people in the past <u>and</u> events beyond living memory that are significant nationally or globally               |                              |
| 2    | 1    | <i>How do our toys and games compare with those of children in the 1960s?</i>       | 1960s   | Changes within living memory   |                              |
| 2    | 2    | <i>Why is the history of my locality significant?</i>                               | Local investigation   | Significant historical events, people and places in their own locality.  | Launceston Museum and Castle |
| 2    | 3    | <i>Why do we know so much about where Sappho used to live?</i>                      | Roman City of Pompeii   | Events beyond living memory that are significant nationally or <u>globally and</u> lives of significant people in the past               |                              |
| 3    | 1    | <i>What is the secret of the standing stones?</i>                                   | Bronze Age  | Changes in Britain: Stone Age to the Iron Age  |                              |
| 3    | 2    | <i>How did the lives of Ancient Britons change during the Stone Age?</i>            | Stone Age   | Changes in Britain: Stone Age to the Iron Age  |                              |
| 3    | 3    | <i>Who were the Anglo Saxons and how do we know what was important to them?</i>     | Anglo Saxons  | Britain's settlement by Anglo Saxons and Scots   |                              |
| 4    | 1    | <i>How do artefacts help us understand the lives of people in Iron Age Britain?</i> | Iron Age  | Changes in Britain: Stone Age to the Iron Age  | Killerton House              |
| 4    | 2    | <i>How did the arrival of the Romans change Britain?</i>                            | Romans  | The Roman Empire and its impact on Britain   |                              |
| 4    | 3    | <i>How did a pile of dragon bones help to solve an ancient Chinese mystery?</i>     | Shang Dynasty of Ancient China  | The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one |                              |
| 5    | 1    | <i>How did the arrival of the railway change Cornwall?</i>                          | Local investigation   | A local history study  | Launceston                   |
| 5    | 2    | <i>The story of the Trojan Horse: historical fact, legend or myth?</i>              | Ancient Greece  | Ancient Greece – a study of Greek life and achievements and their influence on the western world   |                              |

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| 5 | 3 | <i>What did the Vikings really want and how did Alfred prevent them getting it?</i> | Vikings             | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor                         |            |
| 6 | 1 | <i>Why was the winning the Battle of Britain so important?</i>                      | Local Investigation | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Local Study | War Museum |
| 6 | 2 | <i>Why did the Ancient Maya change their way of life?</i>                           | Ancient Maya        | A non-European society that provides contrasts with British history  |            |
| 6 | 3 | <i>Why did Britain once rule the largest empire the world has ever seen?</i>        | British Empire      | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.             |            |