

## HISTORY WHOLE SCHOOL SOW



### OUR AIMS

To develop The Gillford Centre student's broad overview of British history from c400 - present , Students at The Gillford Centre will have a firm grasp on significant events and people and how towards the later part of the Early-modern period Britain's role in the wider world. The skills that are imbedded within the content will help and enable the students grow as inquisitive critical thinkers. Homework will focus on supporting their understanding of historical language and researching people/events around the world at the same time of the unit being studied to give them a broader understanding of history.

Year 1

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	Significant explorers - Christopher Columbus and Neil Armstrong. Great Fire of London	<ul style="list-style-type: none"><li>• To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</li><li>• To develop an awareness of the past.</li><li>• To identify differences and similarities between ways of life in different periods.</li><li>• To know and understand key features of an event beyond living memory that are nationally significant.</li><li>• To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li><li>• To understand key features of events, choosing and using parts of stories and asking and answering questions.</li></ul>
Spring Term	Chocolate	<ul style="list-style-type: none"><li>• To develop an awareness of the past.</li><li>• To learn about changes within living memory</li><li>•</li></ul>

Summer Term	Toys Carlisle: past and present	<ul style="list-style-type: none"> <li>• To learn about changes within living memory</li> <li>• To understand some of the ways in which we find out about the past</li> <li>• To use sources to ask and answer questions</li> <li>• To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• To learn about changes within living memory</li> <li>• To understand some of the ways in which we find out about the past</li> <li>• To use sources to ask and answer questions</li> </ul>
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Year 2

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	Monarchs - Queen Victoria  Significant explorers	<ul style="list-style-type: none"> <li>• To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>• To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>
Spring Term	Transport and travel	<ul style="list-style-type: none"> <li>• To develop an awareness of the past, through finding out about changes within living memory</li> <li>• To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events</li> <li>• To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>

Summer Term	World War I	<ul style="list-style-type: none"> <li>• To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past</li> <li>• To find out about events beyond living memory that are significant globally and nationally</li> </ul>
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Year 3

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	<ul style="list-style-type: none"> <li>- Breath of study: History</li> </ul>	<ul style="list-style-type: none"> <li>- Chronological understanding</li> <li>- Range and depth of historical knowledge</li> <li>- Interpretations of history</li> <li>- Historical enquiry</li> </ul>
Autumn Term	<ul style="list-style-type: none"> <li>- Romans</li> </ul>	<p>Pupils will explore the invasion of Romans in Britain to answer the question what did the romans do for us? Pupils will talk about the Roman Army as well as everyday life in Roman Britain.</p> <ul style="list-style-type: none"> <li>- Place the time studied on a time line.</li> <li>- Use dates and terms related to the study unit.</li> <li>- Sequence several events or artefacts.</li> <li>- Find out about everyday lives of people in time studied.</li> <li>- Compare with our life today.</li> <li>- Identify reasons for and results of people's actions.</li> <li>- Understand why people may have wanted to do something.</li> </ul>

Spring Term	<ul style="list-style-type: none"> <li>- Crime and punishment</li> </ul>	<p>Pupils will explore punishments and laws through out the ages. This will include Roman, Anglo Saxon, Tudor and The Victorians. They will create a chronological timeline of crime and punishment.</p> <ul style="list-style-type: none"> <li>- Distinguish between different sources.</li> <li>- Compare different versions of the same event.</li> <li>- Look at representations of the period.</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>- Anglo-Saxons</li> </ul>	<p>Pupils will explore Anglo Saxon Britain and their way of life. This will include the house types, food they ate, how they farmed, what clothes they wore and what games they played. They will compare this to their own life and look at the similarities and differences.</p> <ul style="list-style-type: none"> <li>- Use a range of sources to find out about a period.</li> <li>- Observe small details in artefacts and pictures.</li> <li>- Select and record information relevant to the study.</li> <li>- Begin to use the library and internet for research.</li> </ul>

Year 4

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	<ul style="list-style-type: none"> <li>- Breath of study: History</li> </ul>	<ul style="list-style-type: none"> <li>- Chronological understanding</li> <li>- Range and depth of historical knowledge</li> <li>- Interpretations of history</li> <li>- Historical enquiry</li> </ul>

Autumn Term	- Mayans	<p>Pupils to explore Mayan culture including their gods, number system, diet, local geography, achievements and legacy.</p> <ul style="list-style-type: none"> <li>- Place events from periods studied on a timeline.</li> <li>- Use terms related to the period and begin to date events.</li> <li>- Understand more complex terms eg. BC / AD.</li> <li>- Use evidence to reconstruct life in time studied.</li> <li>- Identify key features and events of time studied.</li> <li>- Look for links and effects in time studied.</li> <li>- Offer a reasonable explanation for some events.</li> </ul>
Spring Term	- Vikings	<p>Pupils to describe some aspects of everyday Viking life as well as locate the Vikings journey on a map and how their settlement influenced Cumbria.</p> <ul style="list-style-type: none"> <li>- Look at the evidence available.</li> <li>- Begin to evaluate the usefulness of different sources.</li> <li>- Use text books and historical knowledge.</li> </ul>
Summer Term	- My Cumbrian Home	<p>Pupils to use a timeline to organise key dates during the Anglo - Scot fight between the 13th Century and the 18th Century.</p> <ul style="list-style-type: none"> <li>- Use evidence to build up a picture of a past event.</li> <li>- Choose relevant material to present a picture of one aspect of life in time past.</li> <li>- Ask a variety of questions.</li> <li>- Use the library and internet for research.</li> </ul>

## Year 5

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	- Breath of study: History	<ul style="list-style-type: none"> <li>- Chronological understanding</li> <li>- Range and depth of historical knowledge</li> <li>- Interpretations of history</li> <li>- Historical enquiry</li> </ul>
Autumn Term	- Ancient Egypt	<p>The Ancient Egypt unit will teach the class in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods</p> <ul style="list-style-type: none"> <li>- Know and sequence key events of time studied.</li> <li>- Use relevant terms and period labels.</li> <li>- Make comparisons between different times in the past.</li> <li>- Study different aspects of different people - differences between men and women.</li> <li>- Examine causes and results of great events and the impact on people.</li> <li>- Compare life in early and late times studied.</li> <li>- Compare an aspect of life with the same aspect in another period.</li> </ul>
Spring Term	- World War 2	<p>Children will learn when and why World War II began and find out about the key individuals and countries involved. They will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. They will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia. Studying World War II will help children develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world</p> <ul style="list-style-type: none"> <li>- Compare accounts of events from different sources (fact and fiction).</li> <li>- Offer some reasons for different versions of events.</li> </ul>

Summer Term	<ul style="list-style-type: none"> <li>- Ancient Greece</li> </ul>	<p>This unit will teach the class about who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. They learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. Compare and contrast modern day Olympics with Ancient Greek events and use mathematical skills to present their findings. They also learn about and order events from the Battle of Marathon and write in role to present events from a specific viewpoint. Children learn about Ancient Greek religion, Greek gods and Greek myth and the Trojan War.</p> <ul style="list-style-type: none"> <li>- Begin to identify primary and secondary sources.</li> <li>- Use evidence to build up a picture of a past event.</li> <li>- Select relevant sections of information.</li> <li>- Use the library and internet for research with increasing confidence.</li> </ul>
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Year 6

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Yearly	<ul style="list-style-type: none"> <li>- Breath of study: History</li> </ul>	<ul style="list-style-type: none"> <li>- Chronological understanding</li> <li>- Range and depth of historical knowledge</li> <li>- Interpretations of history</li> <li>- Historical enquiry</li> </ul>
Autumn Term	<ul style="list-style-type: none"> <li>- Mayans</li> </ul>	<p>Children learn who the ancient Maya people were and where and when they lived using maps to locate Maya cities and identify countries in Mesoamerica. Learning about religion and rituals of the Maya people and find out about the gods they worshipped. Children will learn about the Maya number and writing system using logograms and syllabograms in the hieroglyphic style of the Maya people. Children will have the opportunity to analyse historical pictures of the cities they discovered and the types of food eaten by the Maya people and the significance of corn and chocolate.</p> <ul style="list-style-type: none"> <li>- Place current study on a timeline in relation to other studies.</li> <li>- Use relevant dates and terms.</li> <li>- Sequence up to 10 events on a timeline.</li> <li>- Find out about beliefs, behaviour, and characteristics of people, recognising that people have different views and feelings.</li> </ul>

		<ul style="list-style-type: none"> <li>- Write another explanation of a past from a different viewpoint.</li> <li>- Know key dates, characters and events of time studied.</li> </ul>
Spring Term	- Benin	<p>This Benin unit will teach the class in depth about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. The unit explores western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. The children will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin.</p> <ul style="list-style-type: none"> <li>- Link sources and work out how conclusions were made (looking at different evidence.)</li> <li>- Confidently use the library and internet for research.</li> </ul>
Summer Term	- Exploring Eastern Europe	<p>Children have the opportunity to explore Eastern Europe, learning about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. Children will find out about Chernobyl and its impact on eastern Europe and the rest of the world.</p> <ul style="list-style-type: none"> <li>- Identify primary and secondary sources.</li> <li>- Use a range of sources to find out about an aspect of time past.</li> <li>- Bring knowledge gathered from several sources together in a fluent account.</li> </ul>

Year 7

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	<ul style="list-style-type: none"><li>- Who ruled England c400-900AD?</li><li>- The Norman Conquest</li></ul>	<ul style="list-style-type: none"><li>- Identifying/describing/explaining</li><li>- Analysis of evidence</li><li>- Making judgements</li></ul>
Spring Term	<ul style="list-style-type: none"><li>- What was life like in Medieval England?</li><li>- Power and Conflict in the Medieval Period</li></ul>	<ul style="list-style-type: none"><li>- Describing/explaining</li><li>- Evaluating</li><li>- Outline narrative account</li><li>- Significance</li><li>- Source analysis</li><li>- Interpretations over time</li></ul>
Summer Term	<ul style="list-style-type: none"><li>- Chaos and Conflict in the Medieval Period</li><li>- Women that Shaped the World</li></ul>	<ul style="list-style-type: none"><li>- Describing/explaining/judgements</li><li>- Outline narrative</li><li>- Change and continuity</li><li>- Relative significance</li></ul>

## Year 8

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	<ul style="list-style-type: none"> <li>- Turmoil under the Tudors</li>   <li>- Russia and Ukraine</li> </ul>	<ul style="list-style-type: none"> <li>- Describing/explaining</li> <li>- Interpretations</li> <li>- Change and continuity</li> <li>- Significance</li> <li>- Source analysis</li>   <li>- Change and continuity</li> <li>- Causation</li> <li>- Outline narrative</li> <li>- Significance</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>- The Transatlantic Slave Trade &amp; Black Civil Rights</li> </ul>	<ul style="list-style-type: none"> <li>- Interpretation</li> <li>- Source Analysis</li> <li>- Research - local history</li> <li>- Judgements</li> <li>- Causation</li> <li>- Outline narrative</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>- How did the Industrial Revolution change Britain?</li> <li>- Migration to Britain through time</li> </ul>	<ul style="list-style-type: none"> <li>- Change and continuity</li> <li>- Outline narrative</li> <li>- Source analysis</li> <li>- Evaluating change over time</li> </ul>

Year 9

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
Autumn Term	<ul style="list-style-type: none"> <li>- Britain's role in the slave trade</li> <li>- Britain's role in World War 1</li> </ul>	<ul style="list-style-type: none"> <li>- Source analysis and evaluation - accuracy and utility of evidence</li> <li>- Research</li> <li>- Interpretation</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>- Significant events of World War 2</li> <li>- Post World War 2 Britain</li> <li>- The Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>- Significance</li> <li>- Interpretation</li> <li>- Source analysis</li> <li>- Research</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>- USA - The Great Depression depth study</li> <li>- USA - Social change in America 1930-2000 breadth study</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluating key changes</li> <li>- Source analysis - focus on message and purpose of cartoons</li> <li>- Research</li> </ul>

### **ENRICHMENT OPPORTUNITIES**

Year 9 trip to the International Slave trade museum Liverpool.

### **HOW TO SUPPORT YOUR CHILD'S LEARNING**

Ask them what they think about specific events in history? Why was it important?

Encourage them to watch documentaries and read books on historical people or events that capture their interest and imagination.

### **WHERE TO GO:**

Year 7 - Chester to explore Roman History, Castles in the North West such as Carlisle Castle. Conwy Castle is also a great example showing the power of the Norman and Plantagenet kings. Roman Forts such as Birdoswald, Vindolanda and Hosuesteads

Year 8 - Speke Hall Liverpool designed in the Tudor style and Rufford Old Hall where a young William Shakespeare was rumoured to have performed. Quarry Bank Mill would be worth visiting to coincide with when we study the Industrial Revolution.

Year 9 - The Maritime Museum Liverpool/International War Museum Manchester.

### **WHAT TO WATCH:**

Key Stage 3 - Horrible Histories the Movie / Cromwell / Gunpowder / Roots / 12 Years a Slave / Armistad/ Blackadder goes forth / The Trench / Passchendaele / 1917/ Testament of Youth/ Saving Private Ryan / Pearl Harbour / Battle of Britain / Dunkirk / The Pianist / Conspiracy / Schindler's list.

### **WHAT TO READ:**

Biographies about William the Conqueror, King John, Henry VIII, Elizabeth I, Cromwell, Martin Luther King, Malcolm X

Dan Jones: Crusaders

Ian Mortimer: The Time Traveller's Guide to Medieval England/Elizabethan England

Slavery: 12 years a slave by Solomon Northup

WW1: They called it Passchendaele, War Horse, All quiet on the Western Front

Andrew Crozier: The Causes of the Second World War

USA in the 1930/40/50/60's and Civil Rights: *Of Mice and Men*, *Catcher in the Rye*, *The Feminine Mystique*, *To Kill a Mocking Bird*, *The Help*  
Malcolm X autobiography  
The Holocaust: *The diary of a Young Girl* Anne Frank, *The Book Thief*, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust* by Daniel  
Jonah Goldhagen.

**ONLINE:**

[English Heritage](#)

[History Learning Site](#)

[ClassZone](#)

[The Story of Mankind](#)

[BBC Bitesize History](#)