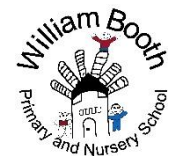




William Booth Primary School
 Whole School Curriculum Overview



HISTORY

Year	Discover Historical Enquiry Autumn term – history focus	Explore Environment and sustainability Spring term – geography focus	Belong Community and diversity Summer term – RE/Citizenship focus
R	<p style="text-align: center;">Our Nottingham</p> <ul style="list-style-type: none"> Learn about what makes Nottingham special and how it has changed by talking to local residents, parents and grandparents Find out about local stories, including reading about Robin Hood and exploring the impact this has had on Nottingham’s reputation Consider how lives, homes, clothing etc have all changed over time 	<p style="text-align: center;">Growing</p> <ul style="list-style-type: none"> Sequence the growth of a plant/life- cycle of animal Recall the events in our own past – trips, experiments, change in plants/animals we observe 	<p style="text-align: center;">All about me</p> <ul style="list-style-type: none"> Learn about and respect the similarities and differences between themselves and others, including traditions and celebrations among families and communities Talk about special events that have happened in their lives and in their families lives – e.g, parents and grandparents Sequence events through their day/week, including trips Sequence their own development from a baby to present time
<p>The use of a timeline is to be used to help children understand chronology. Timeline should start with the present and then include key dates as well as the length of the period of history. Each year should build on the previous period studied so that it also reminds children of previous learning and how this new time in history fits into British history.</p>			
<u>Concepts</u> Past and present		<u>Concepts</u> Change	<u>Concepts</u>
<u>Vocabulary</u> Past, Time words – before, next, after, then, finally, yesterday		<u>Vocabulary</u> Sequence	<u>Vocabulary</u> Respect, tradition, celebration, same, different, community
1	<p style="text-align: center;">Castles</p> <p><i>Why were castles so important?</i></p> <ul style="list-style-type: none"> Name significant people (William the Conqueror, King Harold, Robin Hood) and 	<p style="text-align: center;">Human Impact on our Local Environment</p> <p><i>How can someone so small make such a big impact?</i></p>	<p style="text-align: center;">Celebrations; Around the World</p> <p><i>How do people around the world celebrate what’s important to them?</i></p>

	<p>places (Nottingham and Sherwood Forest) in own locality</p> <ul style="list-style-type: none"> • Study the lives of people who lived in castles, with a focus on the role of women • Explore events beyond living memory (the Battle of Hastings) and how castles have changed over time and been influenced by invasion from France 	<ul style="list-style-type: none"> • Look at how Sneinton has changed over time according to local residents – then and now 	<ul style="list-style-type: none"> • Explore the historical significance of celebrations
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	<p><u>Concepts</u> Power, change, community, journeys, equality</p>	<p><u>Concepts</u> Sustainability, care, influence</p>	<p><u>Concepts</u> Belonging, community, belief, identity</p>
	<p><u>Vocabulary</u> Turret, moat, battlement, bailey, keep, barbican, medieval</p>	<p><u>Vocabulary</u> Reduce, reuse, recycle, environment</p>	<p><u>Vocabulary</u> Celebration, festivals, community, tradition</p>
2	<p>London throughout the ages</p> <p><i>How has life in London shaped our country's history?</i></p> <ul style="list-style-type: none"> • Explore events beyond living memory, including the Gunpowder Plot and Great Fire of London and the significant individuals that influenced these • Explore changes within living memory (Royal Wedding) • Learn about the life of Queen Victoria and how children's lives changed during her reign (workhouses etc) 	<p>Journeys</p> <p><i>What can be learned from a journey?</i></p> <ul style="list-style-type: none"> • Study the life of a significant individual- Scott, who explored the polar regions • Explore how journeys have changed within the last 150 years 	<p>Animal Welfare (endangered animals)</p> <p>Are humans more important than animals?</p> <ul style="list-style-type: none"> • Explore the actions that have led to the increase in endangered species over time- fashion, ease of travel/transport, development of man-made fibres etc all impacted
<p>The use of a timeline is to be used to help children understand chronology. Timeline should start with the present and then include key dates as well as the length of the period of history. Each year should build on the previous period studied so that it also reminds children of previous learning and how this new time in history fits into British history. Children will explore ways of finding out about the past e.g. Samuel Pepys diaries, and consider the impact of actions e.g. the increase in travel and tourism on the illegal animal trade</p>			
	<p><u>Concepts</u> Democracy, power, belonging, rebellion, identity</p>	<p><u>Concepts</u></p>	<p><u>Concepts</u></p>

		Influence, responsibility, sustainability, journeys, human rights, diversity	Sustainability, responsibility, consequence, duty, identity, diversity, human rights
	<u>Vocabulary</u> London, capital, gunpowder, fire, government, parliament, king, queen, material	<u>Vocabulary</u> Journey, Antarctica, environment, planet, frozen, climate, ice caps, eco system	<u>Vocabulary</u> Animal, welfare, habitat, opinions, belief, values
3	<p>Settlements (settling in Nottingham, Nottingham caves) <i>Why did people settle in Nottingham?</i></p> <ul style="list-style-type: none"> • A local history study of Nottingham as a place of settlement • Britain's settlement by people from the Stone Age to Anglo-Saxons – invasions, settlements and kingdoms: place names and village life • Know what is meant by the term 'hunter-gathers' • Study art and culture • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a timeline to show when there were different ages in England 	<p>Oceans and Plastics <i>How can small actions change the world?</i></p> <ul style="list-style-type: none"> • The rise in plastic use over time • The increase in global travel and its impact 	<p>Food and Culture <i>How does culture influence food?</i></p> <ul style="list-style-type: none"> • Look at the impact of the River Ganges in India and how it provides food and influences faith and culture – consistency over time
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	<u>Concepts</u> Pride, achievement, journeys and communities, diversity, migration, invasion	<u>Concepts</u> Sustainability, duty, responsibility, journeys, human rights, diversity	<u>Concepts</u> Diversity, belonging, identity, happiness, community
	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

	Settler, Invasion, environment, culture, counties, hunter-gatherer	Biomes, Habitat, conservation, climate, pollution, resources, continent, country	Resources, continent, country, climate, temperature, trade
4	<p style="text-align: center;">Ancient Egypt</p> <p>What is the legacy of the Ancient Egyptians?</p> <ul style="list-style-type: none"> • Study the achievements of the Ancient Egyptians including the Pyramids, language development, irrigation, medicines, agricultural etc • Consider the legacy of the Ancient Egyptians and where their impact can be felt today- compare to modern day Cairo and consider why we know so much about the Ancient Egyptians compared to other ancient civilisations • Explore the impact of their faith and how this developed over time from the old age to the new- mummification • Explore the role of gender and why female pharaohs had to wear beards • Imhotep- hero or villain • The discovery of the Valley of the Kings 	<p style="text-align: center;">Natural Disasters</p> <p><i>Do natural disasters affect rich and poor equally?</i></p> <ul style="list-style-type: none"> • Study of Pompeii and Mount Vesuvius 	<p style="text-align: center;">Fighting for Equality</p> <ul style="list-style-type: none"> • Know about significant people – Nelson Mandela, Rosa Parks, Martin Luther King, Mahatma Gandhi - and explain why they are famous • Understand what life was like for people living during apartheid in South Africa and racial segregation in America • Be able to place these events on a timeline in comparison to ‘today’
	The use of a timeline is to be used to help children understand chronology. Timeline should start with the present and then include key dates as well as the length of the period of history. Each year should build on the previous period studied so that it also reminds children of previous learning and how this new time in history fits into British history. Children must also explore the idea of ‘legacy’ and what we can learn about the past from the present e.g. the study of the remains at Pompeii and significance, e.g. of the Rosetta Stone		
	<u>Concepts</u> Power, creativity, belief, change, civilisation, legacy community, diversity	<u>Concepts</u> Community, consequence, adversity, settlements, displacement, environment	<u>Concepts</u> Fairness, equality, rights, freedom, diversity, identity
	<u>Vocabulary</u> Hieroglyphics, Pyramids, tomb, pharaoh, afterlife, civilisation, ancient	<u>Vocabulary</u> Continent, tectonic, eruption, destruction, mountain, natural	<u>Vocabulary</u> Equality, justice, fairness, segregation, apartheid, minority, segregation, minority, ethnicity, slave
5	<p style="text-align: center;">WWII (include focus on the impact of war on Nottingham)</p>	<p style="text-align: center;">Deforestation and the Rainforests</p> <ul style="list-style-type: none"> • A study of earlier civilizations – know about the indigenous tribes of the Amazon and how their 	<p style="text-align: center;">William Booth and the Salvation Army (homelessness)</p> <ul style="list-style-type: none"> • Know about significant people – William Booth - and explain why he is famous

	<p><i>Can conflict ever be fair for all?</i></p> <ul style="list-style-type: none"> • A study of British history beyond 1066 with a focus on the local impact of war • Know about the world leaders involved in WWII and their involvement in the war • Understand what life was like for the people affected by war in the countries involved – including the life of people in Nottingham at the time • Know how Britain had a major impact on the world through their involvement • Be able to place these events on a timeline in comparison to ‘today’ 	<p>lives have changed over time, and explain the reasons for this</p>	
<p>The use of a timeline is to be used to help children understand chronology. Timeline should start with the present and then include key dates as well as the length of the period of history. Each year should build on the previous period studied so that it also reminds children of previous learning and how this new time in history fits into British history ie. the year 5 timeline will look at when WWII took place in relation to the Victorian Era. Children must also consider source analysis and how they find information using old maps, documents, census materials etc, cause and effect e.g William Booth and the effect he had on Nottingham and significance of events such as the Battle of Britain</p>			
	<p><u>Concepts</u> Fairness, resilience, pride, conflict, duty, community, identity, power, democracy, human rights</p>	<p><u>Concepts</u> Sustainability, choice, consequence, influence, displacement, human rights</p>	<p><u>Concepts</u> Rights, duty, responsibility, compassion, equality, identity, journeys</p>
	<p><u>Vocabulary</u> Anderson shelter, bomb, ration, Spitfire, invasion, Blitz, evacuee, war, allied forces, axis forces</p>	<p><u>Vocabulary</u> Rainforest, tropics, northern, southern, hemisphere, equator, canopy, understory, emergent, undergrowth, compass, biome, cardinal, inter-cardinal, indigenous, tribe</p>	<p><u>Vocabulary</u> Migration, immigration, refugee, population</p>
<p>6</p>	<p>Crime and Punishment</p> <p><i>Does punishing people for crimes always make the world a better place?</i></p> <ul style="list-style-type: none"> • Study the justice system from the Romans to the Victorians in the UK 	<p>The Journey of Food</p> <p><i>Are our food sources sustainable?</i></p> <ul style="list-style-type: none"> • Explore how Fair Trade has increased in popularity over time and the impact this has had 	<p>The Space Race</p> <ul style="list-style-type: none"> • Know about significant historical events –first man in space, the moon landing • Know about significant people – Neil Armstrong, Yuri Gagarin, ‘Buzz’ Aldrin, JF Kennedy- and explain why they are famous • Understand the difference in technological developments compared to life today eg. Use of

	<ul style="list-style-type: none"> • Explore how different groups of people were treated, especially the poor, women, disabled • Identify the legacy left by this treatment and explore the lives of significant individuals who brought about change and those who do so today e.g Amnesty International • Study the Slavery Abolition Act in 1833 and the life of William Wilberforce • Local history aspect- the Galleries of Justice and changes over time 	<ul style="list-style-type: none"> • Investigate the impact of travel and transport has had on the journey of food e.g. the tea trade from the Far East 	<p>computers and consider the economic impact of this</p> <ul style="list-style-type: none"> • Be able to place these events on a timeline in comparison to 'today'
<p>The use of a timeline is to be used to help children understand chronology. Timeline should start with the present and then include key dates as well as the length of the period of history. Each year should build on the previous period studied so that it also reminds children of previous learning and how this new time in history fits into British history ie. the year 6 timeline will show key dates in the Space Race but will also remind children of dates/period of WWII, Victorians etc. Children also need to consider 'cause and effect' e.g. with the increase in technology leading to the space race and 'significance of events' such as the Slavery Abolition Act in 1833</p>			
	<p><u>Concepts</u> Equality, rights, responsibility, freedom, identity, power, influence</p>	<p><u>Concepts</u> Sustainability, fairness, choice, journeys, equality, community, economic wellbeing, diversity</p>	<p><u>Concepts</u> Aspiration, faith, identity, pride, freedom, journeys</p>
	<p><u>Vocabulary</u> Politics, government, change, parliament, law, democracy, protest</p>	<p><u>Vocabulary</u> Resources, trade, climate, continent, country, economy, natural, organic, tropics</p>	<p><u>Vocabulary</u> Line of longitude/latitude, exploration, international, national, politics, global</p>

BELIEVE to Achieve