

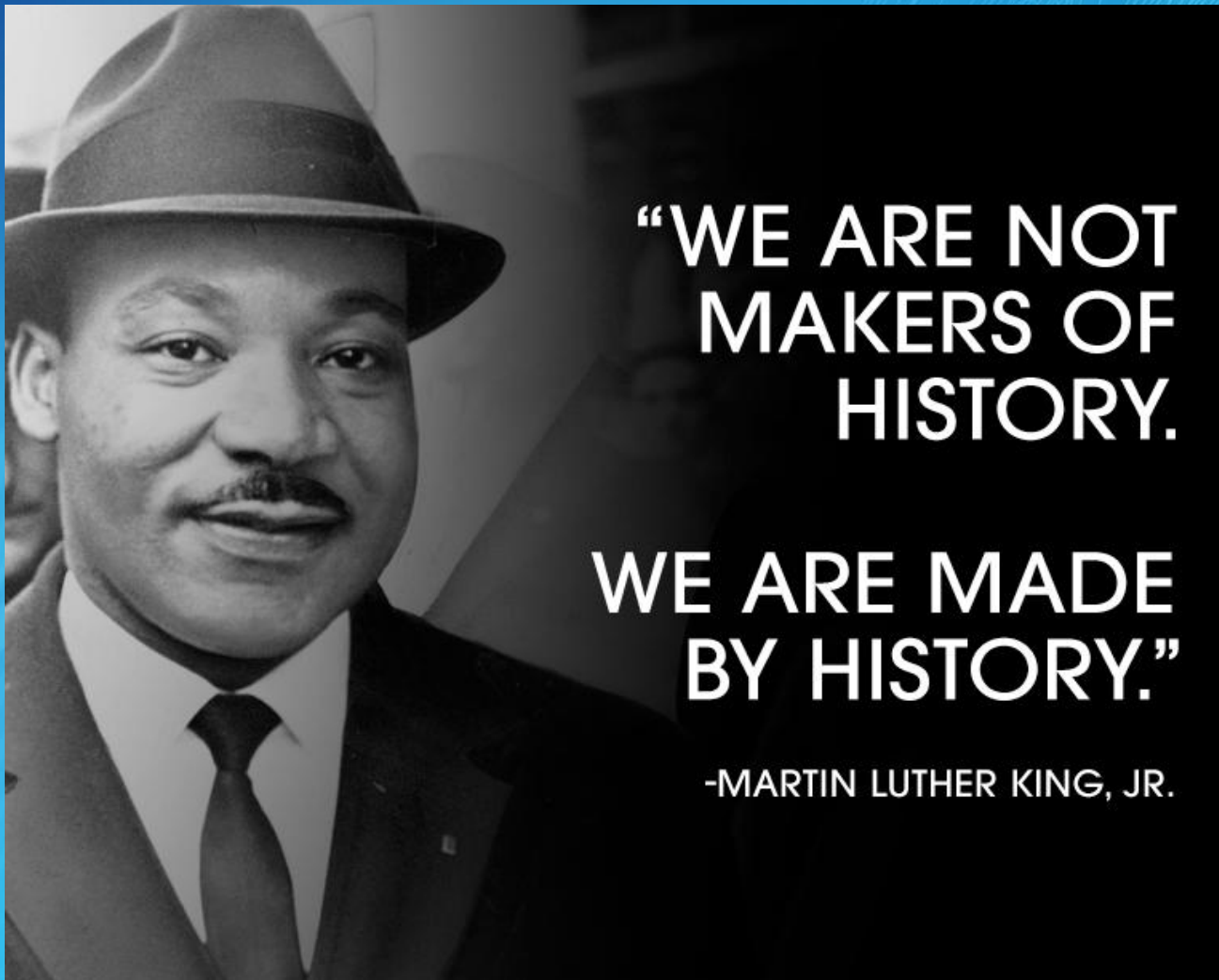


Our History Curriculum



***“Dingle Community Primary School,
where every child has a V.O.I.C.E”***





“WE ARE NOT
MAKERS OF
HISTORY.

WE ARE MADE
BY HISTORY.”

-MARTIN LUTHER KING, JR.



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Key concepts

Through collaboration with subject leaders, specialists and historic pedagogy, our school community have developed key concepts for each subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding standards in history. They are subject specific and allow children to progressively build skills throughout their Dingle journey. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections and build the schema they need.

History

					
Historical enquiry	Chronology	Civilisations	Conflict and disaster	Exploration and invention	Hierarchy and power

Key concepts

Pupils will learn how historians use sources to interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding on the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning so they are able to recall, make links and comparisons within different periods in history. They will learn how to communicate their ideas orally and in writing, in an appropriate historical style.



Historical enquiry*

Primary and secondary sources help us to understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions. They will explore artefacts and sources themselves, to make their own interpretations.



Chronology*

Pupils will develop an understand the chronology of local, British and world history. They will explore dates, timelines and significant people. They will learn about the impact of these events and people.



Civilisations

Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as religion, homes, settlements, daily life and past times.



Conflict and disaster

Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, military, war and disasters such as the Fire of London.



Exploration and invention

Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries including technology and how these have changed over time.



Hierarchy and power






Pupils will learn about and make comparisons between different civilisations, with a focus on comparing lives of the rich with other members of society. They will look at countries, democracy, empires, monarchy and rich and poor from key historical periods they study.

*These concepts are covered in all our history topics.

Our Curriculum Overview

<u>We are Historians.</u>	Autumn	Spring	Summer
Year 1	Why do we celebrate Bonfire Day? How have people's lives changed in living memory?	When was Dingle School built and what was it like? Why is Dudley castle important to our area?	Who was <i>Grace Darling</i> ? Why was she famous? What is her legacy? What impact did Tim Berners Lee and Ada Lovelace have on society?
Year 2	What was the impact of the <i>Great Fire of London</i> ? Who are the important explorers of the past?	Why do we remember <i>Florence Nightingale</i> ? Why should we remember <i>Edith Cavell</i> ?	Who was <i>Mary Seacole</i> and why should we remember her? Why was <i>Rosa Parkes</i> courageous?
Year 3	How did Britain change from the <i>Stone Age</i> to the <i>Iron Age</i> ?	Who were the <i>Ancient Egyptians</i> and how do we know so much about them?	What was the <i>Industrial Revolution</i> ? Why was our local area so important at this time?
Year 4	Who were <i>Lilan Bader</i> and <i>Harriet Tubman</i> and why should we remember them?	What impact did the <i>Roman Empire</i> have on Britain? What was life like in the <i>West Midlands</i> during Roman times?	<i>Anglo-Saxons</i> -Why did they arrive and leave Britain?
Year 5	How did <i>Anglo-Saxon</i> life change after the arrival of the <i>Vikings</i> ?	What were the greatest achievements of the <i>Ancient Greeks</i> ?	How has crime and punishment changed throughout the ages?
Year 6	What role did Britain play in <i>World War Two</i> , and how did this impact the outcome of the war?	What similarities and differences are there between the <i>Maya civilisation</i> and <i>England</i> ?	

Our Curriculum Overview

<p><u>We are Historians</u></p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Year 1</p> 	<p><u>Why do we celebrate Bonfire Day?</u> Who was Guy Fawkes? Why did Guy Fawkes want to blow up the houses of parliament? How does our local area link to the gunpowder plot? How do we celebrate bonfire night? Significant historical event</p>  <p><u>How have people's lives changed in living memory?</u> How have toys changed? How has food changed and where does our food come from? How has technology and how we communicate change? Changes in Living Memory</p> 	<p><u>When was Dingle Community Primary built and what was it like?</u> <u>Why is Dudley castle important to our area?</u> Who built castles? Why were castles built? Places in own locality</p> 	<p><u>Who was Grace Darling?</u> Why is she important? What is her Legacy? <u>What impact did Tim Berners Lee and Ada Lovelace have on society?</u> <u>Who was Katherine Johnson?</u> Why is she important? What is her legacy? Significant Individuals</p> 



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Year 2



What was the impact of the Great Fire of London?

What was life like in the 17th Century?
How do we know?
How did the Great Fire of London start?
Why did the fire spread so quickly?
How was the Great Fire of London put out?
What changes were made because of the fire?

Events beyond Living Memory- Nationally



Who are the important explorers of the past?

Who was Neil Armstrong and why do we remember him?
Who was Christopher Columbus and why do we remember him?
Who are other famous explorers? (Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary)
How were these explorers similar and different?

Significant individuals



Why do we remember Florence Nightingale?

Who was Florence Nightingale?
Why did Florence Nightingale go to the Crimean war?
What impact did she have on the Crimean war?
What impact did she have after the war?
How did she change the nursing profession?

Significant Individuals



Who was Mary Seacole and why should we remember her?

Why was Rosa Parkes courageous?

Significant Individuals



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Year 3



How did Britain change from the Stone Age to the Iron Age?

What were the different time periods in the Stone Age?

What was it like to live in Palaeolithic Britain?

How did the search for food change in the Neolithic period?

How were tools used and how did they change?

Changes in Britain



Who were the Ancient Egyptians and how do we know so much about them?

What was society like?

How did the Egyptians communicate?

What did the Ancient Egyptians believe in?

Why was Tutankhamun's tomb an important discovery?

Achievements of early civilisations



What was the Industrial Revolution and why was The Black Country so important?

What changed in Britain during the Industrial Revolution?

Who was Mary McArthur and why was she famous?

Why were canals so important in our area?

What was life like for miners?

A local history study



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Year 4



Who were Lilan Bader and Harriet Tubman and why should we remember them?

Significant Individuals



What impact did the Roman Empire have on Britain?

What was life like in the West Midlands during Roman times?

What do we know about early Rome?

Who was in charge of the Roman empire?

How powerful was the Roman army?

What events led up to Emperor Claudius invading Britain?

Who was Boudicca and why did she take revenge on the Romans?

The Romans- Impact on Britain



Anglo-Saxons - Why did they arrive and leave Britain?

Who were they? Why did they settle in Britain?

What was Anglo-Saxon Britain like?

Who were the Picts and Scots?

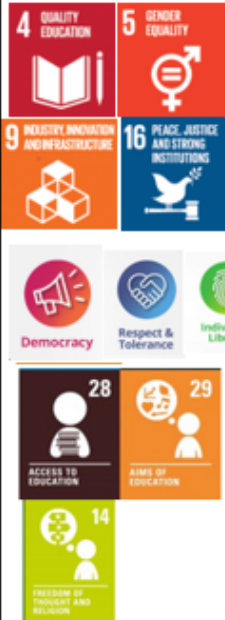
Britain Settlements



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Year 5



How did Anglo-Saxon life change after the arrival of the Vikings?

Who were the Vikings?
Were the Vikings Traders or Raiders?
Why did the Vikings come to England?
What were the Viking raids and who did they target?
Was King Alfred really great?
What was life like for Anglo-Saxon men and women in Viking Britain?
How did England become a unified country?

Viking and Anglo-Saxon struggle



What were the greatest achievements of the Ancient Greeks?

How was Ancient Greece organised?
Why do we know so much about Ancient Greece?
What was the Golden Age of Greece?
What did Ancient Greeks believe in?
What was Greek warfare like?
What impact did the Ancient Greeks have on our lives today?
Why was the battle of Marathon important?
What are the similarities and differences between the ancient and modern Olympics?

Ancient civilisations



How has Crime and Punishment changed throughout the ages?

Crime and punishment in Roman Britain, Anglo Saxon Times, the Tudors and Stuarts, the Victorians and Crime and punishment in the 20th century
How was the modern-day police force developed?
How is crime and punishment different in today's society?

Changes in Britain



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Year 6



What role did Britain play in World War Two, and how did this impact the outcome of the war?

How did Hitler come to power and become the leader of Germany?
How did the Second World War begin?

How did Britain react to the outbreak of WW2?
How did Britain prepare for war?
How did Britain's Home Front cope when under attack?
What was the impact of WW2 on the West Midlands?
What major victories led to Britain winning the war?

Significant event in British history



What similarities and differences are there between the Maya civilisation and England?

Where and when did the Maya live?
What made the Maya civilisation so successful?
How do we know about the Maya?
How were the Maya ruled?
How was Anglo-Saxon England ruled?
What do we know about the Maya City States and the Anglo-Saxon Kingdoms?
How do the leaders of the Maya and the Anglo-Saxons compare?



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Our Dingle Values

“Dingle Community Primary School, where every child has a V.O.I.C.E”

V - be Valued for who we are

O - have Opportunities to grow, thrive and make a difference

I - Feel Included with a sense of belonging

C - Care for our community.

E - have high Expectations of ourself and others

“A child who feels heard becomes a child who dares to dream”



We show **inclusivity** and value all cultures and enjoy learning different periods of history and different countries around the world.

We are **compassionate** towards the views of our classmates and enjoy having open, non-judgmental conversations and debates.

We enjoy reading and learning about famous historians who have been **ambitious** and encountered challenges, showing **resilience**.

We aim **high** in every lesson and enjoy challenging ourselves in our learning.



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We are incredibly proud to be working towards our Rights Respecting Schools award.

Rights are becoming an essential part of our curriculum and articles are therefore referenced in all our subjects.



British Values are an integral part of our curriculum, and we purposefully plan many opportunities to help our children understand and celebrate life in modern Britain.



Democracy



Rule of Law



Individual Liberty



Respect & Tolerance

Sustainability and caring for our world is another area of significance to our curriculum. We therefore ensure the Global Goals for Sustainable Development are also considered and shared with our pupils.



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**Vocabulary and
recommended
reads**



**Our Enrichment
activities**

**Our Intent
Documentation**



**Please visit our
History
Curriculum
webpage to find
more information.**

**Examples of
our
classwork**



**Progression
in our key
concepts**

**How we support
SEND in History**



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