

## Inspire Curriculum Synopses: History

In the Stone Age topic in year 3, we begin to order different events of the past. Year 3 order and compare different periods across the Stone, Bronze and Iron Age. This is used for pupils to consider how the different inventions and discoveries have impacted their own lives.

In their study of The Mayans and Chocolate, skills using timelines to identify how long-ago events occurred and comparing different eras are continued to be explored by researching an ancient civilisation from a different continent. This is enlivened by a visit to Cadbury World showing the history of Chocolate. This topic prepares the children for their Walk like an Egyptian topic in Summer 1 and Year 4's study of Ancient Greece and The Romans. This further embeds the sequence of learning from the first two units and prepares them for future learning.

In Walk Like an Egyptian, Year 3 put skills gathered over the year into place to research life in Ancient Egypt. A high focus is put on inventions and technologies developed and how these affected life over different periods. This work is furthered in Year 4, where the children add Ancient Rome and Greece to their understanding of timelines and comparisons of different civilisations.

In year 4, our pupils study the Ancient Greek civilisation – acquiring skills and knowledge about the life and achievements of the Ancient Greeks and their influence on the modern world. Developing the concept of chronology by placing this period on a timeline of human history but also looking at key events during this time, pupils build on their knowledge gained in Year 3 from their studies of the Ancient Civilisations of Egypt and the Mayan. Another concept children consider in this unit is that of democracy which is revisited throughout school through our elections for pupil councils, our overall sense of fairness and gives a foundation to our British Values. The children are introduced to the Ancient Greek Civilisation through a WOW Day, immersing the children in the life of Ancient Greece prior to their learning journey which comes to fruition in a showcase morning where parent's view their children's work.

In Year 4, we study the Roman empire and its impact upon our society today. We begin our exploration with a Roman Day where we meet a Roman Legionnaire and a retired Centurion who teach us all about their lives and share some artefacts from the period. We move on to explore their culture, their impact and invasion of Britain, investigate sources and bias through a comparison of the Romans and Celts. Religious beliefs are compared to those of the Ancient Greeks. This learning builds upon our Ancient Greek topic, explored in Autumn 1 so the children can compare and contrast the impact the two civilisations have had on modern life.

In year 5 our pupils study The Tudor period developing the concept of chronology by placing this period on a timeline of history but also looking at key leading figures of that time (Henry VIII and his six wives) and how they affected the civilisation. This period links to our English work based around William Shakespeare. Another key concept our children consider during this unit is that of religion and the Reformation and how the rules of religion became the rules of society. Children visit Tutbury Castle and have a chance to meet a significant woman of the time. During summer term our pupils study The life of a Victorian child using historical enquiry skills looking at primary and secondary sources of information, which follows on from their work on the Tudors. We then move onto how key historical figures from that period of history have affected/changed our lives today using novels that were written at this time such as Oliver Twist and Frankenstein. These form a basis for our English work. This leads chronologically into year six where the children study 'Peace for our time' which is a study of World War 2.

'Peace for our time...which significant events in WW2 had the greatest impact on British History?' In Year 6, our pupils study World War 2, predominantly from a child's perspective (linking to the novel 'Goodnight Mister Tom'/'Boy in the Striped Pyjamas'). To understand the chronology of the war, the children first complete a timeline which places key events in order. Many of the sessions that follow are based on these key events. The unit includes a trip to the National Memorial Arboretum, Alrewas which allows the children to handle primary sources and gain an insight into the conditions endured by others. This builds the children's empathy skills. They also learn about key figures, key dates and key events in British history. Throughout the unit, the children consolidate their art skills due to the wide variety of history lessons. The 'Fantastic Finish' involves the children showcasing their work and understanding of this period of History.

'Should Henry VIII be blamed for the state of Elvaston Castle?' is a local history unit that explores how we have come to access these buildings and how a building can change in use over time. It links to the Year 5 unit on Tudors when they study Henry VIII.