

Laurance Haines School CURRICULUM OVERVIEW



LAURANCE HAINES
SCHOOL

History

At Laurance Haines the children will learn the following topics but will research and learn about what was happening globally. We pledge to investigate the impact a particular event, body of people or country has had on the rest of the world. In particular, we will ensure there is investment in learning about decolonisation and celebrate the hidden histories of all countries.

- Check that the resources are accurate and true i.e. ancient Egyptians representation
- Does the version of events benefit, or is detriment to, a particular group of people.
- Visual resources to contain a caption for accessibility and true representation.

	AUTUMN 1 Local History	AUTUMN 2 History	SPRING 1 History through Science	SPRING 2 History through the arts	SUMMER 1 History through Geography	SUMMER 2 Environmental study
Year 1	Changes within living memory. What has changed in the local area in own lifetime? Create timelines of our own lives	Events beyond living memory that are significant nationally or globally What are the key features of a castle? Who lives in castles and why? Which castles have the Royal family lived in over time? Queen Elizabeth II	Events beyond living memory that are significant nationally or globally How has farming changed with modern machinery compared with farming 100 years ago? Compare old and new machinery and vehicles. Timeline of a farmer's day. How other countries farm today compared to 100 years ago.	Changes within living memory. Chronology of plants and trees within the local area. Observing plants change over time and seasonal changes. Comparing this to the seasonal changes of different places around the world.	The lives of significant individuals in the past who have contributed to national and international achievements – Thomas Sankara Consider individuals who have made a positive contributed in black/African history that is not linked to slavery.	Changes within living memory. Why is there so much plastic in the ocean now?

Year 2	<p>Significant historical events, people and places in their own locality - Watford – PRINTING WORKS The development of Watford Football Club</p> <p>Families who have migrated to Watford?</p> <p>Troy Deeney</p>	<p>Events beyond living memory that are significant nationally or globally Great Fire of London City Architecture - Charles II & the Gun Powder Plot – firework night</p>	<p>Events beyond living memory that are significant nationally or globally Space Flight - NEIL ARMSTRONG How did he get to the moon? Katherine Johnson</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements - Conservation David Attenborough Valmik Thapar</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements Mahatma Gandhi Mother Teresa</p> <p>Consider individuals who have made a positive contributed in black/African history that are not linked to slavery.</p> <p>Explore individuals in technology or science not just civil rights activists when it comes to individuals from ethnic backgrounds.</p>	<p>Changes within living memory revealing aspects of change in national life – Animal charities eg World Wildlife Fund, Woodland Trust, TiggYWinkles Jane Goodall</p>
Year 3	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Leavesden Aerodrome & the Film industry</p>	<p>Changes in Britain from the Stone Age to the Iron Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel</p> <p>The stone age is often considered the beginning of civilisation but what did the rest of the world look like during the stone age? (links to ancient civilisation)</p> <p>Compare the similarities and</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Exploration of the Seas</p> <p>Christopher Columbus and the discovery of the Americas?</p> <p>Can you discover a country that has already been discovered?</p> <p>Explore the impact of colonisation. Loss of culture and life.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Important to highlight Egypt is in Africa. Include accurate images of ancient Egypt (with black people) – explore why these images have changed over time to look more European.</p> <p>How has ancient Egypt influenced other civilisations? Consider architecture.</p>	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 2010 eruptions of Eyjafjallajökull</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Conservation in Britain</p>

		differences between them.	<p>What happened to the original people of America during colonisation?</p> <p>Does colonisation benefit a particular group of people?</p>	What did the UK look like during this time?		
Year 4	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>St Albans & Roman links</p> <p>The Roman Empire by AD 42 and the power of its army Successful invasion British resistance, The impact of technology, culture & beliefs, including early Christianity</p> <p>What does invasion/conquered by Romans look like? What did they do to the countries they conquered? - Cause and effect</p> <p>Discuss the history and culture loss in the conquered countries.</p> <p>What happens to the countries resources such as oil, gold, iron once they have been conquered? How are these resources benefitting Europe today?</p>	<p>The Roman Empire and its impact on Britain – architecture, engineering & settlement</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The legacy of Greek or Roman culture (art) on later periods in British history, including the present day</p> <p>Consider other ethnic groups of people who were in the Roman Army- Aurelian Moors were the first recorded group of Africans living in Britain in the Roman army.</p> <p>What made the Roman empire so successful?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –</p> <p>Sanitation and water conservation</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Ship building, social class and engineering over time (Titanic)</p> <p>Crossing the Atlantic over time, life in Edwardian England</p> <p>Consider migrants in Britain that fought in the World War. How were they treated after helping Britain win the war? Did they have equal rights as the British soldiers and their families? How has this impacted the way migrants are treated in Britain today?</p> <p>Migrants contribution to Britain.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Emigration from the UK</p> <p>The Mayflower voyage to America</p> <p>The purpose of Ellis Island</p> <p>The Mayflower</p> <p>Voyagers called themselves 'Saints' and considered themselves holy people. Do you think they deserved that title after what they did to the original people of the New World?</p> <p>Explore the impact of colonisation. Loss of culture and life.</p> <p>What happened to the original people of the Americas during colonisation?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – global warming + traffic pollution</p>

Year 5	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Hatfield House – who lived here? Links to Tudor times, Henry VIII and Elizabeth I</p> <p>Did migrants live in the UK during Tudor times.</p> <p>Links to John Blanke</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Space Travel What role did women play in the space race?</p> <p>Links to Maggie Adrien-Pocock</p> <p>Did these people experience racism in their field?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Sculpture and statues</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900 in South America</p> <p>What happened to the Mayan civilization?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 International Fair Trade Development of the United Nations & other worldwide organisations working together to protect the environment</p>
Year 6	<p>A significant turning point in British history A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality The planning and building of the Grand Union Canal.</p>	<p>The changing power of monarchs Queen Victoria How did the British Empire grow? What impact did Queen Victoria have on the social conditions of the UK? What was the motive of the British empire to want to colonise other countries? What did they do to the countries they conquered? - Cause and effect Discuss the history and culture loss in the conquered countries. What happens to the countries resources such as oil, gold, iron once they have been conquered? How are these resources benefitting Britain today?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 How does light save lives?</p>	<p>A significant turning point in British history - the Battle of Britain</p>	<p>Changes in an aspect of social history, leisure and entertainment in the 20th Century Leisure & entertainment at the seaside</p>	<p>Changes in an aspect of social history, leisure and entertainment in the 20th Century Natural disasters around the world</p>