

# Walsden St Peter's CE Primary School

## Whole School Long Term – History

<i>Year</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<b>1</b>	<b>Magical Hats</b>	<b>Poles Apart</b> Ernest Shackleton –his significance in Artic exploration and contributions to science. Chronology – when Shackleton’s explorations took place and timeline of events. Recounting the story of Shackleton’s adventures. Understanding the difference between factual and fictional events.	<b>Where are You?</b> Local history – canals, their use in the past and in the present; links between their own experiences and those of the people of Walsden in the past. The physical changes in the urban landscape of Walsden and changes in building use e.g The Infant School, the Mills, Gordon Riggs Understanding the buildings that have retained their use e.g. St Peter’s Church , school, housing
<b>2</b>	<b>Up, Up and Away</b> Sequencing events recalling the history flight and space travel and understanding their global significance. Neil Armstrong – his contributions to science and space exploration. Exploring changes to flight within living memory and understand where these events fit into a chronological framework. Using photographic, film and written sources to learn about the history of flight.	<b>Dinosaurs</b> To understand some events are beyond living memory Mary Anning – the significance of her discovery and contributions to science; where her life fits into the chronological framework.	<b>Jambo Africa !</b>
<b>3</b>	<b>Mighty Metals / Snap Crackle Pop! Changes in Britain from the Palaeolithic</b> Chronology – placing the Stone Age in context; chronological understanding of the Early and Middle Stone Age, the Bronze Age and Iron Age. Exploring early migration patterns and understanding the physical differences in the European continent. Historical enquiry into daily life, weapons and technologies. Exploring the changes in technologies as the era progresses and the impact this had on daily life. Interpretation of remaining artefacts on our current knowledge of everyday life during the Stone Age Presenting information learning in a variety of ways.	<b>Roaming in the Rainforest</b>	<b>Why has Greece always been in the news?</b> Chronology –place era on a timeline, terms BCE, AD, and CE. Understanding the length of the Ancient Greek era. Historical enquiry everyday life in Ancient Greece; belief systems, art, food, literature architecture through a variety of sources. Interpretation of artefacts e.g. Greek vases, buildings e.g. temples and literature to find out about daily life in Ancient Greece. Exploring the continuing influence of Ancient Greece on the modern world. Presenting information learned in a variety of ways – including open day for parents and visitors.

<p>4</p>	<p><b>The Roman Empire strikes back</b></p> <p>Roman invasion of Britain, British resistance and the impact the Romans on British culture, technology and beliefs.</p> <p>To understand how the knowledge of the past is constructed from a range of sources. Historical enquiry into Roman military organisation weaponry and technology – including road building, Hadrian’s wall.</p> <p>To explore the cause and consequence of British resistance to Roman occupation lead by Boudicca. Research and present findings on the life and influence of Julius Ceaser.</p> <p>Continue to develop a chronological understanding of British and European history. Sequence Roman Empire’s progress across Europe and Africa, place the Roman presence in Britain in chronological context.</p>	<p><b>Splash!</b></p>	<p><b>Raiders, Traders and Invaders</b></p> <p>The Viking and Anglo- Saxon struggle for control over the kingdoms of England.</p> <p>To understand the chronology and key reasons for the Viking raids and invasion, the resistance by Alfred and Athelstan, further raids and the imposition of Danegeld. To place these events in the wider chronology of Britain.</p> <p>To history and the monastic written sources of Viking raids.</p> <p>Explore the causes and the effects of events on British society and the legacy for society today.</p> <p>From a range of sources, a historical enquiry into the art, technology’s, literature of the era.</p> <p>Presenting information learned in a variety of ways – including a performance for the rest of the school.</p>
<p>5</p>	<p><b>Ancient Egypt</b></p> <p>Early Civilization study : Ancient Egypt</p> <p>Why are their pyramids?- burial practises and beliefs</p> <p>What have they done for us? – legacy e.g. irrigation systems</p> <p>What remains? – Hieroglyphics, artefacts e.g. cartouche, sarcophagus, canopic jars. Using primary sources to find out about the past.</p> <p>Chronology Continue to develop a chronologically secure understanding of world history.</p>	<p><b>Earth and Space</b></p>	<p><b>Baghdad.</b></p> <p>Non- European society : Baghdad c.AD900</p> <p>How did they live? - using a range of primary and secondary sources to learn about the architecture, art, trade, religion, education (The House of Wisdom) of the era.</p> <p>How did this differ to UK civilization at that time?</p> <p>What remains? How does it compare with the region today?</p> <p>What have they done for us? Legacy for the modern world.</p> <p>Chronology of the key events of the era – destruction of the society</p>
<p>6</p>	<p><b>Old Tod! New Ideas!</b></p> <p>A local history study : Victorian Todmorden</p> <p>Significant turning points in British history: The industrial revolution/universal suffrage.</p> <p>Studying primary and secondary sources ( and understanding the limitations of both ) to learn about :</p> <p>What was Todmorden like in Victorian times – mills, development of the canal, housing, working life, employment laws, schools?</p> <p>Victorian entertainment- the history of circus and attitudes to disabilities.</p>	<p><b>Against the odds</b></p> <p>Using a range of sources to learn about the history of light houses</p> <p>A study of Grace Darling and the RNLI</p> <p>Charles Darwin – his contribution to science and the impact of his work today.</p> <p>Understanding that different sources could lead you to different conclusions about the same events.</p>	<p><b>Me and my wonderful self.</b></p>

<p>The life and work of John Fielden: his impact on national legislation and the movement for social change.</p> <p>Impact of local social movements e.g. refusal to have a workhouse, The Chartists.</p> <p>How did Todmorden link into global events of the time? How was Todmorden affected by the American Civil war? What was the impact of the cotton famine in Todmorden?</p> <p>Timeline of the calls for universal suffrage and the resulting local events e.g. The Plug Riots, and the involvement of local people e.g. suffragettes from the Calder Valley.</p>		
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