




Curriculum Subject: History

Subject Leader: J Kerr

Curriculum Overview and Statement of Intent, Implementation and Impact.

	<p><b>Vision</b></p> <p>'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'</p>	<p><b>Values</b></p> <p>Compassion</p> <p>Courage</p> <p>Community</p>
<p><b>Motto</b></p> <p>Learning to make a difference through God's love.  <i>Jesus said, 'Love one another as I have loved you' John 13:34</i></p>		
<p><b>Mission</b></p> <ul style="list-style-type: none"> <li>• Ensure that children are safe and demonstrate compassion for others.</li> <li>• The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected.</li> <li>• Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum.</li> <li>• Encourage inclusively high expectations enabling children to personally and academically thrive.</li> <li>• Deliver an inspirational, creative curriculum to meet the needs of our aspirational children.</li> <li>• Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations.             <ul style="list-style-type: none"> <li>• Create an environment that builds confidence for the school family to grow resilience.</li> <li>• Enable children to persevere on a journey of social, moral, cultural and spiritual growth.</li> </ul> </li> </ul>		



**Intent**

*At Newport Junior School we believe that all children are entitled to an inclusive, broad and a balanced curriculum that allows all children to make progress and reach their full potential.. Our History curriculum allows children to learn about the past, developing their understanding of compassion, courage and community through history. We endeavour to offer our children both knowledge of Historical periods and the skills required to be able to explore and investigate events or opinions from the time or how popular view has changed.*

**Implementation**

*Each year children complete at least one History topic for a full term that follows on chronologically, with Year 3 starting the year with Stone age to Iron age and ending with Year six covering the Tudors. We ensure the children have a knowledge of both British and non European to give a diverse view of the world and its history. We ensure children have knowledge of a balance of World and British History topics including Stone Age to Iron Age, Roman Britain, a local study, Anglo-Saxons and Vikings, Ancient Egyptians, Early Islamic civilisation, Ancient Greece and Tudor England.*

**Impact**

*At Newport Junior School we strive to allow all pupils to develop the subject knowledge of topics covered and of the related skills. We ensure that every year the children complete one long history topic and a short topic. We ensure that the children are able to understand the value of primary and secondary sources, preparing them for the next phase of their education and reach their full potential.*



## Newport CE Junior School: Curriculum Progress Map for History

	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<b>Unit Title: Stone Age to Iron age</b>	<b>Geography topic</b>	<b>Unit Title: Ancient Egypt</b>	<b>Unit Title: Ancient Greeks</b>
	<b>Vocabulary: Archaeology, Skara Brae, Iron Age, Stone Age, Bronze age, Stone Henge, Druids,</b>		<b>Vocabulary: Ancient Egypt, Pharaoh, sarcophagus, hieroglyphs,</b>	<b>Vocabulary: Greeks, Sparta, Athens, Olympus, democracy, warfare,</b>
	<b>Key Knowledge:</b> Life in Skara Brae The movement of technology to allow the Bronze and Iron Age to progress. What was Stone Henge used for?		<b>Key Knowledge:</b> The different dynasties. The afterlife and death Tutankhamun – what was learned about life from his tomb. Why the Rosetta stones were so important.	<b>Key Knowledge:</b> What is democracy? Comparing the different city states. Identifying the belief system and the culture.
	<b>Key Skills:</b> Place main events on a timeline. To recognise how artefacts can be used to identify events in the past. To recognise differing views of the past.		<b>Key Skills:</b> To know how the cultural and religious behaviours of a society change over time and identify the reasons behind them, to use secondary and primary resources. Recognise that events were happening around the world as well as within Britain.	<b>Key Skills:</b> Researching events Comparing civilisations, Reporting on features of a civilisation. Primary and secondary sources
<b>Spring</b>	<b>Unit Title: Romans in Britain</b>	<b>Unit Title: Anglo Saxons and Vikings</b>	<b>Unit Title: Early Islamic civilisation</b>	<b>Unit Title: Tudors</b>
	<b>Vocabulary:</b> Romans, empire, Boudicca, invasion,	<b>Vocabulary:</b> Angles, Saxons, Sutton Hoo, Celts, Picts, Longboat, monastery,	<b>Vocabulary:</b> Muslim, Baghdad, Archaeology, Society, Worship, Civilisation, Caliphate, Sunni, Shia, Scholars, predecessors	<b>Vocabulary:</b> Tudors, early modern, Henry, 6 wives, dissolution of the monasteries, divorce, execution, Catholic, protestant,
	<b>Key Knowledge:</b> Awareness of the invasion of Britain Understand about Boudicca What the Romans did for us?	<b>Key Knowledge:</b> Alfred the Great, Why we had the invasion of the Anglo-Saxons and the Vikings, The cultural differences between the two civilisations	<b>Key Knowledge:</b> Why the religion split into 2 groups. The cultural and economic significance of Baghdad through time. The inventions and discoveries made, and the influence of the art.	<b>Key Knowledge:</b> Recognising how Tudors follow on from previous studies. Investigate the changes in religion and reasons behind. Research important figures from the period - Wolsey, Cromwell, influence of Anne Boleyn
	<b>Key Skills:</b> Timeline of where the Romans follow from the Iron Age topic Researching what impact the Romans had on Britain. Secondary sources – what they are.	<b>Key Skills:</b> Specific small scale timelines of the two periods. Comparing the impact of the two civilisations on the local populations. Research and report on an event.	<b>Key Skills:</b> Be able to explain how cultural and religious behaviours of a society change over time and identify the reasons behind them, using secondary and primary resources. Recognise events happening around the world as well as within Britain – timeline together.	<b>Key Skills:</b> Timeline including all time periods covered in school. – identifying link. Bias – reliability of sources
<b>Summer</b>	<b>Unit Title: Local History tied to Geography topic</b>	<b>Unit Title: Local History - Ironbridge</b>	<b>Geography topic</b>	<b>Geography topic</b>
	<b>Vocabulary:</b> local, Buttercross, Guidhall, Great Fire,	Vocabulary: Ironbridge, smelt, Gorge, iron, ore, Abraham Darby, Coalbrookdale		
	<b>Key Knowledge:</b> The great fire of Newport. The use of the Buttercross market.	<b>Key Knowledge:</b> why Ironbridge was built. The impact of the Darby family in Coalbrookdale.		
	<b>Key Skills:</b> Researching events - enquiry Producing a report .	<b>Key skills:</b> Chronology Research - enquiry, Reporting		

