

Curriculum plan: history

“We are not the makers of history, we are made by history”

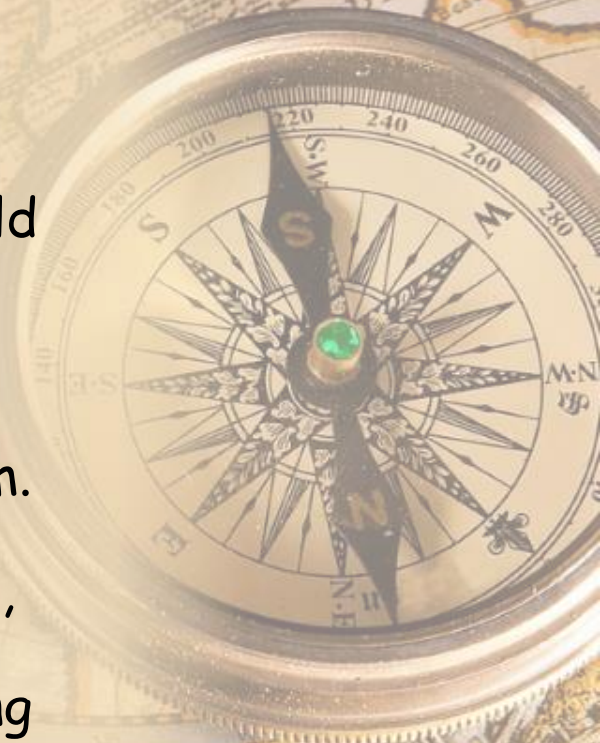
Martin Luther King, Jr.

Our intent

Young people need a sense of history in order to understand themselves, their identity and the world around them.

Studying history at Woodhouse Academy allows students to explore a vast array of historical sources that will challenge, inspire and excite them.

We aim to provide students with an in-depth appreciation of key concepts, including chronology, changes and continuities, similarities and differences, causes and consequences and differing interpretations; acknowledging how they help historians to understand and appreciate historical events from ancient civilisations through to the 20th century.










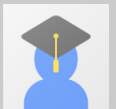




Enrichment in history









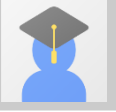
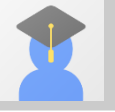
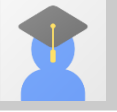

The Woodhouse Academy history experience is complimented by cross-curricular links with English, geography, RE, food technology and music. Our enrichment programme is designed to bring history alive and in previous years we have enjoyed visits from a 'medieval knight' from Warwick Castle, various Holocaust survivors provided by the Holocaust Educational Trust and a soldier currently serving in the West Mercia Regiment delivering our Remembrance commemorations.



Y5 curriculum plan: history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The BIG question:</p> <p>Key elements of topic:</p>	<p><u>What were the achievements of the Ancient Egyptians?</u></p> <ul style="list-style-type: none"> • The River Nile • The pyramids • Mummification • Tutankhamun • Gods and Goddesses • The Pharaohs 		<p><u>What did the Ancient Greeks do for us?</u></p> <ul style="list-style-type: none"> • Athens and Sparta • Battle of Marathon • Gods and Goddesses • Architecture • Government • Philosophers 		<p><u>What were the earliest Mesoamerican civilisations like?</u></p> <ul style="list-style-type: none"> • Daily life • Temples • farming • Beliefs • Gods and Goddesses • Kings and Queens 	
Further/home-learning links	  		  		 	
Scholarly opportunity						
Link to curriculum overview, assessment information & key words						






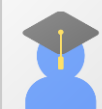



Y6 curriculum plan: history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The BIG question:</p> <p>Key elements of topic:</p>	<p><u>Why would the Romans want to settle in Britain in 55BC?</u></p> <ul style="list-style-type: none"> • The Roman invasion & settlement • Boudicca • Hadrian's Wall • Construction • End of Empire 	<p><u>How different were the Anglo-Saxons and Vikings?</u></p> <ul style="list-style-type: none"> • Anglo-Saxon invasion & settlement • Scots invasions • The Staffordshire Hoard • Alfred the Great • The Vikings • Edward the Confessor 	<p><u>How has crime & punishment changed over time?</u></p> <p>Crime and punishment in</p> <ul style="list-style-type: none"> • The Roman period • The Viking period • The medieval period • The Tudor period • The Victorian period 			
Further/home-learning links	  	  				
Scholarly opportunity		 				
Link to curriculum overview, assessment information & key words						

Y7 curriculum plan: history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The BIG question:	<u>Who were the last people to invade Britain?</u>		<u>Why did castles begin and then cease to be built?</u>	<u>What was it like to be a member of medieval society?</u>		<u>The Golden Age?</u>
Key elements of topic:	<ul style="list-style-type: none"> The Battle of Stamford Bridge The Battle of Hastings The Bayeux Tapestry The Domesday Book The Feudal System 		<ul style="list-style-type: none"> Motte & bailey castles Stone keep castles Concentric castles Edward I & Wales Siege engines 	<ul style="list-style-type: none"> Medieval villages & towns Law and order The Church The Black Death The Peasants' Revolt 		<ul style="list-style-type: none"> Family background Elizabeth's portraits The Golden Age The 'Virgin Queen' The Spanish Armada
Further/home-learning links						
Scholarly opportunity						
Link to curriculum overview, assessment information & key words			Click here for Curriculum Overview			

Y8 curriculum plan: history

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The BIG question:	<u>To kill a King?</u>		<u>An Empire to proud of?</u>	<u>How was it humanly possible?</u>	<u>Why is Stoke on Trent called the Potteries?</u>	
Key elements of topic:	<ul style="list-style-type: none"> Charles I Oliver Cromwell The English Civil War Puritan England The Restoration 		<ul style="list-style-type: none"> Reasons for colonisation The Raj & Gandhi The Scramble for Africa The <i>Empire Windrush</i> The legacy of Empire 	<ul style="list-style-type: none"> The Slave Trade Triangle The Middle Passage Slave Auctions & plantations Abolition The legacy of slavery 	<ul style="list-style-type: none"> Transport development Coal mines Factories Conditions for children Conditions in towns 	
Further/home-learning links						
Scholarly opportunity						
Link to curriculum overview, assessment information & key words			Click here for Curriculum Overview			

Your Woodhouse History Learning Journey



In year 6 we return to Britain to build on our knowledge of developing civilisations.

We will continue to build on our KS2 source work skills by consulting increasingly complex historical sources.

While you're in KS2, you will use a range of sources to support your studies of ancient history.

Mayan Civilisation c. AD 900

To extend your understanding of ancient civilisations beyond those of Britain and Europe, you will investigate the achievements of the Mesoamerican Civilisation developed by the Mayan peoples and compare it with Ancient Egypt & Ancient Greece.



Ancient Greece

In year 5 you continue to develop your understanding of the diversity of Ancient history by studying the emergence and success of Ancient Greek civilisation and investigating its influence on the western world.

Ancient Egypt

Your studies of Ancient civilisations begin with an in-depth study of everyday life, leadership and religious beliefs in Ancient Egypt.

Year 5 is all about Ancient world history.

You investigate and understand the achievements of the earliest civilizations - Egypt, Greece and The



Year 5

We will continue to build on history skills and knowledge you learned from the first schools. At Woodhouse, history topics are studied chronologically from Ancient times to the 20th century!



Roman Britain

You will study the rise and fall of Roman Britain. They will also consider the impact the Romans have had on our modern world today.



Anglo-Saxons & Vikings

As a background study to the depth study of the Norman Conquest in 1066 you will learn in Y7, you will learn about the Anglo-Saxons and Vikings and how these invasions shaped the modern world today.

Year 6

Crime & punishment through time

As a breadth study, you will consider how crime and punishment has changed across a wide time period, looking at change and continuity and comparing it to our judicial system today.



Following on from their studies about Viking and Anglo Saxons in year 6, pupils in year 7 now move chronologically to 1066 to understand evaluate the impact of the final foreign invasion of the British Isles by the Normans

In KS3 you will consider increasingly complex historical sources, including those from the national archives.

The Norman Conquest of England

You will analyse the reasons why the British Isles was invaded and what the invasion meant for the future of England and Wales, and how the new invaders shaped society during the medieval period.

The development of castles in the medieval period

You will develop your understanding of the Norman Conquest by carrying out a depth study into how castles were used to gain control over English towns and cities and maintain the Feudal system hierarchy.



Pupils then investigate how England took control of Wales, and consolidated this union by building the 'ring of iron' and using castles as a form of oppression.

In year 7, you will have a visit from a Medieval Knight from Warwick



Queen Elizabeth I & her foreign policy
You will build on your previous knowledge from the First Schools about the Tudors and use that as a basis for understanding who Elizabeth I was in more detail; concentrating on her leadership style, her attitude towards Catholics and her foreign policy. This provides a sound basis for continued learning in year 8 about the development of Church, state and society in Britain 1509-1745.



During your studies at middle school, you will experience 'Faith in Focus Day', where you will have numerous workshops about cultural diversity and in year 8 includes a depth study of the Holocaust, where you will be visited by a speaker from the Holocaust Educational Trust.

Year 7

The English Civil War

You will start year 8 by studying study the causes and events of the civil war throughout Britain, the Interregnum (including Cromwell in Ireland), and the Restoration.



The Transatlantic Slave Trade

Using your previous knowledge of the British Empire, you will now carry out a further study into the Transatlantic Slave Trade, considering its origins and economic motives, its effects on individual lives as well as its impact today, and its eventual abolition.

We commemorate Remembrance Day every year in our whole-school assembly and some students take part in the Biddulph Town Remembrance parade on Remembrance Sunday, laying a wreath at the town's cenotaph on behalf of the school. We also receive a special message from a soldier whose son used to attend this school!

In year 6, you will have a visit from a Viking!

goodbye.



Year 8

The British Empire & the Raj

You will now turn their studies to the wider world and investigate the development of the British Empire with a depth study on India.



Woodhouse offers a weekly Horrible Histories Club with episodes & activities to build your contextual knowledge of all of the topics studied here.



The Industrial Revolution & The Potteries

To investigate the reasons why Britain was the first nation to industrialise and how it did so, focussing on the change to industries locally (both Stoke on Trent and Congleton and Macclesfield in Cheshire).

You will be taken on a trip to local heritage site Chatterley Whitfield to find out about 19th century coal mining and its impact on shaping our community

When you reach year 9, you will build chronologically on the historical skills & knowledge that you acquired in middle school.