

# Porter Croft – history curriculum coverage

## ***Aims from National curriculum***

- know and understand the history of these islands as a **coherent, chronological narrative**, from the **earliest times to the present day**: **how people’s lives have shaped this nation** and **how Britain has influenced and been influenced by the wider world**
- know and understand significant aspects of the **history of the wider world**: the nature of **ancient civilisations**; **the expansion and dissolution of empires**; characteristic **features of past non-European societies**; **achievements and follies** of mankind
- gain and deploy a historically grounded understanding of abstract terms such as **‘empire’, ‘civilisation’, ‘parliament’** and **‘peasantry’**
- understand historical concepts such as **continuity and change, cause and consequence, similarity, difference and significance**, and use them to **make connections, draw contrasts, analyses trends, frame historically-valid questions and create their own structured accounts**, including written narratives and analyses
- understand the methods of **historical enquiry**, including **how evidence is used** rigorously to make historical claims, and discern how and why **contrasting arguments and interpretations of the past** have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the **connections between local, regional, national and international history**; between **cultural, economic, military, political, religious and social history**; and between **short- and long- term** timescales.

## **KS1- Knowledge and Skills**

*Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.*

NC : curriculum	<ul style="list-style-type: none"> <li>• <i>Changes within ages within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>events beyond living memory that are significant nationally or globally</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>significant historical events, people and places in their own locality</i></li> </ul>
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<p>Y1</p>	<p><u>Homes around the world</u></p> <ul style="list-style-type: none"> <li>• investigates homes then and now by looking at the features of a variety of different types of homes</li> <li>• exploring a timeline of homes in Britain before taking a closer look at what houses were like in Victorian times.</li> <li>• What are the main features of different types of homes.</li> <li>• Describe the similarities and differences between different houses and record their observations using drawings and descriptions</li> <li>• Compare and contrast their homes to homes in the past</li> </ul>	<p><u>Antarctica</u></p> <ul style="list-style-type: none"> <li>• Find out about Ernest Shackleton, his background and his exploration of Antarctica.</li> <li>• placing 1914 on the timeline.</li> <li>• To imagine being on Shackleton's team as they prepared for life in the ice</li> <li>• Discover who went with him, what it was like in Antarctica and why Ernest Shackleton was such a great and inspiring leader.</li> <li>• Understand the route Shackleton and his team took across Antarctica</li> <li>• Understand the importance of sea shanties designed to keep the crew's spirits up.</li> <li>• Should women have been allowed to go on expeditions to the Antarctic? How have expeditions changed?</li> </ul>	<p><u>Rosa Parks and Bristol Boycott</u></p> <ul style="list-style-type: none"> <li>• Who was Rosa Park?</li> <li>• What was life like in America and England in the 1950s?</li> <li>• What was significant about her achievements?</li> <li>• What can we learn from these today?</li> <li>• Who started the boycott? Who was Guy Bailey? What does this show us about British society in 1961? How has life in Britain changed?</li> </ul>	<p><u>Local history- Porter Croft</u></p> <ul style="list-style-type: none"> <li>• learn about Porter Croft School. Find out when the school has been built and imagine what life was like at school during 1877</li> <li>• Make a simple timeline of school events</li> <li>• compare and contrast a Victorian and nowadays classroom</li> <li>• Compare different rules and traditions of schools.</li> <li>• Know significant figures who have attended school – Kyle Walker</li> </ul>
<p>Y2</p>		<p><u>Space</u></p> <ul style="list-style-type: none"> <li>• travel- when was space travel invented?</li> <li>• Who was the first person in space? Who was the first man on the moon and is this important?</li> <li>• Why are Helen Sharman, Bessie Coleman and Mae Jamieson significant people in the past?</li> <li>• What can we learn from them? What special traits and qualities do these people have?</li> <li>• Know about Neil Armstrong's achievements and how these were significant internationally.</li> </ul>	<p><u>Kenya</u></p> <ul style="list-style-type: none"> <li>• Put the life of Elisabeth II on timeline with significant events- marriage- coronation</li> <li>• Know why QEII became queen and where- Kenya- Tree tops</li> <li>• Know about aspects of national life within Queen Elisabeth reign in modern times.</li> <li>• Examine why Elisabeth is a significant monarch and know about her life.</li> <li>• Children will understand what makes England an island home</li> </ul>	<p><u>Local history- botanical gardens</u></p> <ul style="list-style-type: none"> <li>• Learn about the Botanical Gardens and when they were created?</li> <li>• Find out why they were created</li> <li>• Learn about the Bear pit and how animals were treated in 19<sup>th</sup> Century Britain</li> <li>• Make a simple timeline of events</li> <li>• compare and contrast a Victorian and nowadays park- how are they used?</li> </ul>

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KS2				
<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p>				
<p>NC : curriculum</p>	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China, Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: : early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>
<p>Y3</p>	<ul style="list-style-type: none"> <li></li> </ul>	<p style="text-align: center;"><u>Local history</u></p> <ul style="list-style-type: none"> <li>Weston park Museum – what was it before it become a museum- who owned the building and how did it become a public building.</li> <li>What kind of family lived there? What other buildings were nearby around during that time?</li> <li>What does the building tell us about Sheffield in 1800s?</li> <li>Know when Weston Park Museum was opened-</li> <li>How is Weston Park Museum used today?</li> </ul> <p style="text-align: center;"><u>Windrush and Titanic</u></p> <ul style="list-style-type: none"> <li>Why were people travelling on</li> </ul>	<p style="text-align: center;"><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> <li>– who are the mummies in Weston Park Museum- research how long the Mummies have been there, why are they in Sheffield and not Egypt and what does this tell us about society in the past?</li> <li>Describe the achievements of the Ancient Egyptian civilization (agriculture, construction, mathematics, writing system, medicine).</li> <li>Understand what was important to people during ancient Egyptian times -describe what life was like.</li> <li>Compare the powers of Egyptian</li> </ul>	<p style="text-align: center;"><u>Ancient Benin</u></p> <p>To know that we know about the Benin civilization from:</p> <ul style="list-style-type: none"> <li>-Indigenous traditions</li> <li>-Oral tradition</li> <li>-Written records</li> <li>-Objects &amp; artefacts</li> <li>-Archaeological remains                             <ul style="list-style-type: none"> <li>know who were the kings of Benin and how the kingdom was ruled.</li> <li>Understand the religious belief of Benin</li> <li>How did KB soldiers prepare for war?</li> <li>What part did the Benin bronze plaques play?</li> <li>What did the soldiers wear?</li> </ul> </li> </ul>

# Porter Croft – history curriculum coverage

		<p>the Titanic?</p> <ul style="list-style-type: none"> <li>• What does the different accommodation and decking access tell us about Edwardian Society?</li> <li>• Who was travelling on the boat?</li> <li>• How does the Titanic differ to the Windrush?</li> <li>• Why is the Windrush generations an important contribution to British society?</li> <li>• What was Britain like in the 1950s and 1960s?</li> <li>• Have people’s attitudes changed towards people who are immigrants?</li> <li>• Should the Titanic have been built?</li> </ul>	<p>gods.</p> <ul style="list-style-type: none"> <li>• Raise questions when confronted with an artefact in order to understand more about this ancient civilization.</li> <li>• Understand the use of hieroglyphs as a form of communication and recording.</li> <li>• Understand and explain the rituals of mummification</li> </ul> <p>Should mummies be returned to their country of origin -where they died?</p>	<ul style="list-style-type: none"> <li>• About the kingdom expansion</li> <li>• What was life like for ordinary people in Benin?</li> <li>• What did the Benin have to offer foreign traders?</li> <li>• To understand reasons why KB civilization came to an end</li> </ul>
Y4	<p><u>Roman Britain</u></p> <ul style="list-style-type: none"> <li>• Know how Britain changed from the end of the Iron Age to the end of the Roman occupation.</li> <li>• Know how far the Roman Empire spread and understand the role the Roman army played in this.</li> <li>• Know how the Roman occupation of Britain helped to advance British society.</li> <li>• Know how there was resistance to the Roman occupation and know about Boudica</li> <li>• Know that Roman culture was diverse</li> <li>• Research and discuss the significance of Ivory Bangle lady- what does this mean about Roman Britain?</li> <li>• What have the Roman’s done for Britain?</li> <li>• Would Britain be different if the Roman’s had not invaded?</li> </ul>	<p><u>Local history- Porter Brook</u></p> <ul style="list-style-type: none"> <li>• Children find out about the Porter Brook area of Sheffield.</li> <li>• Why is this a significant place? What made it significant? What would Sheffield have been like over 400 years ago?</li> <li>• Children take a trip to Potters wheel and Abbeydale industrial Hamlet.</li> </ul> <p><u>Tudor Britain</u></p> <ul style="list-style-type: none"> <li>• Know who were significant people of Tudor Britain- John Blanke, Henry Tudor, Elisabeth I, Guy Fawkes-</li> <li>• Jacques Francis (born c. 1527) was an African salvage diver who led the expedition to salvage King Henry VIII's guns from the Mary Rose</li> <li>• How did the British Empire expand under Elisabeth I</li> </ul>		

# Porter Croft – history curriculum coverage

		<ul style="list-style-type: none"> <li>• What can we learn about the Tudors through what has been left behind?</li> <li>• What was Henry VIII like? (Focus on actions taken as a king, how he managed his people, lasting impact on Britain)</li> <li>• What do we know about Henry VIII's wives?</li> <li>• What was life like for ordinary Tudor men, women and children? (Investigate one or more aspects such as clothes, medicine or crime and punishment).</li> </ul>		
Y5	<p style="text-align: center;"><u>Vikings</u></p> <ul style="list-style-type: none"> <li>• Know where the Vikings came from.</li> <li>• Know how and why the Vikings invaded Britain.</li> <li>• Know how some kings in Britain dealt with the Viking invaders.</li> <li>• Understand how Vikings lived and worked.</li> <li>• Understand what happened during the Viking invasions and know what Viking warriors were like.</li> <li>• Identify and describe Viking artefacts.</li> <li>• Know some Viking gods and what they represent</li> </ul> <p style="text-align: center;">Ancient Baghdad</p> <ul style="list-style-type: none"> <li>• Which continent is Baghdad, where is it situated? Why did Baghdad become one of the largest cities in the world? Who did they trade with.</li> <li>• What is a caliph and what</li> </ul>	<p style="text-align: center;"><u>Local history- Sheffield</u></p>	<p style="text-align: center;"><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> <li>• Understand where the Ancient Greek civilization comes in the context of major historical events on a timeline.</li> <li>• Understand why the Greek Empire spread so widely- diversity and trade</li> <li>• Know how the political system of Ancient Greece worked and compare with modern political systems.</li> <li>• know what daily life was like for people in different areas of Ancient Greece and how that compares to life today.</li> <li>• Use examples of Ancient Greek art to understand what the Ancient Greek Olympics were like.</li> <li>• Know about the various myths and legends surrounding Greek Gods and Goddesses.</li> <li>• Understand the Trojan War from a variety of viewpoints.</li> <li>• Understand the causes of the Battle of Marathon.</li> </ul>	<p style="text-align: center;"><u>Aztec society</u></p> <ul style="list-style-type: none"> <li>• Who was making history in faraway places?</li> <li>• Know that the Aztec Civilisation existed c. AD1300.</li> <li>• Know about the ways in which the Aztec civilisation was considered to be sophisticated (from architecture, to cuisine, sport, astronomy, language, the numerical system and art).</li> <li>• Explore contrasts between Aztec society and British history.</li> <li>• Know about the ways in which Aztecs worshipped and appeased their gods.</li> <li>• Understand that historical questions still remain, such as where the Aztecs came from, how they built and sustained their civilisation and how their empire collapsed</li> </ul> <p style="text-align: center;">Ancient Baghdad</p> <ul style="list-style-type: none"> <li>• How different was Baghdad to Sheffield around 900AD?</li> </ul>

# Porter Croft – history curriculum coverage

	<p>did they do? What was the religion at the time?</p> <ul style="list-style-type: none"> <li>• Know who founded Baghdad and the first Islamic state and why was it created? How long did the Golden age of Islam last?</li> <li>• Understand why it is called the Golden age of Islam? Understand why it was a wealthy empire.</li> <li>• Know the innovations and inventions which has contributed to future worldwide developments</li> <li>• How did people live during this time</li> </ul>		<ul style="list-style-type: none"> <li>• Know what the diet of Ancient Greeks was like.</li> <li>• Were the Greeks innovators or inventors- where did get their ideas from?</li> <li>• Who did they trade with?</li> <li>• Greek relationship with Africa</li> </ul>	<ul style="list-style-type: none"> <li>• What was in the House of Wisdom?</li> <li>• Who was Ibn Battuta and how did his Rihla help us?</li> <li>• Who was Al-Zahrawi and what could we learn from Muslim medicine? What did early Islamic civilisation leave behind?</li> </ul>
Y6	<p><u>Stone age</u></p> <ul style="list-style-type: none"> <li>• Know about periods of the Stone Age and how life changed within these, and has influenced life today.</li> <li>• Know how Britain changed from the Stone Age to the Iron Age</li> <li>• Know how Britain changed from the end of the Iron Age to the end of the Roman occupation</li> </ul> <p>What is Skara Brae?</p> <ul style="list-style-type: none"> <li>• Late Neolithic hunter-gatherers</li> <li>• Early farmers</li> </ul> <p>What was the Iron Age?</p> <ul style="list-style-type: none"> <li>• Hill forts – Carl Wark Peak district</li> <li>• Farming</li> <li>• Art and culture</li> </ul>	<p><u>Local history- Kelham island</u></p> <ul style="list-style-type: none"> <li>• Know about Sheffield Steel industrial past</li> <li>• Know what Sheffield would have been like 100 eyars ago</li> <li>• Know about the types of jobs which people did in the past</li> <li>• What was the life expectancy and how has this changed in comparison with today</li> </ul> <p><u>World War</u></p> <ul style="list-style-type: none"> <li>• To know the causes of WW2- Britain declaring war on Germany</li> <li>• To understand how national history affected our local area - Bombing of Sheffield , WW2 Aircraft wrecks in the Peak District - evacuation, rationing, blackout propaganda etc</li> <li>• What was life like in Britain during the war</li> <li>• To understand significant turning points in British/world history</li> <li>• Dunkirk evacuation</li> <li>• D-day landings.</li> <li>• To know about the changes in an</li> </ul>	<p><u>The Indus valley</u></p> <ul style="list-style-type: none"> <li>• What do we already know about the Indus Valley Civilisation?</li> <li>• When and where in the world did this civilisation exist?</li> <li>• What was special about it?</li> <li>• Discuss other civilisations from this period in history. What was happening? How dothes the Indus Valley civilisation compares to other ancient civilisations?</li> <li>• To know key facts about an aspect of life in the Indus Valley Civilisation.</li> <li>• How did their location affect the way they lived and worked?</li> <li>• How did their everyday lives compare to those of the people from other early civilisations?</li> <li>• identify and describe artefacts from the Indus Valley civilisation.</li> <li>•</li> </ul>	

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		<p>aspect of social history - Roles of Women (working outside the home)</p> <ul style="list-style-type: none"><li>• Role the commonwealth played in the war</li><li>• Question – Can war leaders be classified as good or bad?</li><li>• Life of Noor Inayat Khan</li><li>• Should the atomic bomb have been dropped on Nagasaki and Hiroshima?</li></ul>		
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