



History

Curriculum: Year A



EYFS Curriculum

Year A Topics: Ourselves, Autumn celebration, Transport, Traditional tales, Brown bear, Pirates.

Understanding the world

- Can recognise self and others,
- Can activate buttons, flaps and simple mechanisms,
- Can notice features in both the immediate and wider environment.
- Can participate in cultural days through role play, songs and creative activities.

Informal

Red 2 Equals Scheme

Year A Topics: Knowing Me, 5,4,3,2,1 Blast Off, Pets, Over the rainbow, Octopus Garden, Ugly Bug ball.

PSED - Explore curriculum (linked to branches 1-4)
By the end of this curriculum pathway, pupils will be able to...

Self-Care & Independence:

Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met.

Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).

To know and celebrate each other's birthdays.

Key Strategies and types of resources:

- Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).
- Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.
- Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).
- PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).
- Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.
- Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).
- Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.

Community/Specialist provision:

- Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist.



Two Rivers History Curriculum

<ul style="list-style-type: none"> • Trips to local café: opportunities to consolidate self-feeding skills in a different environment. • Trips to market: experiencing and responding to different tastes and smells (fruit, vegetables, spices). 						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Red 1 & Red 3 (Years 1 & 2)</p>	<p><u>Autumn Explorers</u> See Geography Curriculum</p>	<p>Winter Warmers Events beyond living memory / Lives of significant individuals Bonfire night. Gunpowder Plot Story of Guy Fawkes Firework safety Remembrance Day Make poppy or wreath Take part in whole school assembly Changes within living memory Christmas over time – making direct comparisons old and new. Timeline of old and new Images and artefacts of old toys See also Geography Curriculum</p>	<p><u>To Infinity and Beyond</u> Changes within living memory Old and New transport Comparisons Timeline of old and new See also Geography Curriculum</p>	<p><u>Knight Fever</u> Events beyond living memory Castles Parts of a castle Stories of knights - St. George and the Dragon Kings and Queens Queen Elizabeth Henry VIII Photos vs. paintings Visit to Tamworth Castle See also Geography Curriculum</p>	<p><u>Pirates</u> See Geography Curriculum</p>	<p><u>The Land of Rhyme</u> Events beyond living memory Historical events linked to nursery rhymes Ring a ring a roses – The Plague London's Burning – The Great Fire of London Humpty Dumpty – English Civil War See also Geography Curriculum</p>



Informal Curriculum – EQUALS

Yellow 2

Year A Topics: Planes, Trains and Automobiles, Lets celebrate, To the moon and back, We're going to the zoo, Do you believe in magic? Fun in the sun.

People and Communities

Pupils will have a good understanding of significant relationships, becoming more interested in stories regarding themselves and their families.

Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique.

Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea.

Key strategies and types of provision/resources:

- Displays in the classroom to have photos of the children at eye level to provoke commenting on themselves.
- Children to use cameras to take photos of themselves and others. Sensory stories to be adapted and related to children's own religion/ cultures.
- Have personalised books available for the children to see themselves, friends and family.
- All pupils to have access to their AAC, updated with relevant vocabulary.
- Staff modelling related Historical language using communication systems with pupil and others
- Chat boards with specific science vocabulary to be out at related play set ups
- Open ended play set ups that provoke simple exploration of everyday objects
- Role play set ups/rooms to reflect different family cultures and traditions e.g. Diwali, EID
- Real life objects in role play area to promote practice of using and understanding their function and visit setup of street/ during employment week.
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Opportunities to try food from different cultures – linked to festivals and MFL days
- Students doing jobs around school to practice functional skills they have observed at home
- Adult commenting rather than questioning to develop language.

Community/Specialist Provision:

- Exploring the local area to see local cultures



Two Rivers History Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)</p>	<p><u>Journeys</u> A significant turning point in British history, - the first railways</p> <p>Railways</p> <p>Create a timeline of important events in the history of rail travel</p> <p>Say how steam locomotives changed over time and identify the similarities and differences between steam locomotives</p> <p>Use railway art to develop knowledge of the past. Explain what the pictures tell us about the railways of the past and present See also Geography Curriculum</p>	<p><u>Frozen Planet</u> A study that extends pupil's chronological knowledge Gun powder Plot</p> <p>Create a mind map based on their research of Guy Fawkes</p> <p>Remembrance Day War and Remembrance</p> <p>Find out why November 11th is known as Remembrance Day</p> <p>Find out about the events that usually happen on Remembrance Day -laying wreath - wearing a poppy - special music - two minutes silence</p> <p>See also Geography Curriculum</p>	<p><u>Amazing Animals</u></p> <p>See Geography Curriculum</p>	<p><u>Out of this world</u> A study that extends pupil's chronological knowledge</p> <p>Identify and name Neil Armstrong</p> <p>Research and sort facts true or false about the life of Neil Armstrong</p> <p>Use video and photographic evidence to describe the moon landing</p> <p>See also Geography Curriculum</p>	<p><u>Terrific Time Travellers</u> The Roman Empire</p> <p>Where did the Romans come from ?</p> <p>Find out about the different types of Roman houses. Compare houses in Roman times to houses today</p> <p>Use research skills to find out what Roman soldiers wore.</p> <p>Use artefacts to find out about daily life in the Roman empire – clothing, diet</p> <p>Visit to Wroxeter Roman City</p> <p>See also Geography Curriculum</p>	<p><u>Colour, Shimmer & Shine</u> Changes in Britain from the Stone Age to the Iron Age</p> <p>Find out what archaeologists do and how they find out about the past without written records.</p> <p>Explain how people survived during the stone age</p> <p>Identify how life changed for people during the Stone Age Sort CIP labelled images into Venn diagram labelled Old Stone Age and New Stone Age</p> <p>Describe what was life like in the Bronze Age. Dress up in replica clothing Taste foods eaten from the Bronze Age CHECK FOR FOOD ALLERGIES</p>



Informal Curriculum – EQUALS

Blue 2

Year A Topics: Journeys, Winter festivals of light, Magic Carpet Ride, Amazing Animals, Who do you think you are? We're all going on a summer holiday.

People and Communities

Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective.

Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest.

Key strategies and types of provision/resources:

- Displays around the school to have photos of special school events (at eye level) to provoke commenting on themselves.
- Children to use cameras to take photos and videos of special school events to later discuss.
- Book corner to have cultured related stories e.g Handa's surprise
- Have personalised books available for the children to promote discussion of special personal events.
- All pupils to have access to their AAC, updated with relevant vocabulary.
- Topic related fringe vocabulary added to AAC regularly.
- Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID , Christmas theme
- Role play and small world set ups themed around different occupations e.g. doctors, hairdressers, shop
- A range of objects to explore during free-play, including home corner role play where children can imitate customs and routines they have observed.
- Weekly cooking sessions to practice cooking dishes from different cultures and events.
- Adult questioning rather than commenting to develop understanding.

Community/Specialist Provision:

- Event themed trips such as Christmas markets/ Santa's grotto trip at Christmas time
- School to celebrate special events in different religions; Diwali, Eid
- Specialist menu changes for special events; Chinese New Year, Eid Mubarak
- Visits from people in specialist occupations; police, fireman, doctor etc.



Two Rivers History Curriculum

<p>Blue 1</p> <p>Blue 3</p> <p>Blue 4</p> <p>(Years 5 & 6)</p>	<p><u>Egyptians</u> Achievements of the earliest civilisations</p> <p>Who were the Egyptians? Find Egypt on a map</p> <p>Develop understanding of vocabulary Ancient Civilisations Describe and name different roles in ancient Egyptian society Match job titles to descriptions</p> <p>Egyptian ritual of mummification</p> <p>Order and retell the steps of the mummification process</p> <p>Tutankhamun</p> <p>Using different sources of evidence to find out about Tutankhamun – newspapers, statues, photographs letters and artefacts</p> <p>Consider -What does the source tell you? - Is all the information the same? -Consider and develop concept of bias - why</p>	<p><u>Lights, Camera, Action!</u> Changes in an aspect of social history, such as leisure and entertainment in the 20th Century Develop pupil's understanding of animation</p> <ul style="list-style-type: none"> • Zoetrope • Flip books • Stop motion • Computer generated animation <p>Beginning of cinema Charlie Chaplin and silent movies</p> <p>What was the "Golden Age" of cinema</p> <p>What does "Golden Age" mean? Use photographs from the Golden Age of cinema and identify features What questions would you ask</p> <p>Why was cinema important in the 1930s?</p> <p>Why did cinema decline in the 1950's and 60's</p>	<p><u>Space – 5,4,3,2,1</u> A study that extends pupil's chronological knowledge</p> <p>Find out about the early years of space exploration from 1940 to 1970. Who was involved in the space race, and why was it important. Discover the key events which led up to the 1969 moon landing, including the first men, women and animals in space.</p> <p>Learn about the first landing on the moon. Find out about the crew involved in the landing on the moon, including famous speeches.</p> <p>Research Mae Jemison, the first black woman in space. Include her childhood and career with NASA.</p> <p>Investigate some of the ways in which astronauts explore space today</p> <ul style="list-style-type: none"> • Hubble telescope • International Space Station 	<p><u>Righteous Royals</u> A study that extends pupil's chronological knowledge</p> <p>Henry VIII Use primary sources of information -portraits Identify what was Henry VIII was like in both appearance and character</p> <p>Wives of Henry VIII Find out answers to specific questions using primary and secondary sources</p> <p>Queen Victoria and her reign Gather information about Queen Victoria and create historical questions for peers to answer</p> <p>See also Geography Curriculum</p>	<p><u>Magic</u></p> <p>See Geography Curriculum</p>	<p><u>Groovy Greeks</u> Ancients Greeks a study of life and achievements</p> <p>Who were the Ancient Greeks? Find Greece on a map</p> <p>Develop understanding of terms Civilisation BC Chronology Create a timeline using dates and key facts</p> <p>Daily life in Ancient Greece Gather information from secondary sources of information about aspects of life in ancient Greece</p> <p>Ancient Olympics Use Greek pottery as a source of information and gather information about the ancient Olympics</p> <ul style="list-style-type: none"> • Sports taken part in • Equipment used • What did competitors wear on their feet and bodies? • Who participated?
--	---	--	--	---	--	--



Two Rivers History Curriculum

	<p>might there may be difference</p> <p>Write like an Egyptian</p> <p>Create own Rosetta stone using hieroglyphs</p> <p>Egyptian Gods</p> <p>Research and create a fact file about one Egyptian God</p> <p>What does the God look like?</p> <p>What is special about this God?</p> <p>See also Geography Curriculum</p>		<p>See also Geography Curriculum</p>			<p>Compare ancient and modern Olympics, identifying similarities and differences</p> <p>Gods and Goddesses</p> <p>Explore the beliefs of the ancient Greeks by naming and describing the Gods and Goddess and create fact files</p> <p>Trojan War</p> <p>Explore the myth of the Trojan war</p> <p>Pupils to show their understanding of the events and characters in this myth by sequencing the Trojan War story</p> <p>See also Geography Curriculum</p>
--	--	--	---	--	--	--



History

Curriculum: Year B



EYFS Curriculum

Year B Topics: Ourselves, Snow and ice, Food, Dinosaurs, Animals, Nusery Rhymes

Understanding the world

- Can recognise self and others,
- can activate buttons, flaps and simple mechanisms,
- can notice features in both the immediate and wider environment.
- can participate in cultural days through role play, songs and creative activities.

Informal

Red 2 Equals Scheme

Year B Topics: Nursery rhymes, winter wonderland, bucketful of dinosaurs, tickets please transport, Food glorious food, down in the jungle.

PSED - Explore curriculum (linked to branches 1-4)

By the end of this curriculum pathway, pupils will be able to...

Self Care & Independence:

Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met.

Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).

Key Strategies and types of resources:

- Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).
- Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.
- Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).
- PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).
- Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.
- Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).
- Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.

Community/Specialist provision:



Two Rivers History Curriculum

	<ul style="list-style-type: none"> • Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist. • Trips to local café: opportunities to consolidate self-feeding skills in a different environment. • Trips to market: experiencing and responding to different tastes and smells (fruit, vegetables, spices). 					
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 1 & Red 3 (Years 1 & 2)	<u>Africa</u> See Geography Curriculum	<u>Celebrations</u> <i>Lives of significant individuals</i> Bonfire Night Picture story of Guy Fawkes Safety poem <i>Events beyond living memory</i> Remembrance activities to commemorate the First and second world wars. Join in whole school Remembrance day Assembly See also Geography Curriculum	<u>Once Upon a Time</u> <i>Lives of significant individuals / Events beyond living memory</i> Children to look at their family tree and discuss the age of their family. Grandparents/ great grandparents etc. <i>Lives of significant individuals –</i> Children to learn about Florence Nightingale and Mary Seacole for nurses.	<u>The Land Before Time</u> <i>Events beyond living memory</i> Children to learn about changes over time which is beyond human memory. Children to look at how Humans lived thousands of years ago and make comparisons. Activities linked to Dinosaur – fossils, palaeontology	<u>Starry Night</u> See Geography Curriculum	<u>Under the Sea</u> See Geography Curriculum



Informal Curriculum – EQUALS

Yellow 2

Year B Topics: Outdoor Adventure, Around the world, Winter Warmers, Growing up, Teddy bears picnic, Beside the seaside.

People and Communities

Pupils will have a good understanding of significant relationships, becoming more interested in stories regarding themselves and their families.

Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique.

Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea.

Key strategies and types of provision/resources:

- Displays in the classroom to have photos of the children at eye level to provoke commenting on themselves.
- Children to use cameras to take photos of themselves and others. Sensory stories to be adapted and related to children's own religion/ cultures.
- Have personalised books available for the children to see themselves, friends and family.
- All pupils to have access to their AAC, updated with relevant vocabulary.
- Staff modelling related Historic language using communication systems with pupil and others
- Chat boards with specific science vocabulary to be out at related play set ups
- Open ended play set ups that provoke simple exploration of everyday objects
- Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID
- Real life objects in role play area to promote practice of using and understanding their function
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Opportunities to try food from different cultures.
- Students doing jobs around school to practice functional skills they have observed at home
- Adult commenting rather than questioning to develop language.

Community/Specialist Provision:

- Exploring the local area to see local cultures



Two Rivers History Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)</p>	<p><u>Happy Healthy Me</u></p> <p><i>A local history study</i></p> <p>Using old photos of Tamworth, encourage children to identify changes over time.</p> <p>Compare drawings or paintings over the same location over time and identify similarities and differences.</p> <p>Visit from local people to find out how the area has changed over time. Pupils to compose questions before visit so they can interview the speaker</p> <p>Compare old and current maps of the area to see how Tamworth has changed over time</p> <p><i>See Geography Curriculum</i></p>	<p><u>Victorian Wonderland</u></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Childhood then and now</p> <p>Victorian toys Find out which toys were played with in the past. Use replica toys to examine and explore and discuss how they have changed over time</p> <p>Investigate and identify how schools have changed over time, using historical photos and visit to Victorian classroom</p> <p>Compare what children wore at different times. Children to be detectives and identify similarities and differences between clothes.</p> <p>Links with Christmas</p>	<p><u>Let it Grow</u></p> <p><i>See Geography Curriculum</i></p>	<p><u>Chocoholics</u></p> <p><i>Anon-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</i></p> <p>Mayan Civilisation</p> <p>Who were the Maya people and when and where in the world did they live. Pupils to create a poster about the Mayan people and where in the world they lived.</p> <p>Religious beliefs Explore the different Gods Students to match Gods with correct facts.</p> <p>Mayan Masks Explore the use of masks in ancient Maya civilisation, including masks worn by priests,</p>	<p><u>The Great Outdoors</u></p> <p><i>See Geography Curriculum</i></p>	<p><u>The Big Top</u></p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>The history of Leisure and Entertainment.</p> <p>Home entertainment Moving pictures from Zoetropes Cinema TV Make a timeline of entertainment. Labelled Then to Now</p> <p>Entertainment for Everyone At the Movies</p>



Two Rivers History Curriculum

		<p>Identify similarities and differences</p> <ul style="list-style-type: none">• First Christmas Tree• Victorian Christmas cards		<p>warriors kings and queens. Identify key features and materials of these mask and make own mask.</p> <p>Achievements Find out about the writing, number systems and calendar. Use Mayan glyphs to break Mayan codes</p> <p>Food and drink Identify foods eaten by the Mayan people Why were chocolate and corn important foods.</p> <p>See also Geography Curriculum</p>		
--	--	---	--	---	--	--



Informal Curriculum – EQUALS

Blue 2

Year B Topics: Autumn witches and wizards, Festival of lights, the circus is coming, how does your garden grow? A pirate life for me, Food glorious food.

People and Communities

Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective.

Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest.

Key strategies and types of provision/resources:

- Displays around the school to have photos of special school events (at eye level) to provoke commenting on themselves.
- Children to use cameras to take photos and videos of special school events to later discuss.
- Book corner to have cultured related stories e.g Handa's surprise
- Have personalised books available for the children to promote discussion of special personal events.
- All pupils to have access to their AAC, updated with relevant vocabulary.
- Topic related fringe vocabulary added to AAC regularly.
- Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID , Christmas theme
- Role play and small world set ups themed around different occupations e.g. doctors, hairdressers, shop
- A range of objects to explore during free-play, including home corner role play where children can imitate customs and routines they have observed.
- Weekly cooking sessions to practice cooking dishes from different cultures and events.
- Adult questioning rather than commenting to develop understanding.

Community/Specialist Provision:

- Event themed trips such as Christmas markets/ Santa's grotto trip at Christmas time
- School to celebrate special events in different religions; Diwali, eid
- Specialist menu changes for special events; Chinese new year, Eid Mubarak
- Visits from people in specialist occupations; police, fireman, doctor etc.



Two Rivers History Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Blue 1</p> <p>Blue 3</p> <p>Blue 4</p> <p>(Years 5 & 6)</p>	<p><u>Roald Dahl</u> <i>A study that extends pupil's chronological knowledge</i></p> <p>Roald Dahl Biography</p> <p>Find out about Roald Dahls life Childhood Early career WWII fighter pilot Family life Writing career Children to create historical questions and quiz friends on the life of Roald Dahl</p> <p><i>See also Geography Curriculum</i></p>	<p><u>World War 2</u> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Investigate the causes of WW II</p> <p>Rationing Investigate different historical sources to discover what was ration and how the rationing system worked.</p> <p>The Blitz Children to analyse photographs of the Blitz and generate historically valid inferences and questions about the impact of the Blitz</p> <p>Evacuation Use diaries and oral testimonies from evacuees, parents and host families to look at the different experiences of evacuation</p>	<p><u>Vikings & Anglo Saxons</u> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Britain's settlement by the Anglo Saxons</i></p> <p>Explore what Britain was like before the first Viking invasions Find out about the seven Anglo Saxon kingdoms and investigate what life was like for every day Anglo Saxons in the period directly before the Viking invasions</p> <p>Investigate the Viking invasions of Britain. Children to find about the first Viking invasions, establishing who the Vikings were and where they came from. Look at events surrounding the Lindisfarne attack in 793 Explore what life was like for Vikings living in Britain. Children to look at the everyday like of the</p>	<p><u>Scientists & Inventors</u> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Inventors</p> <p>Alexander Graham Bell Investigate the inventions of the telephone. Discuss the invention and how it affect the people's lives at the time and after more recent developments and the invention of the smartphone</p> <p>Tim Berners Lee Investigate the invention of the WWW. Explore and discuss the impact the WWW has had on people's lives</p> <p>The Wright Brothers Research facts about the lives of the Wright brothers and their invention of an aeroplane</p> <p>Marie Curie Describe the life and work</p>	<p><u>Superheroes</u> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>William Wilberforce Discuss the definitions of a hero. Find out what the slave trade involved and the campaign to abolish the slave trade, how and why Wilberforce and his supporters try to stop . Children to create posters to support Wilberforce's campaign</p> <p>Lord Shaftesbury Learn about the working conditions of children who were employed in the coals mines, factories and as chimney sweeps during the Victorian era. Investigate Lord Shaftesbury's role in trying to improve these conditions and look at the laws that he helped pass.</p>	<p><u>What Do You Sea?</u></p> <p><i>See Geography Curriculum</i></p>



Two Rivers History Curriculum

		<p>See also Geography Curriculum</p>	<p>Vikings who settled in Britain. Compare everyday lives to the Anglo Saxons living in Britain Include</p> <ul style="list-style-type: none">• Clothing• Viking alphabet• Food and farming• Religion <p>Find out about the end of the Anglo Saxon and Viking era in Britain. Investigate the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest</p> <p>When raided Britain</p> <p>See also Geography Curriculum</p>	<p>Explain how her scientific ideas about x-rays changed health and medicine</p> <p>Make a topic time line add these inventions Challenge children to find more and add to the line over the topic. With fact card Name of inventor Invention</p>	<p>Find out about ragged schools and his involvement in them</p> <p>Emmeline Pankhurst Find out about the role of women in the 19th century. Look at the different viewpoints of people at the time on women having the vote.</p> <p>See also Geography Curriculum</p>	
--	--	---	--	---	--	--



Two Rivers History Curriculum

Staffordshire Agreed Syllabus for
EQUALS SEN scheme of work

Coverage across six major world religions

Festivals

Visit or visitor opportunities



History

Whole-school coverage



Two Rivers History Curriculum

YEAR A – 2018-2019, 2020-2021, 2022-2023, 2024-2025

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Red 1 & Red 3 (Years 1 & 2)	<u>Autumn Explorers</u> See Geography Curriculum	<u>Winter Warmers</u> <i>Events beyond living memory</i> <i>Lives of significant individuals</i> <i>Changes within living memory</i>	<u>To Infinity and Beyond</u> <i>Changes within living memory</i>	<u>Knight Fever</u> <i>Events beyond living memory</i>	<u>Pirates</u> See Geography Curriculum	<u>The Land of Rhyme</u> <i>Events beyond living memory</i>
Yellow 1 & Yellow 3 (Years 3 & 4)	<u>Journeys</u> A significant turning point in British history, for example, the first railways	<u>Frozen Planet</u> A study that extends pupil's chronological knowledge	<u>Amazing Animals</u> See Geography Curriculum	<u>Out of this world</u> A study that extends pupil's chronological knowledge	<u>Terrific Time Travellers</u> The Roman Empire and its impact on Britain	<u>Colour, Shimmer & Shine</u> Changes in Britain from the Stone Age to the Iron Age
Blue 1 Blue 3 Blue 4 (Years 5 & 6)	<u>Egyptians</u> 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	<u>Lights, Camera, Action!</u> Changes in an aspect of social history, such as leisure and entertainment in the 20th Century	<u>Space – 5,4,3,2,1</u> A study that extends pupil's chronological knowledge	<u>Righteous Royals</u> A study that extends pupil's chronological knowledge	<u>Magic</u> A study that extends pupil's chronological knowledge	<u>Groovy Greeks</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world



Two Rivers History Curriculum

YEAR B– 2017-2018, 2019-2020, 2021-2022, 2023-2024

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Red 1 & Red 3 (Years 1 & 2)	<u>Africa</u> See Geography Curriculum	<u>Celebrations</u> <i>Lives of significant individuals</i> <i>Events beyond living memory</i>	<u>Once Upon a Time</u> <i>Lives of significant individuals / Events beyond living memory</i> <i>Lives of significant individuals –</i>	<u>The Land Before Time</u> <i>Events beyond living memory</i>	<u>Starry Night</u> See Geography Curriculum	<u>Under the Sea</u> See Geography Curriculum
Yellow 1 & Yellow 3 (Years 3 & 4)	<u>Happy Healthy Me</u> <i>A local history study</i>	<u>Victorian Wonderland</u> <i>A study that extends pupil's chronological knowledge</i>	<u>Let it Grow</u> See Geography Curriculum	<u>Chocoholics</u> <i>A non-European country that provides a contrast with British History - Mayan civilization</i>	<u>The Great Outdoors</u> See Geography Curriculum	<u>The Big Top</u> <i>Changes in an aspect of social history, such as leisure and entertainment in the 20th Century</i>
Blue 1 Blue 3 Blue 4 (Years 5 & 6)	<u>Roald Dahl</u> <i>A study that extends pupil's chronological knowledge</i>	<u>World War 2</u> <i>A study that extends pupil's chronological knowledge</i>	<u>Vikings & Anglo Saxons</u> <i>Viking and Anglo Saxon struggle for the Kingdom of England</i> <i>Britain's settlement by the Anglo Saxons</i>	<u>Scientists & Inventors</u> <i>A study that extends pupil's chronological knowledge</i>	<u>Superheroes</u> <i>A study that extends pupil's chronological knowledge</i>	<u>What Do You Sea?</u> See Geography Curriculum