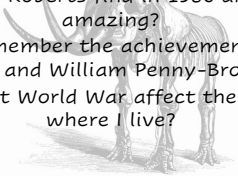
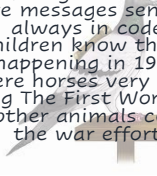




Brockton C.E. Primary School

2 Year Rolling Program - History



| | KS1 | Autumn | Spring | Summer |
|--------|-----------------------|--|--|---|
| | Knowledge Progression | The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally. | Children should be taught about: Events beyond living memory that are significant nationally or globally. | Children should be taught about: Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. |
| Year A | Topic | <p>Light and Dark</p> <p>Who is the greatest history maker? What does it mean for someone to 'make history'? (Guy Fawkes)</p> <p>Which of these people was the greatest history maker?</p> <ol style="list-style-type: none"> 1. Malala (Malala Yousafzai) Pakistani human rights activist) 2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom) 3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh) 4. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects) 5. Grace O'Malley, Irish Chieftain, pirate and independence fighter) 6. Elizabeth (Elizabeth I Queen of England) <p>How would you like to be remembered as a history maker?</p> | <p>Hot and Cold</p> <p>How do we know so much about where Sappho used to live?</p> <p>Who was Sappho and where did she live (Pompeii)? Why was Pompeii part of the Roman Empire? What happened to Pompeii on August 24th AD 79? What evidence exists of what happened at Pompeii at August 24th AD 79?</p> <p>Why do we know so much about where Sappho used to live?</p> <p>How did the archaeologists know that people had been buried under the ash?</p>  | <p>Going Green</p> <p>What does it take to be a great explorer?</p> <p>Why is Ranulph Fiennes in the <i>Guinness World Records</i>?</p> <p>How do Amy Johnson's achievements compare with those of Ranulph? Why did Christopher Columbus sail across an unknown ocean? What was Neil Armstrong's small step also a 'great leap' forward? Are you the kind of person who could become a Mars explorer?</p> |
| | KS1 | Autumn | Spring | Summer |
| | Knowledge Progression | 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. Significant historical events, people and places in their own locality. | Children should be taught about changes within living memory - where appropriate, these should be used to reveal aspects of change in national life . The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. | Pupils should be taught about: Events beyond living memory that are significant nationally or globally. |
| Year B | Topic | <p>Amazing Me!</p> <p>Why is the history of my locality significant? Why was the Ironbridge built in Shropshire? What did Eve Roberts find in 1986 and why is it amazing? Why do we remember the achievements of Charles Darwin and William Penny-Brookes? How did the First World War affect the lives of people where I live?</p>  | <p>Transport and Toys</p> <p>How do our favourite toys and games compare with those of children in the 1960s? Why do historians divide up time? What do people remember about the 1960s? How do the most popular toys and games of the 1960s compare with those of today? Why were there no smart toys and games in the 1960s? How can we make sure we play with smart toys and games safely and securely? What do adults I know remember about 1960s?</p>  | <p>Splash</p> <p>Why was Charles sent to prison? What did Charles do wrong? Why were messenger pigeons so important during the First World War? Why were messages sent by pigeon always in code? How did children know that a war was happening in 1916? Why were horses very important during The First World War? How did other animals contribute to the war effort?</p>  |