




Malvern Wyche C of E Primary School **History** Organisation of Knowledge


This document sequences units of learning in a logical and structured way to allow progressive and cumulative acquisition of Historical knowledge. The outcomes are summarised but please refer to the [National Curriculum Programmes of Study for History](#) when planning initial units to allow accurate coverage and depth of understanding.



Band 1 Red (YR & Y1) and Yellow Class (Y1 & Y2)

Band 2 Blue (Y3 & 4) and Orange Class

Band 3 Green Class (Y6)

BAND	Year	Unit 1	Unit 2
1 	A	Changes Within Living Memory	Changes Beyond Living Memory
	B	Contextualised Life of a Significant Person	Local Study 1
2 	A	Settlement & Invasion (Saxons, Vikings and Scots)	Ancient Greece
	B	The Romans in Britain	Early Civilisations (Ancient Egypt/China/Indus/Sumer)
	C	Non-European Civilisation (e.g. Mayans/Aztecs/Benin/Islam)	Local Study 2
3 	Fixed	Post 1066 in-depth thematic study	Stone Age to the Iron Age

BAND	Year	Unit 1	Unit 2
1 	A	<p>Changes Within Living Memory</p> <p>Changes which have occurred during the lifespan of people alive today (around 80 years). A focussed study could be, for example, the history and development over time of:</p> <ul style="list-style-type: none"> toys & games books and comics travel & transport entertainment technology clothes & fashion healthcare sport and leisure the space race 	<p>Changes Beyond Living Memory</p> <p>Children should analyse contrasts between contemporary familiar everyday circumstances and those of the more distant past (pre-1920's) through comparison, contrast, analysis and evaluation of a range of sources, for example:</p> <ul style="list-style-type: none"> Modern houses & Tudor houses Modern & 19thC dance music Victorian and modern holidays Malvern Priory & Evangelical Church Victorian & Modern Christmas Transport "From horse to HS2"

		<p>The idea of “living memory” should be expressed in comprehensible degrees of lifetimes: my lifetime (6 years) Mum’s lifetime (30 years) Gran’s Lifetime (60 years) oldest person alive, etc.</p>	<p>Use timelines, year, decade, century etc.to show change over time compare and contrast.</p>
<p>2</p> 	<p>B</p>	<p>Contextualised Life of a Significant Person</p> <p>Children should explore continuity and change through the life and times of a person who has impacted on history, contrasted with a modern-day equivalent, for example:</p> <ul style="list-style-type: none"> Elizabeth I & Elizabeth II Captain Cook and Tim Peake William Caxton and Tim Berners-Lee Walt Disney & Nick Park Thomas Edison and Trevor Baylis Ed(ward) Elgar & Ed Sheeran <p>Potential to plot the two people on a timeline and research the times of the historical figure comparing and contrasting with the modern day.</p>	<p>Local Study 1</p> <p>Changes which have occurred in Wyche, Malvern or Worcestershire and their causes, e.g:</p> <ul style="list-style-type: none"> What is The Beacon for, and how has its use changed? When and why did people start visiting Malvern for fun and has this changed? What is The Wyche Way, where does the name come from and how has its use changed? How has Malvern church architecture changed over time? How many “churches” are there? What age are the oldest and the newest? <p>Use timelines, year, decade, century etc.to show change over time compare and contrast.</p>
<p>3</p> 	<p>Fixed</p>	<p>Settlement & Invasion (Saxons, Vikings and Scots)</p> <p>[NB: This is a unit conflating two statutory areas of study and so should be substantial]</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the Roman Empire • Scots invasions • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne • Viking raids and invasion, • resistance by Alfred the Great and Athelstan • further Viking invasions and Danegeld • Anglo-Saxon laws & justice</p> <p>The Romans in Britain</p> <p>Children should interpret the impact of the Roman invasion exploring, for example Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudicca • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>Non-European Civilisation (e.g. Mayans/Aztecs/Benin/Islam)</p> <p>Children should develop an understanding of the earliest civilizations and the consequences of their achievements. They should present an overview of where and when the first civilizations appeared and a depth study of one of the following.</p> <p>Post 1066 in-depth thematic study</p> <p>The development and history of a topic over looking at change, the drivers of change and the impact on human life. Children could explore the changes through history and develop deep knowledge of:</p> <p>Publishing ○ comics ○ fine art ○ architecture ○ warfare ○ information technology ○ crime and punishment ○ pop music ○ cinema ○ catering and cooking ○ theatre ○ politics ○ crime & punishment ○ medicine & healthcare ○ conservation and ecology ○ children’s literature ○ folk and fairy tales “from campfire to the kindle” ○ power of monarchs and the monarchy ○ animal rights & welfare ○ forests and deforestation ○ extinction and invasion in UK wildlife etc. • births, marriages & deaths ○ words & pictures - illustration</p>	<p>Ancient Greece</p> <p>Children should study the Ancient Greek culture and its impact on the modern day, including: Ancient Greek religion, • Myths, legends & literature, • food and customs (e.g. the first Olympics), • Ancient Greek ideas (e.g. democracy and mathematics) and how they have affected the world we live in today • etymology, word roots and concepts.</p> <p>Early Civilisations (Ancient Egypt/China/Indus/Sumer)</p> <p>Children should develop an understanding of the time, location and origin of the earliest civilizations and the consequences of their achievements. They should present an overview of where and when the first civilizations appeared and an in-depth study of one.</p> <p>Local Study 2</p> <p>A more in depth look at an aspect of Worcestershire, Malvern or Wyche which has historical significance but which has not been covered by BAND 1</p> <p>Malvern at War ○ The Spa Health Cure ○ The English Civil War & battle of Worcester</p> <p>Stone Age to the Iron Age</p> <p>Develop understanding of this era through gathering evidence and creating and pursuing a line of enquiry. For example, children could investigate:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae or Bronze Age religion, technology and travel, for example, Stonehenge or Iron Age hill forts: tribal kingdoms, farming, art and culture