

A skills based curriculum that imparts knowledge about the world we live in

The History Learning Pathway @ Skelton

Onwards to success
and triumph...

Year 6

World War Two

The children explore the impact of war on Britain. Why was the world at war again?
What was it like to live in wartime Britain?
How did the Blitz affect people in Britain?

The Victorians (Local History)

An exploration of how mining and the railways had significant impact in East Cleveland during the Victorian era. The development of Saltburn as a holiday destination by Edward Pease.

Whole School

Ancient Greece

Taught Whole school during Olympic Years

Great Greek cities of Sparta and Athens About the ancient Greek language Greek Architecture – Parthenon Understanding of democracy from the early Greek states? Who were Homer and Socrates? What is the legacy of Ancient Greece on the world today? What was happening in other parts of the world at the same time as.... Archaeology as a source of evidence Primary sources

The Mayans

Know the key events of early Mayan civilization. About the rise and fall of the features of Civilisation The importance of ancient Trade routes How do ideas travel? Why do people want to 'move' and settle in other lands? Understand that societies 'borrow' from and influence others

The Anglo Saxons and Scots

Why do people Invade and settle in other places? Causation – why did the Anglo Saxon's come to Britain? The concept of ruling, law Sources of information - Saxon burial mounds What is the legacy of the Anglo – Saxons in Britain?

Year 5

The Roman Empire and its Impact on Britain

The Roman Invasion of Britain Rebellling against the Romans – Caractacus, Boudicca The palace of Fishbourne. How Roman was Roman Britain? The collapse of Roman rule in Britain. Causation – why do empires rise and fall? – link to Persia legacy or impact on our world today.

Ancient Egypt

What makes a civilisation? Why did people settle around the Nile? Understand the richness of ancient religion, art, belief and culture. Understand that land is owned and ruled by kings (pharaohs) The tomb of Tutankhamun – Howard Carter - Archaeology as a source of evidence.

The Aztecs

To know where the Aztecs lived and when. To understand how they were agricultural experts and cultivated and irrigated land. To learn about Aztec gods and beliefs. To discover the ancient city of Tenochtitlan.

Year 4

Local history taught each
Year in Autumn I
Famous local people—I per
year group

Britain from the Stone Age to the Iron Age

What do we mean by pre-historic Britain? How do we know about it? What do we mean by Hunter Gatherer? Who were the first farmers? What is Stonehenge? What was life like in the Iron age? Bronze age? Similarities and differences.

Year 3

Events beyond Living Memory

Example—The Great Fire of London

How do we measure the passing of time? Where and when did the Great Fire begin? How do we know what happened in the Great Fire? Sources, eye witnesses How did London change as a result of the Fire?

Changes within Living Memory

Example—Changing Communication

How do we communicate with friends and relatives in other parts of the world/country? How did our parents / Grandparents communicate with friends and relatives in other parts of the world/country?

Events beyond Living Memory

Example Guy Fawkes and Bonfire Night

How do we measure the passing of time? What happened?

How do we know what happened? eye witnesses? What changed as a result?

Lives of Significant Individuals

Lives of Significant Individuals

Example—Neil Armstrong and the Moon Landings

Legacy or impact on the world today

Year 2

Changes within Living Memory

Example—My family and toys we played with

How do we measure the passing of time? What were our parents' and grandparents' toys like? How can we find out about the past?

Year 1

Content in KSI is flexible and should be themed around the BI topic. We must teach Significant Individual, Events beyond Living Memory and Changes within Living Memory.

- Enquiry 1: How have I changed since I was a baby?
- Enquiry 2: Why do we wear different clothes at different times of the year?

EYFS