



Powerstock History Curriculum Overview

Please note, some units are currently under development.

<u>Year A</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year A Burton	Why do we know so much about where Sappho used to live? <ul style="list-style-type: none"> 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? Why do we know so much about where Sappho used to live? How did the archaeologists know that people had been buried under the ash at Pompeii? 	How do our favourite toys and games compare with those of children in the 1960s? <ul style="list-style-type: none"> 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? 	Why is the history of my locality important? Local history module based around Mary Annings.
Learning outside the Classroom		Invite adults in to talk about being a child in the 1960s .	Visit Lyme Regis and the museum.



	Autumn A	Spring A	Summer A
<p>Year A</p> <p>Cogden</p>	<p>How did the lives of ancient Britons change during the Stone Age?</p> <ul style="list-style-type: none"> • How do people often imagine the Stone Age to be like? • Who left their footprints on the beach and what were they doing there? • What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? • Why did Stone Age Britons spend most of their time living in camps rather than in caves? • Why was the Red Lady of Paviland so important? • How were people living in Britain at the end of the Stone Age compared with the beginning? 	<p>What is the secret of the standing stones?</p> <p>(Bronze Age Britain)</p> <ul style="list-style-type: none"> • Why did the Stone Age come to an end about six thousand years ago? • Why was the Amesbury Archer so important? • Why do people build monuments? • Why did Bronze Age people build monuments at Merrivale? <p>Who was buried in the cist at Merrivale?</p> <p>How do artefacts help us understand the lives of people in Iron Age Britain?</p> <ul style="list-style-type: none"> • How can we recognise Iron Age hill forts today? • What might hill forts have looked like when they were first built? • How do we know that life wasn't always very peaceful in the Iron Age? • What were staters and how did Iron Age people use them? • Why have so many wonderful Iron Age artefacts been found underwater? 	<p>How did the arrival of the Romans change Britain?</p> <ul style="list-style-type: none"> • Why did Emperor Claudius invade Britain? • Why did the Romans almost lose control of Britain? (War with Boudica) • Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her? • Why were Claudia and Lepidina living in Vindolanda (Hadrian's Wall) • How do we know so much about the towns the Romans built in Britain? • Why did the Romans organise gladiatorial games
Learning outside the Classroom	<p>Stoneage Experience Day</p> <p>Cave painting, transporting heavy objects etc. in Forest School.</p>	<p>Visit Valley of Standing Stones near Abbotsbury/Hardy's Monument</p> <p>Visit Maiden Castle</p>	<p>Visit Roman Villa in Dorchester Recreate the Roman Tortoise battle structure.</p>



		'Excavate' artefacts from museum.	
	<u>Autumn A</u>	<u>Spring A</u>	<u>Summer A</u>
Year A Seatown	<p>The story of The Trojan Horse: historical fact, legend or classical myth.</p> <ul style="list-style-type: none"> • What exactly is the story of The Trojan Horse? • What evidence exists to authenticate the story of The Trojan Horse? <p>What other explanations could there be for the origin of the story of The Trojan Horse</p>	Elizabeth I	<p>Why was winning the Battle of Britain in 1940 so important?</p> <ul style="list-style-type: none"> • How serious was the risk of invasion by Nazi Germany in June 1940? • What did Hitler need to achieve if an invasion was going to succeed? • Why did Britain win the Battle of Britain?
Learning Outside the Classroom			Nothe Fort



Year B	Autumn B	Spring B	Summer B
Year B Burton	What does it take to become a great explorer? <ul style="list-style-type: none"> Why is Ranulph Fiennes in the Guinness Book of Records? How do Amy Johnson's achievements compare with those of Ranulph? Why did Christopher Columbus sail across an unknown ocean? Why was Neil Armstrong's 'one small step' also a 'great leap' forward? Are you the kind of person who could become a Mars explorer? 	Who is the greatest history maker? <ul style="list-style-type: none"> What does it mean for someone to 'make history?' (Guy Fawkes) Which of these people was the greatest history maker? <ol style="list-style-type: none"> Hatshepsut (first woman of Ancient Egypt to become a pharaoh) Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom) Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter) Malala (Malala Yousafzai, Pakistani human rights activist) Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects) Elizabeth (Elizabeth I Queen of England) How would you like to be remembered as a history maker? 	Why was Charles sent to prison? <ul style="list-style-type: none"> What did Charles do wrong? Why were messenger pigeons so important during World War I? 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 World War I? How did other animals contribute to the war effort?
Learning outside the Classroom			



Year B	Autumn B	Spring B	Summer B
Cogden	<p>Who were the Anglo Saxons and how do we know what was important to them?</p> <ul style="list-style-type: none"> • Why did the Romans leave Britain? • Who were the Anglo Saxons and why didn't they choose to live in the towns the Romans left behind? • How did the lives of Anglo Saxons change after Ethelbert met Augustine?(Conversion to Christianity) • How did converting to Christianity change the lives of people in Britain? • What does Sutton Hoo tell us about the Anglo Saxon world? 	<p>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</p> <ul style="list-style-type: none"> • What was the "terror" that appeared in Britain on June 8th 793? • Why was the design of their longships so important to the Vikings? • What were the two treasures that most Viking Norsemen wanted from Britain? • Viking horned helmets – historical fact or myth? • Why is Alfred the only King or Queen of England to have 'the Great' after their name? 	<p>Norman Castles</p>
Learning outside the classroom	<p>Anglo Saxon arts, crafts, jewellery making in Forest School.</p>		



	Autumn B	Spring B	Summer B
Year B Seatown	<p>How have railways changed/impacted our local area? (Bridport/West Bay)</p> <p>Key questions to form history investigation.</p>	<p>Why did the ancient Maya change their way of life?</p> <ul style="list-style-type: none"> • Who are the Maya and where do they live? • What are the main occupations of Maya people today? • What did John and Frederick rediscover in 1839? • What do the ruins of Chichen Itza tell us about the lives of ancient Maya? • Why do historians know so much about ancient Maya society? • Why was pok-a-tok more than just a ball game? • Why did the ancient Maya leave their jungle cities? 	<p>Why did Britain once rule the largest empire the world has ever seen?</p> <ul style="list-style-type: none"> • Why was it said that the sun never set on The British Empire? • Why did Britain build an empire around the world? • What happened to The British Empire? • What happened in Britain between April 2nd and June 14th 1982 and why?
Learning outside the classroom	<p>Powerstock Railway walk Visit Bridport</p>	<p>Forest School skills based around Maya e.g. structure building</p>	