



Add subject	<p style="text-align: center;"><u>Oak pathway</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;"><i>Subject specific curriculum</i></p>
Curriculum cycle - Year 1 (2024-2025)	

Schemes of work - [History SOW](#)

	Autumn		Spring		Summer	
Sunflower	I am Special!	We're not scared!	The Egyptians	Nature Detectives	How can I travel?	Splish, splash, splosh into the sea
<b>History</b>	Captain cook discovers Australasia (The journey to and discovery of New Zealand and Australia) <b>What is the job of an explorer?</b>		Houses through time (How have houses changed within the last 100 years) <b>Look at the job of a builder - safety rules</b>		Monarchs - Queen Victoria and Queen Elizabeth II (Look at the lives and differences of the two queens) <b>What is the job of the queen?</b>	
<b>Key Learning</b>	Pupils will understand significant historical events. Pupils will learn find out about the life of Captain James Cook. Pupils will learn more about Captain James Cook exploration of Australasia. Pupils will explore how Captain James Cook helped others.		Pupils will identify types of houses from the past century. Pupils will know how and why homes have changed within living memory. Pupils will use sources to compare homes from different decades. Pupils will ask questions about homes in the past.		Pupils will know what a monarch is and find out about two famous queens. Pupils will find out about Queen Elizabeth II and her reign. Pupils will find out about Queen Victoria and her reign. Pupils will find out about the changes of the Victorian period.	

	Pupils will look at the long-term effects of exploration.		Pupils will understand the impact that technology has had on our homes.		Pupils will compare and contrast two major time periods. Pupils will compare and contrast two famous queens.	
<b>Key Vocabulary</b>	Captain James Cook, sea, voyages, travel, Australia, New Zealand, ship		Home, house, source, technology, Victorian era.		Monarch, reign, royal, heir, palace, jubilee, source.	
<b>Trips and Visits</b>			Arley Hall, Northwich, Warrington Museum			
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Daffodil</b>	<b>Look at Me!</b>	<b>Winter Wonderland</b>	<b>China</b>	<b>Extreme Earth</b>	<b>Local History - Warrington</b>	<b>Adventures</b>
<b>History</b>	World War I (Focus on the main events of the war) Who kept the soldiers safe? Ranking structure of the army		Transport through time Invite in truck drivers/train drivers/pilots Visit airports/transport museums		Inventors - Leonardo da Vinci and Tim Berners-Lee (comparison) How do you become an inventor? Qualifications?	
<b>Key Learning</b>	Pupils will understand the causes of the WWI. Pupils will explore the major battles of WWI. Pupils will learn about the life in the trenches. Pupils will explore the role of the empires. Pupils will explore what life was like for the people in Britain during WWI.		Pupils will explore types of transport used in the past and present. Pupils will use sources to compare and contrast past and modern-day train travel. Pupils will find out about the invention of motor cars. Pupils will find out about the first aeroplane flights. Pupils will find out about the first mission to the Moon.		Pupils will understand who Tim Berners-Lee is and his impact on the world. Pupils will investigate the invention of the World Wide Web. Pupils will Understand who Leonardo da Vinci was and his impact on the world. Pupils will explore specific inventions by Leonardo da Vinci. Pupils will compare the impact of the inventions of Leonardo and Tim Berners-Lee.	
<b>Key Vocabulary</b>	World War I, Battle, trenches, empires, Britain, civilians.		Transport, vehicle, invention, locomotive.		Time Berners-Lee, world wide web, Leonardo da Vinci, inventions.	
<b>Trips and Visits</b>			Museum of Science and Industry, Planetarium			

Rabbit	Autumn	Spring	Summer
History	<b>Significant events</b> The stone age to the iron age (significant changes) <b>Did people have 'jobs' in the stone age and iron age?</b>	<b>People</b> The Victorians (focus on people and how they lived) <b>The jobs of children</b>	<b>Changes within living memory</b> Local history study (a study beyond 1066 of the local area - North-West England. Including Manchester and Liverpool) <b>The working class-jobs</b>
Key Learning	Pupils will understand the chronology of the Stone Age to the Iron Age. Pupils will explore daily life during the Stone Age. Pupils will analyse the social organisation and culture in the Bronze Age. Pupils will compare the Iron Age with previous periods.	Pupils will understand the timeline of the Victorian era. Pupil will investigate daily life in Victorian times. Pupils will learn about Victorian schooling. Pupils will discover what was invented during the Victorian era.	Pupils will investigate significant events in North-West England post-1066. Pupils will analyse the impact of the Industrial Revolution in Manchester. Pupils will explore the cultural development of Liverpool post-1066. Pupils will understand the role of historical figures from the area. Pupils will carry out a local history project.
Key Vocabulary	Stone age, Iron age, Bronze age, pre-historic, Palaeolithic, Mesolithic, Neolithic, settlements.	Queen Victoria, workhouse, factory, education, technology.	North-West England, Industrial Revolution, Liverpool, Manchester.
Trips and Visits	International Slavery Museum, Liverpool		
Badger	Autumn	Spring	Summer
History	<b>Significant events</b> The stone age to the iron age (significant changes)	<b>People</b> The Victorians (focus on people and how they lived)	<b>Changes within living memory</b> Local history study

	Did people have 'jobs' in the stone age and iron age?	The jobs of children	(a study beyond 1066 of the local area - North-West England. Including Manchester and Liverpool) The working class-jobs
<b>Key Learning</b>	<p>Pupils will understand life in the Stone Age.</p> <p>Pupils will explore the Mesolithic to Neolithic shift.</p> <p>Pupils will identify technological advances in the Neolithic era.</p> <p>Pupils will understand the Bronze Age and its significance.</p>	<p>Pupils will understand the timeline of the Victorian era.</p> <p>Pupils will explore the differences in the lives of rich and poor Victorians.</p> <p>Pupils will learn about Victorian schools and education.</p> <p>Pupils will understand the role of work during the Victorian times.</p>	<p>Pupils will identify key historical landmarks in North-West England.</p> <p>Pupils will explore significant historical events post-1066 in Manchester/ Liverpool.</p> <p>Pupils will understand the influence of significant historical figures from North-West England.</p> <p>Pupils will compare and contrast historical developments in Manchester and Liverpool.</p> <p>Pupils will reflect on and present findings about local history.</p>
<b>Key Vocabulary</b>	Stone age, Iron age, Bronze age, pre-historic, Palaeolithic, Mesolithic, Neolithic, agriculture, tribe.	Queen Victoria, workhouses, steam train, chimney sweep, factory, toys.	North-West England, Manchester, Liverpool, industry, revolution, immigration.
<b>Trips and Visits</b>	Significant landmarks across Warrington		
<b>Fox</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>History</b>	<p>Significant events</p> <p>The stone age to the iron age (significant changes)</p> <p>Did people have 'jobs' in the stone age and iron age?</p>	<p>People</p> <p>The Victorians (focus on people and how they lived)</p> <p>The jobs of children</p>	<p>Changes within living memory</p> <p>Local history study</p> <p>(a study beyond 1066 of the local area - North-West England. Including Manchester and Liverpool)</p> <p>The working class-jobs</p>

<b>Key Learning</b>	<p>Pupils will understand the timeline from the Stone Age to the Iron Age.</p> <p>Pupils will identify and describe everyday life in the Stone Age.</p> <p>Pupils will explore technological advancements during the Bronze Age.</p> <p>Pupils will study the societal changes in the Iron Age.</p> <p>Pupils will compare and contrast the Stone, Bronze, and Iron Ages</p>	<p>Pupils will understand the timeline of the Victorian era.</p> <p>Pupils will learn about Queen Victoria.</p> <p>Pupils will explore daily life of Victorian children.</p> <p>Pupils will understand Victorian schools.</p> <p>Pupils will explore jobs during the Victorian period.</p>	<p>Pupils will understand significant historical events in Manchester and Liverpool post-1066. Pupils will explore the impact of the industrial revolution on North-West England.</p> <p>Pupils will learn about influential figures from North-West England.</p> <p>Pupils will understand the development of transport in North-West England.</p> <p>Pupils will study the role of North-West England during significant British wars.</p> <p>Pupils will evaluate changes in community and culture in the local area over time.</p>
<b>Key Vocabulary</b>	Stone age, Iron age, Bronze age, pre-historic, Palaeolithic, Mesolithic, Neolithic, agriculture, Nomadic, round house.	Victorian era, rich, poor workhouse, servant, steam train, school.	North-West England, factory, inventor, engineer, transport, community, culture.
<b>Trips and Visits</b>	Significant landmarks across Warrington		
<b>Woodpecker</b>	<p><i>Pupils in Woodpecker study ASDANs Personal Development Programme. Within this programme pupil's complete challenges, some of which are based on historical questions. Specific challenges are selected by the class teacher in conjunction with pupils.</i></p> <p><i>By the end of key stage 4 pupils will have competed enough credits to achieve the relevant award.</i></p> <ul style="list-style-type: none"> <li>• 12 credits (approx. 120 hours) are needed to achieve Silver</li> <li>• 18 credits (approx. 180 hours) are needed to achieve Gold</li> </ul>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Beliefs and Values	Health and Well-Being	Expressive Arts

	(choose 5 A challenges)	(choose 5 A challenges)	(choose 5 A challenges)
	For each unit learners must present a portfolio to demonstrate evidence of their achievements, containing: 1 A completed PDP student book 2 Supporting evidence for each challenge 3 The correct number and type of skills sheets 4 Skills self-assessment and self-reflection 5 Personal review 6 Record of progress and tutor record		
<b>Trips and Visits</b>			
<b>Hawk</b>	<p>Pupils in Hawk study ASDANs Personal Development Programme. Within this programme pupil's complete challenges, some of which are based on geographical questions. Specific challenges are selected by the class teacher in conjunction with pupils.</p> <p>By the end of key stage 4 pupils will have completed enough credits to achieve the relevant award.</p> <ul style="list-style-type: none"> <li>• Six credits (approx. 60 hours) are needed to achieve Bronze</li> <li>• 2 credits (approx. 120 hours) are needed to achieve Silver</li> </ul>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Key Learning</b>	Beliefs and Values (choose 5 A challenges)	Health and Well-Being (choose 5 A challenges)	Expressive Arts (choose 5 A challenges)
	For each unit learners must present a portfolio to demonstrate evidence of their achievements, containing: 1 A completed PDP student book 2 Supporting evidence for each challenge 3 The correct number and type of skills sheets 4 Skills self-assessment and self-reflection 5 Personal review 6 Record of progress and tutor record.		
<b>Trips and Visits</b>			