



Our programme and linked classroom resources are based on cutting-edge academic and field research and explore everyday life in the Roman world through local Roman archaeology and heritage. The programme is designed to address the Romans and local history content of the KS2 and KS3 national curriculum in History, as well as providing cross-curricular opportunities with Science, Art, English, DT, and Geography. The programme can be adapted for KS4/5 on request.

HISTORY CURRICULUM

In addition to supporting the delivery of all 6 aims of the national curriculum for history, the programme supports the delivery of the following teaching areas:

KS2

- the Roman Empire and its impact on Britain
- a local history study
 - An in depth study linked to one of the British areas of study listed above
 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

GEOGRAPHY CURRICULUM

The programme supports the following the delivery of the following aims and skills:

- Aims:
 - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Skills:
 - [pupils] are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes: 3.1
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)



SCIENCE CURRICULUM

The programme supports the delivery of the following teaching areas:

- Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them.
- asking relevant questions and using different types of scientific enquiries to answer them
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

ENGLISH CURRICULUM

All aims of the NC for KS2 English will be addressed, notably:

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas: comprehension questions in each chapter provide excellent opportunities for pupils to discuss and express what they have learnt.

ART, CRAFT & DESIGN CURRICULUM

The programme supports the delivery of the following teaching areas:

- They [pupils] should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

DESIGN & TECHNOLOGY CURRICULUM

The programme supports the delivery of the following teaching areas:

- Through the evaluation of past and present design and technology, pupils develop a critical understanding of its impact on daily life and the wider world
- Understand how key events and individuals in design and technology have helped shape the world



HISTORY CURRICULUM

In addition to supporting the delivery of all 6 aims of the national curriculum for history, the programme supports the delivery of the following teaching areas:

- **a local history study**
 - a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
 - a study of an aspect or site in local history dating from a period before 1066
- **the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066**
 - the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
 - Britain's changing landscape from the Iron Age to the present
 - a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
 - a study in depth into a significant turning point: for example, the Neolithic Revolution



HISTORY CURRICULUM

In addition to supporting the delivery of all 5 aims of the GCSE specifications in history, the programme supports the delivery of the following teaching areas:

- **Scope:**

- History on three geographical contexts: a locality (the historic environment); British; and European and/or wider world settings
- Depth study focused on a substantial and coherent short time span. Students should understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the particular society or historical situation selected for study, these aspects may include (but are not restricted to) social, economic, political, religious, technological and military factors
- The study of a historic environment – focused on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments. The focus of the study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/ setting.

- **Historical knowledge, understanding and method:**

- knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues in the specified content
- understanding and appropriate use in context of historical terms including first order historical concepts such as 'constitution', 'nation', 'revolution', 'society'
- the ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate
- understanding of the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations
- understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short and long term timescales
- the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims
- understanding of how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed



HISTORY CURRICULUM

In addition to supporting the delivery of all 9 aims of the AS and A level specifications in history, the programme supports the delivery of the following teaching areas:

- **Content:**
 - topics from a chronological range of at least 200 years
 - a substantial and coherent element of British history and/or the history of England, Scotland, Ireland or Wales
 - change and/or development over a period of time sufficient to demonstrate an understanding of the process of change, both long term (normally at least 100 years) and short-term
- **Knowledge skills and understanding:**
 - demonstrate their breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period, society or theme studied
 - demonstrate their understanding of key historical terms and historical concepts, such as change, continuity, causation, consequence and significance
 - analyse and evaluate the causes and consequences of historical events and situations, and changes and developments in the periods and/or themes studied
 - analyse and evaluate the significance of individuals, groups, events, developments and ideas in history, where appropriate use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions
 - comprehend, analyse and evaluate how the past has been interpreted in different ways, including in historians' debates
 - draw on a greater depth and range of content and evidence, and evaluate with more sophistication, demonstrating a deeper understanding of historical concepts, producing responses that are more analytical and judgements that are more effectively substantiated. 9. In addition,
 - develop an understanding of the nature and purpose of history as a discipline and how historians work
- **Historical Enquiry**
 - carry out a historical enquiry that is independently researched and that investigates specific historical questions, problems or issues; this should utilise, as appropriate, the knowledge, skills and understanding outlined above.
- **Organisation and communication**
 - organise and communicate their historical knowledge and understanding, arguing a clear, logical and precise case and reaching substantiated judgements.