

## History Curriculum Across the School

Y1/2 A	Autumn	Spring	Summer
	<u>How have explorers changed the World?</u>	<u>How am I making History?</u>	<u>What is a monarch?</u>
Unit of work	<p>What is an explorer? Where have explorers travelled and when? Who was Christopher Columbus and what did he do? Who was Matthew Henson and what did he do? How has exploration changed? How can we remember them?</p>	<p>What is my history? How can I find out more about myself? How are special event remembered? What was it like for children in the past? What have I learned about childhood in the past? How am I making History?</p>	<p>What is a monarch? Who is our monarch today? How did William the Conqueror become King of England? How did William the conqueror rule? How did castles change? What was a monarch in the past?</p>
	Learning outcomes at the end of the unit. The children will be able to:		
	<ul style="list-style-type: none"> <li>Explain what explorers do</li> <li>Name equipment or transport an explorer would need.</li> <li>Sequence four photographs from different periods of time.</li> <li>Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</li> <li>Identify where they travelled and write a sentence about the achievements of one explorer.</li> <li>Select the most important events in a historical story.</li> </ul>	<ul style="list-style-type: none"> <li>Order three photographs correctly on a simple timeline.</li> <li>Use the terms 'before' and 'after' when discussing their timelines.</li> <li>Talk about three memories and place one of them on a timeline.</li> <li>Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>Think of three ways they celebrate their birthday.</li> <li>Ask a visitor one question about childhood in the past.</li> <li>Know a similarity and a difference between childhood now and in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recall that a monarch is a king or queen.</li> <li>Explain that recent monarchs in the UK do not have the power to make decisions alone.</li> <li>Identify some of the monarch's roles.</li> <li>Explain that a king or queen is crowned in a special ceremony called a coronation.</li> <li>Name some of the main steps in the coronation ceremony.</li> <li>Explain the use of special objects in the coronation.</li> </ul>

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	<ul style="list-style-type: none"> <li>Sequence events on a timeline and use this to retell the story.</li> <li>Describe what they can see in a photograph.</li> <li>Make inferences about what a person in an image could be saying and ask questions to further their understanding.</li> <li>Recall information about past and presentation exploration.</li> <li>Understand events in relation to the present day and compare how exploration has changed over time.</li> <li>Describe how an explorer is significant and how they impacted events or people's ideas.</li> <li>Present significant people using a coat of arms.</li> </ul>	<ul style="list-style-type: none"> <li>Add three ideas to a time capsule about themselves.</li> <li>Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to explain how William the Conqueror became King of England.</li> <li>Know that monarchs in the past had all the power to make decisions.</li> <li>Explain how William the Conqueror kept order and conquered England.</li> <li>Identify the two different types of castle built by the Normans.</li> <li>Compare the similarities and differences between Norman castles.</li> <li>Identify features of Norman castles.</li> <li>Explain how castles have changed over time.</li> <li>Recognise that we still have castles today.</li> <li>Sequence castles on a timeline.</li> <li>Describe characteristics of the monarchy in the past.</li> <li>Identify that the monarchy has changed over time.</li> <li>Make comparisons between past and present monarchy.</li> </ul>
Y1/2 B	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>

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	<u>How have toys changed?</u>	<u>How did we learn to fly?</u>	<u>How was school different in the past?</u>
Unit of work	<p>What is your favourite toy?</p> <p>Did your parents and grandparents play with the same toys as you?</p> <p>What were toys like in the past?</p> <p>What is similar and different about toys now and in the past?</p> <p>How have teddy bears changed over time?</p> <p>How have toys changed?</p>	<p>Who were the Wright brothers?</p> <p>When was the first flight?</p> <p>Why was Bessie Coleman significant?</p> <p>Why is Amelia Earhart significant?</p> <p>Why was the moon landing special?</p> <p>How did we learn to fly?</p>	<p>Were schools different in the past?</p> <p>How have schools changed within living memory?</p> <p>How were schools different in the 1900s</p> <p>How have schools changed?</p> <p>What is similar and different about schools now and in the past?</p>
	Learning outcomes at the end of the unit. The children will be able to:		
	<ul style="list-style-type: none"> <li>Discuss their favourite toy using language related to the past.</li> <li>Ask questions about toys in the past.</li> <li>Make comparisons between toys in the past and present.</li> <li>Sequence artefacts from different periods of time.</li> <li>Identify changes between teddy bears today and those from 100 years ago.</li> <li>Describe how toys have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify important events surrounding the history of flight.</li> <li>Explain how a significant event has changed the lives of others.</li> <li>Ask questions about people and events in the past.</li> <li>Use primary sources to find out about people and events in the past.</li> <li>Correctly order five events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly order and date four photographs on a timeline and add some dates.</li> <li>Ask one question about schools in the past.</li> <li>Make one comparison between schools in the past and present.</li> <li>Use sources to research and develop an understanding of what schools were like 100 years ago.</li> <li>Identify three features of a classroom now and a classroom 100 years ago,</li> </ul>

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			<p>identifying some similarities and differences.</p> <ul style="list-style-type: none"> <li>Recognise two similarities and two differences between schools now and schools in the past.</li> </ul> <p>State whether they would have preferred to go to school in the past or not and explain why.</p>
Y3/4 A	Autumn	Spring 1	Summer
Unit of work	<u>British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u>	<u>How have children's lives changed?</u>	<u>British History 2: Why did the Romans settle in Britain?</u>
Unit of work	<p>How long ago did prehistoric man live?</p> <p>What does Skara Brae tell us about the Stone Age?</p> <p>Who was the Amesbury Archer?</p> <p>How did bronze change life in the Stone Age?</p> <p>How did trade change the Iron Age?</p>	<p>What do sources tell us about how children's lives have changed?</p> <p>Why did Tudor children work and what was it like?</p> <p>What jobs did children have in Victorian England and what were they like?</p>	<p>Why did the Romans invade and settle in Britain?</p> <p>How did Britons respond to the Roman Why was the Roman army so successful? X2</p> <p>What do artefacts tell us about life in Roman times?</p> <p>How did the Romans change modern Britain?</p>

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	<p><b>What changed between the Stone Age and the Iron Age?</b></p>	<p><b>How did Lord Shaftesbury help to change the lives of children?</b>  <b>How and why has children's leisure time changed?</b>  <b>What were the diseases children caught and how were they treated?</b></p>	
	<p><b>Learning outcomes at the end of the unit. The children will be able to:</b></p>		
	<ul style="list-style-type: none"> <li>• Understand that prehistory was a long time ago.</li> <li>• Accurately place AD and BC on a timeline.</li> <li>• Identify conclusions that are certainties and possibilities based on archaeological evidence.</li> <li>• Explain the limitations of archaeological evidence.</li> <li>• Use artefacts to make deductions about the Amesbury Archer's life.</li> <li>• Identify gaps in their knowledge of the Bronze Age.</li> <li>• Explain how bronze was better than stone and how it transformed farming.</li> <li>• Explain how trade increased during the Iron Age and why coins were needed.</li> <li>• Identify changes and continuities between the Neolithic and Iron Age periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations and deductions from sources.</li> <li>• Suggest how children's lives have changed.</li> <li>• Explain why children needed to work.</li> <li>• Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</li> <li>• Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>• Use sources to identify leisure activities and compare them over time.</li> <li>• Identify diseases from the past and discuss how effective the treatments were.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning of empire and invasion.</li> <li>• Understand the chronology of the Roman invasion of Britain.</li> <li>• Identify the consequences of the Roman invasion.</li> <li>• Create an interpretation of Boudicca using sources.</li> <li>• Explain why the Romans needed a powerful army.</li> <li>• Identify a soldier's equipment.</li> <li>• Explain how the Roman army was organised and perform simple manoeuvres and drills.</li> <li>• Make observations about an artefact.</li> <li>• Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</li> </ul>

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	<ul style="list-style-type: none"> <li>Explain which period they would prefer to have lived in, providing evidence for their choice.</li> </ul>		
Y3/4 B	Autumn	Spring	Summer
Unit of work	<u>British History 3: How hard was it to invade and settle in Britain?</u> <u>(Anglo-Saxons and Vikings)</u>	<u>British History 4: Were the Vikings raiders, traders or settlers?</u>	<u>What did the Ancient Egyptians believe?</u>
Unit of work	<p>Who were the Anglo-Saxons and the Scots?</p> <p>How did the Anglo-Saxons settle in Britain?</p> <p>What does Sutton Hoo tell us about Anglo-Saxon life?</p> <p>How did Christianity arrive in Britain?</p> <p>Was King Alfred really great?</p> <p>How did Anglo-Saxon rule end?</p>	<p>Who were the Vikings and why did they come to Britain?</p> <p>What do we know about the Vikings?</p> <p>How did the Vikings travel?</p> <p>Were the Vikings raiders or traders?</p> <p>What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</p> <p>What was Viking life in Britain like?</p>	<p>Who were the Egyptians and when did they live?</p> <p>What did the ancient Egyptians believe?</p> <p>Why and how did the Egyptians build the pyramids?</p> <p>How and why did the Egyptians mummify people?</p> <p>What does the Book of the Dead tell us about Egyptian beliefs?</p> <p>What did the Ancient Egyptians believe?</p>
	Learning outcomes at the end of the unit. The children will be able to:		

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		d r e w i l l b e a b l e t o :
	<ul style="list-style-type: none"> <li>• Explain how the Britons felt when the Romans left Britain.</li> <li>• Suggest reasons for the Anglo-Saxon invasion of Britain.</li> <li>• Name the key features of Anglo-Saxon settlements.</li> <li>• Identify changes and continuities in settlements from prehistoric Britain.</li> <li>• Make inferences about artefacts.</li> <li>• Describe how Anglo-Saxon beliefs changed.</li> <li>• Explain how missionaries spread Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different reasons for migration to Britain.</li> <li>• Sequence events according to their significance for groups of people.</li> <li>• Explain where the Vikings came from and why they came to Britain.</li> <li>• Make inferences from sources.</li> <li>• Explain how sources can be biased.</li> <li>• Find evidence within a source to support their reasoning.</li> <li>• Describe the parts of a longboat.</li> <li>• Design and creating a longboat.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify the ancient civilisations and key periods in ancient Egypt.</li> <li>• Describe the physical features of Egypt.</li> <li>• Explain the Egyptian creation story.</li> <li>• Identify the characteristics of important gods or goddesses.</li> <li>• Explain why the pyramids were built.</li> <li>• Identify the stages and challenges of building a pyramid.</li> </ul>	



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	<ul style="list-style-type: none"> <li>Explain the threat the Vikings posed to the Anglo-Saxons.</li> <li>Identify the qualities needed to be a monarch in 1066.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what the Vikings traded.</li> <li>Identify Viking trading routes.</li> <li>Explain whether the Vikings were traders or raiders and providing supporting evidence.</li> <li>Identify important events in the Anglo-Saxon and Viking struggle for Britain.</li> <li>Explain the meaning of cause and consequence.</li> <li>Suggest the cause and consequences of events.</li> </ul> <p>Make observations and deductions about artefacts.</p>	<ul style="list-style-type: none"> <li>Explain the links between ancient Egyptian beliefs and mummification.</li> <li>Name sources that can be used to find out about ancient Egyptian beliefs.</li> <li>Explain some Egyptian beliefs about the afterlife.</li> </ul>
<b>Year 5/6 A</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Unit of work</b>	<u>How did the Maya civilisation compare to the Anglo-Saxons?</u> Who were the Maya and where did they live? How did the Maya settle in the rainforest? What similarities and differences existed between Maya and Anglo-Saxon homes? What did the Maya believe? What do archaeological remains tell us about Maya cities? The decline of the Maya cities: man-made or natural disaster.	<u>British History 5: What was life like in Tudor England?</u> Fair ruler or tyrant? What was Henry VIII really like? Why was Anne Boleyn killed? Why did Henry VIII have so many wives? What was a Royal progress? What was a Royal progress like? What can inventories tell us about life in Tudor times? X2	<u>What did the Greeks ever do for us?</u> Who were the Greeks and when did they live? What did the Greeks believe? How was ancient Greece governed? Did the ancient Greeks give us democracy? How do Greek philosophers influence us today? What did the Greeks do for us?

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	Learning outcomes at the end of the unit. The children will be able to:		
	<ul style="list-style-type: none"> <li>Describe the key physical features of the Maya civilisation.</li> <li>Sequence the key periods in the Maya civilisation.</li> <li>Identifying periods that were happening in Britain at the same time.</li> <li>Name the features of the rainforest.</li> <li>Explain the challenges facing the Maya in the rainforest.</li> <li>Explain how the Maya settled in the rainforest.</li> <li>Name the features of Maya houses.</li> <li>Identify the similarities and differences between Maya and Anglo-Saxon houses.</li> <li>Explain the Maya creation story.</li> <li>Identify the characteristics of important gods or goddesses.</li> <li>Make deductions about cities.</li> <li>Name the features of Maya cities.</li> <li>Create a plan of a Maya city, including the main features.</li> </ul>	<ul style="list-style-type: none"> <li>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</li> <li>Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.</li> <li>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</li> <li>Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</li> <li>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</li> <li>Make deductions using inventories and making judgements as to whether a person was rich or poor.</li> <li>Explain how inventories are useful to historians and create a realistic inventory.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the features of ancient Greece.</li> <li>Identify the key periods in the ancient Greek civilisation.</li> <li>Make inferences about Greek gods.</li> <li>Research a Greek god.</li> <li>Compare Athens and Sparta.</li> <li>Understand the different types of democracy.</li> <li>Explain how Athenian democracy worked.</li> <li>Explain what philosophy is.</li> <li>Identify the achievements of the ancient Greek philosophers.</li> <li>Identify the ancient Greeks' legacies and their impact.</li> </ul>

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	<ul style="list-style-type: none"> <li>Explain the reasons for the decline of the Maya civilisation.</li> <li>Evaluate the reasons for the decline of the Maya civilisation.</li> <li>Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.</li> </ul>	•	
<b>Year 5/6 B</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Unit of work</b>	<u>Who should go on the £10 banknotes? (significant figures)</u>	<u>What does the census tell us about our local area? (Victorians)</u>	<u>British History 6: What was the impact of WW2 on the people of Britain?</u>
	<p>Who features on banknotes and why?</p> <p>Was Alfred the Great or Elizabeth I the more significant monarch?</p> <p>How were Ellen Wilkinson and Betty Boothroyd historically significant?</p> <p>Why was William Tuke significant? (option 1)</p> <p>Why was Mary Seacole significant? (option 2)</p> <p>Who was more significant? Lily Parr or Betty Snowball?</p> <p>Who will be the face of the new £10?</p>	<p>What does the census tell us about the people living in our local area?</p> <p>What happened to Mary Bucktrout? X2</p> <p>How did Mary Bucktrout feel about the key events in her life?</p> <p>Who lived in our local area? X2</p>	<p>Why did Britain go to war in 1939?</p> <p>Who won the Battle of Britain?</p> <p>What do sources tell us about the Blitz?</p> <p>What was evacuation like for children? X2</p> <p>What impact did WW2 have on women's lives?</p> <p>Why did people migrate to Britain during and after WW2?</p>
	<b>Learning outcomes at the end of the unit. The children will be able to:</b>		
	<ul style="list-style-type: none"> <li>Name the features of a banknote.</li> <li>Make inferences about a person using a banknote.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the type of information the census gives about people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the causes of World War 2.</li> <li>Identify the different phases in the Battle of Britain.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explain the significance of historical figures.</li> <li>• Make inferences from sources.</li> <li>• Apply criteria to decide if a person is historically significant and explain why.</li> <li>• Explain the significance of William Tuke.</li> <li>• Research important aspects of a person's life.</li> <li>• Explain what makes a person significant.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use the census to make inferences about people from the past, providing supporting evidence for their statements.</li> <li>• Make observations from the census and identify changes between periods of time.</li> <li>• Identify the dangers of working in a textile mill.</li> <li>• Create questions to identify the thoughts and feelings of a Victorian working child.</li> <li>• Identify the key events of Mary's life and interpret her thoughts and feelings.</li> <li>• Extract information from the census to recreate the lives of people who lived in a household from the local area.</li> <li>• Extract information from the census and decide whether a family was rich or poor.</li> <li>• Describing change throughout time.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences and deductions about a photograph.</li> <li>• Describe how children may have felt when evacuated.</li> <li>• Evaluate the accuracy and reliability of sources.</li> <li>• Describe the impact WW2 had on women's lives.</li> <li>•</li> </ul>
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