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Whole-school Curriculum subject plan History

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2										
YEAR 1	Toys Past and Present		Intrepid Explorers		Castles											
Component knowledge and skills for Year 1	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> I know that some objects were different in the past to how they are today. I can describe old objects. I can identify objects that are old and objects that are new. I can compare old and new objects. I can use simple texts to find out about people who lived a long time ago. I can compare the lives and achievements of two famous historical figures. I can use simple texts to find out about people and events of the past. I can use photographs of castles to find out about the past. <p><u>Historical Understanding</u></p> <ul style="list-style-type: none"> I know that the toys my parents and grandparents played with are different to the toys I play with today. I know that life was very different in the past to how it is today. I know that people knew less about the world in the past than we know today. I know that some people's achievements and discoveries can change the world. I know that people fight battles to take control of a country. I know that castles were built as fortresses and can explain why this was necessary. I can suggest actions that a new monarch would take to make sure his crown was safe. I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. I can explain how uses for castles have changed over time. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> I can order decades chronologically. I can distinguish between different periods in time using simple markers such as inventions. I know when the Normans lived. I can organise events into a simple timeline. <p><u>Vocabulary</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">Decade</td> <td style="width: 50%;">Rebellion</td> </tr> <tr> <td>Explorer</td> <td>Monarch</td> </tr> <tr> <td>Exploration</td> <td>Monarchy</td> </tr> <tr> <td>New World</td> <td>Normans</td> </tr> <tr> <td>Medieval</td> <td></td> </tr> </tbody> </table>						Decade	Rebellion	Explorer	Monarch	Exploration	Monarchy	New World	Normans	Medieval	
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YEAR 2	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	What were seaside holidays like in the past?
Component knowledge and skills for Year 2	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • I can use simple texts and images to find out about the past. • I can use my knowledge of the past to guess how people might have felt. • I can use a photograph to infer facts about a person or time period. • I can use quotes from historical figures to learn about people in the past. • I can use a range of photographs to infer information about the past. <p><u>Historical Understanding</u></p> <ul style="list-style-type: none"> • I know that King James was King during the time of the gunpowder plot. • I understand that people wanted different people to be monarchs because some were catholic and some were protestant. • I understand the reasons behind the gunpowder plot. • I can name some monarchs, including King James 1 and Elizabeth 1. • I can explain why events in the past are still significant today. • I know that rich women in Victorian times did not usually have jobs. • I know that men and women had very different roles in Victorian times. • I know that medical care was very different in Victorian times to today. • I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me. • I can explain why Florence Nightingale is still remembered today. • I can explain why changes in society, particularly the steam train, made seaside holidays popular. • I know the lives of rich and poor people were very different in the past. • I know that changes in society led to seaside holidays becoming very popular in Victorian times. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • I know when the Victorian era was. • I can explain the life achievements of Florence Nightingale in chronological order. • I can order three photos from three different eras chronologically. • I can compare the features of seaside holidays 100 years ago, 50 years ago and today. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Parliament • Victorians • Chronological • Century • Steam train • Tradition • Bathing machine • Promenade • Modern • Old-Fashioned 		

YEAR 3	The Stone age to the Iron age in Britain	The Romans	Ancient Egypt
Component knowledge and skills for Year 3	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past. • I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. • I can explore artefacts found in Tutankhamen's tomb to infer understanding about Ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in Ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. <p><u>Historical Understanding</u></p> <ul style="list-style-type: none"> • I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory. • I can explain why and how The Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that The Romans brought to Britain. • I can suggest how Britain might be different today if The Romans had never invaded. • I can describe the features of daily life in Ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamun's tomb. • I can describe ancient Egyptian beliefs in the afterlife. • I can explain the process of mummification. 		

Chronological Understanding

- I can place the Stone Age, Bronze Age and Iron Age on a timeline.
- I know that prehistory spans millions of years.
- I can suggest where The Romans would be on a timeline, drawing on my knowledge of the past.
- I can place The Romans on a timeline.
- I know when The Romans invaded Britain by working out how many of my lifetimes it has been since 43AD.
- I can describe the difference between ancient and modern periods.
- I know when the Egyptian civilisation was.
- I can sort pictures into those that depict scenes from Ancient Egypt and those that depict scenes from other eras.

Vocabulary

Prehistory	Emperor
Archaeologist	Revolt
Archaeology	Civilisation
Palaeolithic	Ancient
Mesolithic	Modern
Neolithic	Ancient Egypt
Invade	Before Common Era
Settle	Common Era
Roman Empire	

YEAR 4	Early Civilisations	Anglo-Saxons, Picts and Scots	The Maya
<p>Component knowledge and skills for Year 4</p>	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • I can make predictions about objects that might have been invented before, during and after early civilisations. • I can use different sources of information to confirm if my predictions were correct or not. • I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions. • I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know I need to think critically about a historical source in order to assess its reliability. • I can generate multiple questions to explore, choosing the ones I most want to investigate. • I understand the importance of translating the Mayan writing system for Historians to learn about the Mayan civilisation. • I understand the importance of preserving historical documents and artefacts. • I know that knowledge about the past is constantly improving as historians make more discoveries. • I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.] <p><u>Historical Understanding</u></p> <ul style="list-style-type: none"> • I know where in the world the earliest civilisations took place. • I can describe and compare some of the first writing systems. • I can explain how some writing systems developed through time. • I can translate sentences from the Phoenician alphabet. • I can explain where and when money was first used. • I can explain some early number systems and why they were developed. • I can describe some of the technological advances of early civilisations. • I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they have lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts & Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain. • I can explain how the Mayan ruins were discovered. • I know the Mayans were organised into city states that were controlled by absolute monarchs. • I can explain the roles and status of different types of people in Mayan society. • I can describe Mayan religious beliefs, including the need for blood sacrifices. • I can describe the Mayan number and writing systems and the Mayan calendar. 		

Chronological Understanding

- I can explain the difference between AD years and BC years.
- I can place the earliest civilisations on a timeline.
- I can place the Anglo-Saxons on a timeline.
- I know that they Anglo-Saxons lived in Britain after the collapse of the Roman Empire.
- I know when Christianity came to Britain.
- I know when the Mayan civilisation was.
- I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.

Vocabulary

Ancient Sumer	Sutton Hoo	Aztec
Indus Valley	Anglo-Saxons	Conquistador
Minoan	Picts	Colony
Ancient Greece	Scots	Maya
Ancient Egypt	Conquer	Constitutional Monarchy
Shang Dynasty	Pagan	Democracy
Phoenician		City State
Ancient Rome		Absolute monarchy

YEAR 5	Vikings vs Anglo -Saxons	Shang Dynasty	Who were the Ancient Greeks?
Component knowledge and skills for Year 5	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in History, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. • I know that some historical sources are written thousands of years after the events and are thus unreliable. • I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. • I can compare evidence about the Shang Dynasty from traditional History books and archaeologists, and state which is more reliable. • I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty and assess its reliability. • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. <p><u>Historical Understanding</u></p> <ul style="list-style-type: none"> • I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what the Danelaw was. • I know who King Alfred was and why he was dubbed ‘the Great’ • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. • I can explain how England became a unified country. • I know the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. • I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew as opposed to the more traditional father to son. • I can explain what oracle bones were used for and why they are a useful historical source. • I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty. • I can describe the writing system of the Shang Dynasty and identify some of the pictographs. • I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one’s characteristics. 		

- I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena.
- I can name some famous ancient Greek philosophers and explain why they are remembered today.
- I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.

Chronological Understanding

- I can describe what Britain was like before the arrival of the Vikings.
- I can use dates with increasing fluency to describe historical events and eras.
- I can identify the Shang Dynasty on a timeline of ancient China.
- I know that the Shang Dynasty was in power during the Bronze Age of Britain.
- I can arrange key civilisations in world history.
- I can name the periods in the ancient Greek civilisation and order them on a timeline.

Vocabulary

Vikings	Ancient Greece	Hellenistic Period
Peace Treaty	Minoan Age	Polis
Danelaw	Mycenaean age	Oligarchy
	Dark age	Democracy
Dynasty	Classical Period	Primary source
Shang Dynasty	Archaic Period	Secondary source
	Athens	Olympia
	Sparta	Olympians
	Peloponnesian	

YEAR 6	World War 1 & 2	Britain since 1948	Local Area Study: The history of Wall Heath
Component knowledge and skills for Year 6	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • I can suggest which decade a photo was taken in using historical clues. • I know the difference between a primary and secondary source. • I can suggest which sources I would need to consult to research different eras in British history. • I can identify whether a source is a primary or secondary source. • I can use primary and secondary sources to research different decades. <p><u>Historical Understanding</u></p> <ul style="list-style-type: none"> • I can describe some of the features of life in Britain for each decade from the 1950's to the 1990's. • I can suggest which changes have had the biggest impact in Britain since 1948. • I can summarise the changes in Britain since 1948. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • I can describe changes in Britain since 1948 chronologically. <p><u>Vocabulary</u></p> <p>Primary Source Secondary source.</p>		