



Whole School HISTORY Curriculum

TERM (WEEKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	LEADERSHIP & RESPONSIBILITY	FUN and EXCITEMENT
YEAR 3	LOCATION, LOCATION, LOCATION	STONES AND BONES	AWESOME ANCIENT EGYPTIANS	AVENGERS ASSEMBLE!	PLANT POWER	ALL THE WORLD'S A STAGE
Who were the significant people? Why does it matter to us?	<u>LONDON THEN AND NOW</u> Address and devise historically valid questions about change.	<u>CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE:</u> Develop chronologically secure knowledge and understanding of British and world history. (Timeline) Establish clear narratives within the periods they study. Understand overview and some depth. Note connections over time. (Streets through time) Address and devise historically valid questions about change. (Stone Age, Bronze Age, Iron Age) Note connections, contrasts over time.	<u>ACHIEVEMENTS OF THE EARLIEST CIVILISATIONS: ANCIENT EGYPT</u> <i>Develop chronologically secure knowledge and understanding of British and world history. (Timeline) (Howard Carter Tomb)</i> <i>Establish clear narratives within the periods they study. Understand overview and some depth.</i> <i>Note connections, contrasts over time. (RIVER NILE)</i> <i>Address historically valid questions about significance. (Nebamun Hook lesson)</i> <i>Understand how our knowledge of the past is constructed from a range of sources.</i>			<u>A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE PAST 1066: 1930s (Foci: Schools & Children)</u> <i>Develop chronologically secure knowledge and understanding of British history</i> <i>Note connections over time.</i> <i>Address and devise historically valid questions about change.</i> <i>Address historically valid questions about significance.</i> <i>Look at representations of the period.</i> <i>Identify and give reasons for different ways in which the past is represented.</i>

		<p>Address historically valid questions about significance.</p> <p><u>Understand how our knowledge of the past is constructed from a range of sources.</u> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources. Compare different versions of the same story. (English UG and Stone Age Boy) Look at representations of the period – museum, cartoons etc (UG)</p> <p><u>Construct informed responses that involve thoughtful selection and organisation.</u> Select and record relevant information. (Research Bronze Age).</p> <p>Use a range of sources to find out about a period. (Stone Age Day)</p> <p>Develop appropriate use of historical terms.</p>	<p><i>Identify and give reasons for different ways in which the past is represented. (Newspaper report)</i> <i>Distinguish between different sources.</i> <i>Compare different versions of the same story.</i> <i>Look at representations of the period – museum, cartoons etc (Artefacts)</i></p> <p><u>Construct informed responses that involve thoughtful selection and organisation.</u> <i>Select and record relevant information.</i></p> <p><i>Use a range of sources to find out about a period. (Artefacts and trip to museum)</i></p> <p><i>Develop appropriate use of historical terms.</i></p>			Develop appropriate use of historical terms.
YEAR 4	DESTINATION EUROPE	ROCK BAND	TIME COP	I'M A CHILD, GET ME OUT OF HERE!	ENTERPRISE: WELCOME TO HONEYDUKES!	ALL THE WORLD'S A STAGE
Who were the significant people?	<u>ROMAN EMPIRE & IMPACT ON BRITAIN:</u> Develop chronologically		<u>ROMAN EMPIRE AND ITS IMPACT ON BRITAIN</u>			<u>A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS'</u>

<p>Why does it matter to us?</p>	<p>secure knowledge and understanding of British and world history. Establish clear narratives within the periods they study. (Rome Colosseum) Note connections over time. (Rome then and now) Address and devise historically valid questions about change. (Rome then and now) Develop appropriate use of historical terms.</p>		<p><u>ANCIENT GREECE a study of Greek life and achievements and their influence on the western world</u></p> <p><i>Develop chronologically secure knowledge and understanding of British and world history.</i> <i>Establish clear narratives within the periods they study. (Ancient Greece & Roman Empire)</i> Note connections over time. Understand overview and depth. <i>Address and devise historically valid questions about change. (Ancient Greece & Roman Empire)</i> <i>Note connections and contrasts over time. (Ancient Greece & Roman Empire compared to now)</i> Address historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources. Explore a range of sources from the time period. Begin to evaluate the usefulness of different sources. Construct informed responses that involve thoughtful selection and organisation. Use evidence to build up a picture of a past event. Choose relevant material to present a picture of</p>			<p><u>CHRONOLOGICAL KNOWLEDGE PAST 1066: 1960s (Fashion & music)</u></p> <p><i>Develop chronologically secure knowledge and understanding of British and world history. (60s)</i></p> <p><i>Establish clear narratives within the periods they study. (60s)</i></p> <p>Note connections over time.</p> <p><i>Explore a range of sources from the time period.</i> <i>Begin to evaluate the usefulness of different sources.</i></p> <p>Address and devise historically valid questions about change.</p> <p>Address historically valid questions about significance.</p> <p>Develop appropriate use of historical terms.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p>
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			one aspect of life in the past. Develop appropriate use of historical terms.			
YEAR 5	JOURNEY TO THE AMAZON	MISSION: SPACE	SAXON SETTLERS AND VIKING INVADERS	THE CIRCLE OF LIFE	THE GREAT OAKHILL SEWING BEE	ALL THE WORLD'S A STAGE
Who were the significant people? Why does it matter to us?		<p><u>NON EUROPEAN SOCIETY THAT CONTRASTS WITH BRITISH HISTORY: ANCIENT BAGHDAD</u></p> <p>Develop chronologically secure knowledge and understanding of British and world history.</p> <p>Understand overview and depth.</p> <p>Establish clear narratives within and across the periods they study. Use evidence to build up a picture of a past event Select appropriate sections of information for historical enquiry</p> <p>Address and devise historically valid questions about significance</p> <p>Develop appropriate use of historical terms Begin to identify primary and secondary sources.</p>	<p><u>BRITAIN'S SETTLEMENT BY ANGLO SAXONS AND SCOTTS:</u></p> <p>Develop chronologically secure knowledge and understanding of British and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time. Understand overview and depth.</p> <p>Address and devise historically valid questions about significance Compare accounts of events from different sources (fact or fiction) Offer some reasons for different versions of events Use evidence to build up a picture of a past event Begin to identify primary and secondary sources Select appropriate sections of information for historical enquiry Suggest appropriate links between sources</p>			<p><u>A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE PAST 1066: 1990s (Foci: Leisure & Entertainment)</u></p> <p>Shakespeare's England Rich/Poor comparisons</p> <p>Address and devise historically valid questions about significance</p> <p>Address and devise historically valid questions about significance</p> <p>Compare accounts of events from different sources (fact or fiction)</p> <p>Select appropriate sections of information for historical enquiry Develop appropriate use of historical terms</p>

		<p>Note connections, contrasts and trends over time.</p> <p>Compare accounts of events from different sources (fact or fiction) Offer some reasons for different versions of events Understand overview and depth.</p>	<p>Develop appropriate use of historical terms Note connections, contrasts and trends over time.</p> <p>Understand overview and depth.</p> <p>Offer some reasons for different versions of events</p>			
YEAR 6	RING OF FIRE	THE OLD TOYSHOP	WW II: BRITAIN AT WAR!	AT THE HEART OF THE JUNGLE	THANK YOU, YOUR MAJESTY!	ALL THE WORLD'S A STAGE
<p>Who were the significant people?</p> <p>Why does it matter to us?</p>		<p><u>A STUDY OF AN ASPECT/THEME OF BRITISH HISTORY BEYOND 1066: Queen Victoria</u></p> <p>Develop chronologically secure knowledge and understanding of local and world history.</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>A LOCAL HISTORY STUDY: WWII</u></p> <p><i>Develop chronologically secure knowledge and understanding of local and world history.</i></p> <p>Establish clear narratives within and across the periods they study.</p> <p><i>Note connections, contrasts and trends over time. Understand overview and depth.</i></p> <p><i>Address and devise historically valid questions about change, similarity and difference.</i></p> <p>Address and devise historically valid questions about cause.</p> <p>Use a range of sources to find out about an</p>			<p><u>A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE PAST 1066: 2000s (Foci: Crime & Punishment compare 1800s V 2000s)</u></p> <p><i>Develop chronologically secure knowledge and understanding of British and world history. (60s)</i></p> <p><i>Establish clear narratives within the periods they study. (60s)</i></p> <p>Note connections over time.</p> <p><i>Explore a range of sources from the time period.</i></p>

		<p>Link sources and work out how conclusions were arrived at</p> <p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect/theme of time past</p> <p>Develop appropriate use of historical terms</p>	<p>aspect/theme of time past</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Consider ways of checking the accuracy of interpretations (fact or fiction and opinion)</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Recognise primary and secondary sources</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Suggest appropriate methods of historical enquiry</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Develop appropriate use of historical terms</p>			<p><i>Begin to evaluate the usefulness of different sources.</i></p>
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