

## **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?	Address and devise historically valid questions about change.	CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE: 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.	ACHIEVEMENTS OF THE EARLIEST CIVILISATIONS: ANCIENT EGYPT  Develop chronologically secure knowledge and understanding of British and world history. (Timeline) (Howard Carter Tomb) Establish clear narratives within the periods they study. Understand overview and some depth. Note connections, contrasts over time. (RIVER NILE)  Address historically valid questions about significance. (Nebamun Hook lesson)  Understand how our knowledge of the past is constructed from a range of sources.			A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE PAST 1066: 1930s (Foci: Schools & Children)  Develop chronologically secure knowledge and understanding of British history  Note connections over time. Address and devise historically valid questions about change. Address historically valid questions about significance. Look at representations of the period. Identify and give reasons for different ways in which the past is represented.

relevant information. (Research Bronze Age).  Use a range of sources to find out about a period. (Stone Age Day)  Develop appropriate use of historical terms.	period – museum, cartoons etc (UG)  Construct informed responses that involve thoughtful selection and organisation.  Use a range of sources to find out about a period. (Artefacts and trip to museum)  Develop appropriate use	YEAR 4	DESTINATION EUROPE	range of sources. 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)  Construct informed responses that involve thoughtful selection and organisation. Select and record relevant information. (Research Bronze Age).  Use a range of sources to find out about a period. (Stone Age Day)  Develop appropriate	Compare different versions of the same story. Look at representations of the period – museum, cartoons etc (Artefacts)  Construct informed responses that involve thoughtful selection and organisation. Select and record relevant information.  Use a range of sources to find out about a period. (Artefacts and trip to museum)	I'M A CHILD, GET ME	ENTERPRISE: WELCOME	ALL THE WORLD'S A
	relevant information. (Research Bronze Age).  Use a range of sources to find out about a period. (Stone Age Day)  Develop appropriate use of historical terms.  YEAR 4 DESTINATION EUROPE ROCK BAND TIME COP  I'M A CHILD, GET ME ENTERPRISE: WELCOME ALL THE WORLD'S A	M/h a viva in the	DOMANI FARIRE A		DOMAN FARING AND ITS	OUT OF HERE!	TO HONEYDUKES!	STAGE A STUDY OF AN ASPECT
	relevant information. (Research Bronze Age).  Use a range of sources to find out about a period. (Stone Age Day)  Develop appropriate use of historical terms.  YEAR 4 DESTINATION EUROPE ROCK BAND TIME COP  I'M A CHILD, GET ME ENTERPRISE: WELCOME ALL THE WORLD'S A	Who were the	ROMAN EMPIRE &		ROMAN EMPIRE AND ITS	OUT OF FIERE:	IO HOMET DUKES:	A STUDY OF AN ASPECT
	relevant information. (Research Bronze Age).  Use a range of sources to find out about a period. (Stone Age Day)  Develop appropriate use of historical terms.  YEAR 4 DESTINATION EUROPE ROCK BAND TIME COP  I'M A CHILD, GET ME ENTERPRISE: WELCOME ALL THE WORLD'S A	Who were the	DOMANI EMPLIE		DOMANI EMPIRE AND ITS	OUT OF HERE!	TO HONEYDUKES!	
Cartoons etc (UG)  Use a range of sources to find out about a period.  (Artefacts and trip to museum)  thoughtful selection and organisation.  Use a range of sources to find out about a period.  (Artefacts and trip to museum)  Develop appropriate use				versions of the same story. (English UG and Stone Age Boy) Look at representations of the	responses that involve thoughtful selection and organisation. Select and record			
versions of the same story. (English UG and Stone Age Boy) Look at representations of the period – museum, cartoons etc (UG)  Construct informed responses that involve thoughtful selection and trip to museum)  Construct informed responses that involve thoughtful selection and organisation.  Versions of the same responses that involve thoughtful selection and organisation.  Select and record relevant information.  Use a range of sources to find out about a period.  (Artefacts and trip to museum)  museum)  Develop appropriate use	versions of the same story. (English UG and Stone Age Boy) Look at Select and record			is constructed from a range of sources. Identify and give reasons for different ways in which the past is represented. Distinguish between	versions of the same story. Look at representations of the period – museum,			
is constructed from a range of sources. 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)  Construct informed responses that involve thoughtful selection and organisation.  Distinguish between different versions of the same story. Look at representations of the period – museum, cartoons etc (Artefacts)  Construct informed responses that involve thoughtful selection and organisation.  Distinguish between different versions of the same story. Look at representations of the period – museum, cartoons etc (Artefacts)  Construct informed responses that involve thoughtful selection and organisation.  Develop appropriate use	is constructed from a range of sources. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources. Compare different sources. Compare different sorves. Compare different sorves. Compare different sorves. Compare different sorves. Compare different sorves of the same story. Construct informed responses that involve tesponses that			valid questions about significance. <u>Understand how our</u>	for different ways in which the past is represented. (Newspaper report)			use of historical terms.

## Why does it matter to us?

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 auestions about change.(Rome then and now) Develop appropriate use of historical terms.

## ANCIENT GREECE a study of Greek life and achievements and their influence on the western world

Develop chronologically secure knowledge and understanding of British and world history.
Establish clear narratives within the periods they study.(Ancient Greece & Roman Empire)
Note connections over time.

Understand overview and depth.

Address and devise historically valid questions about change. (Ancient Greece & Roman Empire) Note connections and contrasts over time. (Ancient Greece & Roman Empire compared to now) Address historically valid questions about significance.

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

## CHRONOLOGICAL KNOWLEDGE PAST 1066: 1960s (Fashion & music)

Develop chronologically secure knowledge and understanding of British and world history. (60s)

Establish clear narratives within the periods they study. (60s)

Note connections over time.

Explore a range of sources from the time period.
Begin to evaluate the usefulness of different sources.

Address and devise historically valid questions about change.

Address historically valid questions about significance.

Develop appropriate use of historical terms.

Use evidence to build up a picture of a past event.

Choose relevant material to present a picture of one aspect of life in the past.

			one aspect of life in the			
			past.			
			Develop appropriate use			
			of historical terms.			
YEAR 5	JOURNEY TO THE	MISSION: SPACE	SAXON SETTLERS AND	THE CIRCLE OF LIFE	THE GREAT OAKHILL	ALL THE WORLD'S A
	AMAZON		VIKING INVADERS		SEWING BEE	STAGE
Who were the		NON EUROPEAN	BRITAIN'S SETTLEMENT BY			A STUDY OF AN ASPECT
significant		SOCIETY THAT	ANGLO SAXONS AND			OR THEME IN BRITISH
people?		CONTRASTS WITH	SCOTTS:			HISTORY THAT EXTENDS
		BRITISH HISTORY:	Develop chronologically			PUPILS'
Why does it		ANCIENT BAGHDAD	secure knowledge and			CHRONOLOGICAL
matter to us?			understanding of British			KNOWLEDGE PAST 1066:
		Develop	_			1990s (Foci: Leisure &
		chronologically secure	and world history.			Entertainment)
		knowledge and				Shakespeare's England
		_	Establish clear narratives			Rich/Poor comparisons
		understanding of British	within and across the			Richit ool compansons
		and world history.	periods they study.			Address and devise
						historically valid
		Understand overview	Note connections,			questions about
		and depth.	contrasts and trends over			significance
			time.			significance
		Establish clear	Understand overview			Address and devise
		narratives within and	and depth.			
		across the periods				historically valid
		they study.	Address and devise			questions about significance
		Use evidence to build	historically valid questions			significance
		up a picture of a past	about significance			Compression and activate of
		event	Compare			Compare accounts of events from different
		Select appropriate	accounts of events from			
			different sources (fact or			sources (fact or fiction)
		sections of information	fiction)			C-1tit-
		for historical enquiry	Offer some			Select appropriate
			reasons for different			sections of information
		Address and devise	versions of events			for historical enquiry
		historically valid	Use evidence to build up			Develop appropriate
		questions about	a picture of a past event			use of historical terms
		significance				
		or o	Begin to identify primary			
		Develop appropriate	and secondary sources			
		use of historical terms	Select appropriate			
		Begin to identify	sections of information for			
		primary and	historical enquiry			
		secondary sources.	Suggest appropriate links			
		secondary sources.	between sources			
			Delweell sources			

		Note connections, contrasts and trends over time.  Compare accounts of events from different sources (fact or fiction) Offer some reasons for different versions of events Understand overview and depth.	Develop appropriate use of historical terms Note connections, contrasts and trends over time. Understand overview and depth. Offer some reasons for different versions of events			
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
Who were the significant people? Why does it matter to us?		A STUDY OF AN ASPECT/THEME OF BRITISH HISTORY BEYOND 1066: Queen Victoria Develop chronologically secure knowledge and understanding of local and world history.  Address and devise historically valid questions about change, similarity and difference.  Note connections, contrasts and trends over time.  Understand how our knowledge of the past is constructed from a range of sources.	A LOCAL HISTORY STUDY:  WWII  Develop chronologically secure knowledge and understanding of local and world history.  Establish clear narratives within and across the periods they study.  Note connections, contrasts and trends over time. Understand overview and depth.  Address and devise historically valid questions about change, similarity and difference.  Address and devise historically valid questions about cause.  Use a range of sources to find out about an	JUNGEL	WAJLSTI:	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)  Develop chronologically secure knowledge and understanding of British and world history. (60s))  Establish clear narratives within the periods they study. (60s)  Note connections over time.  Explore a range of sources from the time period.

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