



Curriculum Plan - History

Year group	Autumn	Spring	Summer
1 and 2 Cycle A	<p>Topic: The Gunpowder Plot</p> <p>Question – Why did Guido Fawkes think he was doing the right thing?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -Events beyond living memory that are significant national or globally -develop and use a range of historical terms -ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broad chronological framework -communicate understanding about the past in a variety of ways. -identify similarities and differences between ways of life in different periods -recognise why people did things <p>Skills from NC</p> <ul style="list-style-type: none"> - Children will explore a significant historical event in our country. -Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us. -Sort and sequence objects, events or a person's life in chronological order. -Talk about events or a person's life and what this tells us about the time. -Talk about similarities and differences between artefacts and objects they are looking at. 	<p>Topic: Grace Darling</p> <p>Question – Why should we remember Grace Darling?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -Events beyond living memory that are significant national or globally -The lives of significant individuals in the past who have contributed to national and international achievements -develop and use a range of historical terms -ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broad chronological framework -communicate understanding about the past in a variety of ways. -identify similarities and differences between ways of life in different periods -recognise why people did things <p>Skills from NC</p> <ul style="list-style-type: none"> - Children will explore significant historical event in our locality. -Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us. -Sort and sequence objects, events or a person's life in chronological order. -Talk about events or a person's life and what this tells us about the time. -Talk about similarities and differences between artefacts and objects they are looking at. 	<p>Topic: Intrepid Explorers</p> <p>Question – What did Christopher Columbus and Neil Armstrong discover?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -Events beyond living memory that are significant national or globally -The lives of significant individuals in the past who have contributed to national and international achievements -develop and use a range of historical terms -ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broad chronological framework -communicate understanding about the past in a variety of ways. -identify similarities and differences between ways of life in different periods -recognise why people did things <p>Skills from NC</p> <ul style="list-style-type: none"> - Children will explore the lives of significant individuals in the past who have contributed to international achievements. -Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us. -Sort and sequence objects, events or a person's life in chronological order. -Talk about events or a person's life and what this tells us about the time. -Talk about similarities and differences between artefacts and objects they are looking at.
Year group	Autumn	Spring	Summer



<p>1 and 2 Cycle B</p>	<p>Topic: Childhood then and now</p> <p>Question – What was it like to be a child in the past?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -changes within living memory -develop and use a range of historical terms -ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broach chronological framework -communicate understanding about the past in a variety of ways. -identify similarities and differences between ways of life in different periods -recognise why people did things <p>Skills from NC</p> <ul style="list-style-type: none"> - Children will explore changes within living memory. -Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us. -Sort and sequence objects, events or a person’s life in chronological order. -Talk about events or a person’s life and what this tells us about the time. -Talk about similarities and differences between artefacts and objects they are looking at. 	<p>Topic: Prehistory</p> <p>Question – How did life in Britain change from the stone age to the iron age?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -Events beyond living memory -Changes in Britain from the Stone Age to the Iron Age -develop and use a range of historical terms -ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broach chronological framework -communicate understanding about the past in a variety of ways. -identify similarities and differences between ways of life in different periods -recognise why people did things <p>Skills from NC</p> <ul style="list-style-type: none"> - Children will explore a significant historical event in our country. -Children will explore changes in Britain from the Stone Age to the Iron Age -Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us. -Sort and sequence objects, events or a person’s life in chronological order. -Talk about events or a person’s life and what this tells us about the time. -Talk about similarities and differences between artefacts and objects they are looking at. 	<p>Topic: Romans</p> <p>Question – How did the Romans impact our life in Britain today?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -Events beyond living memory -The Roman empire and its impact on Britain -develop and use a range of historical terms -ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broach chronological framework -communicate understanding about the past in a variety of ways. -identify similarities and differences between ways of life in different periods -recognise why people did things <p>Skills from NC</p> <ul style="list-style-type: none"> - Children will explore a significant historical event in our country. -Children will study the Roman Empire and its impact on Britain. -Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us. -Sort and sequence objects, events or a person’s life in chronological order. -Talk about events or a person’s life and what this tells us about the time. -Talk about similarities and differences between artefacts and objects they are looking at.
<p>Year group</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
	<p>Topic: Saxon Britain</p>	<p>Topic: Viking Britain</p>	<p>Topic: Norman Britain</p>



<p>3 and 4 Cycle A</p>	<p>Question – Why did the Anglo Saxons build settlements?</p> <p>Progression of skills --The Viking and Anglo-Saxon struggle for the kingdom of England from the time of Edward the Confessor -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC -Children will study Britain's settlement by the Anglo-Saxons. -They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. -They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Question – Who were the Vikings?</p> <p>Progression of skills -The Viking and Anglo-Saxon struggle for the kingdom of England from the time of Edward the Confessor -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC - Children will study the struggle for the Kingdom of England from Viking invasion to the time of Edward the Confessor's death (1066). -They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. -They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Question – Where the Crusades right?</p> <p>Progression of skills --put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC - Children will explore the Norman Conquest and Norman rule in Britain. -They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. -They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p>Year group</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>3 and 4</p>	<p>Topic: Tudor Britain</p>	<p>Topic: Stuart Britain</p>	<p>Topic: Local History Study</p>



<p>Cycle B</p>	<p>Question – Was Henry V111 right?</p> <p>Progression of skills -A study of an aspect of British history that extends children’s chronological knowledge beyond 1066. -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should understand how our knowledge of the past is constructed from a range of sources. Place events in chronological order within a theme and across time. -Pose historical questions that can be explored. -Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored. -Make links with their previous historical knowledge. -Talk about some of the impacts of key historical events they have explored then and now.</p>	<p>Question – Who were James I/VI, Charles I and Charles II?</p> <p>Progression of skills -A study of an aspect of British history that extends children’s chronological knowledge beyond 1066. -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. -They should understand how our knowledge of the past is constructed from a range of sources. Place events in chronological order within a theme and across time. -Pose historical questions that can be explored. -Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored. -Make links with their previous historical knowledge. -Talk about some of the impacts of key historical events they have explored then and now.</p>	<p>Question – What was it like to work in the mine?</p> <p>Progression of skills -A local history study -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should understand how our knowledge of the past is constructed from a range of sources. Place events in chronological order within a theme and across time. -Pose historical questions that can be explored. -Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored. -Make links with their previous historical knowledge. -Talk about some of the impacts of key historical events they have explored then and now.</p>
<p>Year group</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>5 and 6 Cycle A</p>	<p>Topic: Georgian Britain</p>	<p>Topic: Ancient Egypt</p>	<p>Topic: World War 1</p>



	<p>Question – What is the Georgian period known for?</p> <p>Progression of skills -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should understand how our knowledge of the past is constructed from a range of sources. Place events in chronological order within a theme and across time. -Pose historical questions that can be explored. -Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored. -Make links with their previous historical knowledge. -Talk about some of the impacts of key historical events they have explored then and now.</p>	<p>Question – Why are there pyramids in Ancient Egypt?</p> <p>Progression of skills -a study of the achievements of the earliest civilisations put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should understand how our knowledge of the past is constructed from a range of sources. Place events in chronological order within a theme and across time. -Pose historical questions that can be explored. -Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored. -Make links with their previous historical knowledge. -Talk about some of the impacts of key historical events they have explored then and now.</p>	<p>Question – What was the Armistice and how we remember this today?</p> <p>Progression of skills -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should understand how our knowledge of the past is constructed from a range of sources. Place events in chronological order within a theme and across time. -Pose historical questions that can be explored. -Make links with their previous historical knowledge. -Talk about some of the impacts of key historical events they have explored then and now.</p>
Year group	Autumn	Spring	Summer
5 and 6 Cycle B	Topic: World War 2 Question – What caused World War 2?	Topic: Ancient Greece	Topic: Contrasting Civilisations



	<p>Progression of skills</p> <ul style="list-style-type: none"> -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods <p>Skills from NC</p> <ul style="list-style-type: none"> -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Place events in chronological order within a theme and across time. Speculate and pose their own historical questions to explore. Talk about cause and effect within history themes they have explored. Make links with their previous historical knowledge – gaining a more robust perspective. Locate and collect a range of evidence (first and second hand) and select appropriate evidence by evaluating its usefulness or making judgements about its accuracy/bias. Use historical data efficiently in helping them to explore a theme or answer an historical question. Describe – compare – contrast different events within a theme or across themes and their impact then and now. 	<p>Question – How did Ancient Greece influence the Western world?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -Children will study Ancient Greek life and achievements -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods <p>Skills from NC</p> <ul style="list-style-type: none"> Children will study Ancient Greek life and achievements Place events in chronological order within a theme and across time. Speculate and pose their own historical questions to explore. Talk about cause and effect within history themes they have explored. Make links with their previous historical knowledge – gaining a more robust perspective. Locate and collect a range of evidence (first and second hand) and select appropriate evidence by evaluating its usefulness or making judgements about its accuracy/bias. Use historical data efficiently in helping them to explore a theme or answer an historical question. Describe – compare – contrast different events within a theme or across themes and their impact then and now. 	<p>Question – What did the Spanish Conquistadors discover?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -learn about a non-European society that contrasts with British history -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods <p>Skills from NC</p> <ul style="list-style-type: none"> Children will contrast British history with the Mayan civilisation Place events in chronological order within a theme and across time. Speculate and pose their own historical questions to explore. Talk about cause and effect within history themes they have explored. Make links with their previous historical knowledge – gaining a more robust perspective. Locate and collect a range of evidence (first and second hand) and select appropriate evidence by evaluating its usefulness or making judgements about its accuracy/bias. Use historical data efficiently in helping them to explore a theme or answer an historical question. Describe – compare – contrast different events within a theme or across themes and their impact then and now.
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