



Curriculum Plan - History

Year group	Autumn	Spring	Summer
<p>1 and 2 Cycle A</p>	<p>Topic: The Gunpowder Plot</p> <p>Question – Why did Guido Fawkes think he was doing the right thing? Can you order periods of history onto a timeline? Who was King James 1 of England? Who was Guido Fawkes? What did the Gunpowder plotters want to do and why? What happened in the days leading up to the 5th November? How do we remember the Gunpowder Plot every year?</p> <p>Can you explain what bonfire night is?</p> <p>Progression of skills -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 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> <p>Skills from NC - 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</p>	<p>Topic: Grace Darling</p> <p>Question – Why should we remember Grace Darling? What is a hero? Who was Grace Darling? Can you place the period of time Grace Darling lived onto a timeline? Can you sequence the events of 7 September 1838? How was Grace Darling celebrated after her brave rescue? What can we learn from images of the past?</p> <p>Progression of skills -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 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> <p>Skills from NC - 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.</p>	<p>Topic: Intrepid Explorers</p> <p>Question – What did Christopher Columbus and Neil Armstrong discover? What is an explorer? Who was Amelia Earhart? Who was Sir Ernest Shackleton? Who was Christopher Columbus? Who was Valentina Tereshkova? Who is Sir Ranulph Fiennes?</p> <p>Progression of skills -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 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> <p>Skills from NC - 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.</p>



	<p>us.</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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
1 and 2 Cycle B	<p>Topic: Childhood then and now</p> <p>Question – What was it like to be a child in the past?</p> <p>Can you sequence events onto a personal timeline?</p> <p>How has popular music changed over the last 60 years?</p> <p>How have toys changed?</p> <p>How has food changed in the last 60 years?</p> <p>How has improved transport made the world more connected?</p> <p>How have the ways in which we communicate changed over time?</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. 	<p>Topic: Prehistory</p> <p>Question – How did life in Britain change from the stone age to the iron age?</p> <p>How do we know about Prehistoric Britain?</p> <p>Which animals lived in Prehistoric Britain?</p> <p>What were the different periods in the Stone Age?</p> <p>How can artefacts from the Stone Age tell us about how people lived during different periods?</p> <p>What was life like in a Neolithic settlement?</p> <p>How did the Bronze Age change how humans lived?</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>	<p>Topic: Romans</p> <p>Question – How did the Romans impact our life in Britain today?</p> <p>How did the Roman Empire become so powerful?</p> <p>Who was Julius Caesar?</p> <p>What was Britain like before the Romans?</p> <p>How did the Romans conquer Britain?</p> <p>How did the Romans change Britain?</p> <p>Why did the Romans leave Britain?</p> <p>In what ways did life in Britain remain the same after the Roman invasion?</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.



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Year group	Autumn	Spring	Summer
3 and 4 Cycle A	<p>Topic: Saxon Britain</p> <p>Question – Why did the Anglo Saxons build settlements?</p> <p>Who were the Anglo-Saxon invaders?</p> <p>Why did the Anglo-Saxons settle in Britain?</p> <p>What was life like in Anglo-Saxon Britain?</p> <p>How was Anglo-Saxon Britain ruled?</p> <p>Who was Alfred the Great?</p> <p>What do Anglo-Saxon artefacts teach us about their culture?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> --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>Topic: Viking Britain</p> <p>Question – Who were the Vikings?</p> <p>Who were the Vikings?</p> <p>What were the Viking raids?</p> <p>What was the Danelaw?</p> <p>What was life like in Viking Britain?</p> <p>How did England become a unified country?</p> <p>How was Britain conquered between 950 AD – 1066?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -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>Topic: Norman Britain</p> <p>Question – Were the Crusades right?</p> <p>Who should have taken the throne after Edward the Confessor died?</p> <p>What happened after Harold Godwinson became King of England?</p> <p>What problems did William the conqueror face?</p> <p>Why did the Normans build castles?</p> <p>How were the Norman knights the key to success in the Battle of Hastings?</p> <p>How did William the Conqueror use the feudal system to control the people of England?</p> <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



	<p>Skills from NC</p> <ul style="list-style-type: none"> -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>Skills from NC</p> <ul style="list-style-type: none"> - 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>-describe some of the similarities and differences between different periods</p> <p>Skills from NC</p> <ul style="list-style-type: none"> - 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.
Year group	Autumn	Spring	Summer
3 and 4 Cycle B	<p>Topic: Tudor Britain</p> <p>Question – Was Henry VIII right? What happened at the Battle of Bosworth? Who was Henry VIII? Who were the wives of Henry VIII? What was society like in Tudor England? How was crime and punishment used in Tudor society? Can I list all the Tudor monarchs?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -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 	<p>Topic: Stuart Britain</p> <p>Question – Who were James I/VI, Charles I and Charles II? Why did James VI of Scotland become James I of England? Why did the gunpowder plotters try to blow up Parliament? How was Guy Fawkes caught and the gunpowder plot prevented? Who was King Charles I? How did Charles I's disastrous reign lead to Civil War? Who was King Charles II?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -A study of an aspect of British history that extends children's chronological knowledge beyond 1066. 	<p>Topic: Local History Study</p> <p>Question – What was it like to work in the mine? What is the history of British mining? What was mining like in my local area? What were the jobs of people within the mines? What was life like as a miner? What happened in Pelton in 1866? What happened to James Harris? Who is to blame for the death of James Harris?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> -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



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Year group	Autumn	Spring	Summer
5 and 6 Cycle A	<p>Topic: Georgian Britain</p> <p>Question – What is the Georgian period known for?</p> <p>Who ruled during the industrial revolution?</p> <p>Who was James Hargreaves?</p> <p>Who was George Stephenson?</p> <p>Who was Alexandar Graham Bell?</p> <p>How did education change during the era?</p>	<p>Topic: Ancient Egypt</p> <p>Question – Why are there pyramids in Ancient Egypt?</p> <p>Who ruled Ancient Egypt?</p> <p>What was Ancient Egyptian society like?</p> <p>Why was the River Nile important to the Ancient Egyptians?</p> <p>How did the Ancient Egyptians travel and trade?</p>	<p>Topic: World War 1</p> <p>Question – What was the Armistice and how we remember this today?</p> <p>What caused the First World War to break out?</p> <p>Why were so many lives lost on the Western Front?</p> <p>What were advancements of warfare that occurred during WWI?</p>



	<p>What were the greatest inventions of the industrial revolution?</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>Why did they build pyramids? Who were the pyramid builders?</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>How were animals involved in World War I? What was life like for people in Britain during World War I? What is propaganda and how was it used to aid the war efforts?</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
	Topic: World War 2	Topic: Ancient Greece	Topic: Contrasting Civilisations



<p>5 and 6 Cycle B</p>	<p>Question – What caused World War 2? How did Hitler rise to power? What was life like in Nazi Germany? Was World War 2 inevitable? How did antisemitism rise in Germany in the 1930s? How did the Second World War end? How was Britain impacted by the war?</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 -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.</p>	<p>Question – How did Ancient Greece influence the Western world? How was Ancient Greece organised? Why do we know so much about Ancient Greece? What was the Golden Age of Greece? What was Athenian democracy? What did the Ancient Greeks believe in? Who were the Ancient Greek philosophers?</p> <p>Progression of skills -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> <p>Skills from NC 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.</p>	<p>Question – How do the Maya and Anglo-Saxon civilisations compare? Who were the Maya? What did the Maya believe? What numerical system did the Maya use? How do primary and secondary sources support our understanding of the Maya civilisation? How does the Anglo-Saxon and Maya civilisation compare? What causes are believed to have ended this era?</p> <p>Progression of skills -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> <p>Skills from NC 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</p>
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	<p>Describe – compare – contrast different events within a theme or across themes and their impact then and now.</p>	<p>Describe – compare – contrast different events within a theme or across themes and their impact then and now.</p>	<p>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>
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