

History High Level Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R TBC	<p>Shows interest in different occupations and ways of life.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p>Enjoys joining in with family customs and routines. Show sensitivity to other children's likes and dislikes.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>Say how other traditions are the same or different to their own.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Say how objects are the same or different.</p> <p>Talk about changes.</p>	<p>Say how other traditions are the same or different to their own.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Say how objects are the same or different.</p> <p>Talk about changes.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>
Y1	<p>Britain in the 1960's Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> People's lives in the 1960s, and how these were different to, and influenced, people's lives now Know how people lived and their lifestyles. Understand the emergence of fashion and trends, both in clothing and in music. Understand the development of transport 		<p>Victorian Britain Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Contrast life in the 1960s with how people lived in Victorian times. Explore the impact on people's lives of differing levels of wealth - i.e. being rich or poor. Know about access to water, toilets and good food and clothing, and healthcare. 		<p>Britain in the Georgian Era Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Know about life in Georgian times. Learn about how people lived, understanding this varied greatly according to people's wealth. Learn about clothing in the Georgian era, healthcare and travel. 	

	<ul style="list-style-type: none"> ▪ Know that healthcare in Britain is provided through the NHS. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Continuity and change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Social and cultural development • Lifestyles • Health and well-being <p><u>Summative assessment:</u> Knowledge Assessment</p>	<ul style="list-style-type: none"> ▪ Learn about the role of nurses and the impact of disease ▪ Know forms of transport ▪ Understand that the Victorian era was a period of inventions and inventors. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Change and continuity • Evidence and contestability <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Social and cultural development • Lifestyles • Health and well-being • Innovation and development <p><u>Summative assessment:</u> Knowledge Assessment</p>	<ul style="list-style-type: none"> ▪ Know how the canal network not transported goods and raw materials, and that families lived on boats, too. ▪ Know that much transport was horse-drawn, and not powered by engines. ▪ Introduced to parliament and prime ministers, and how few people could vote in Georgian times. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Power and authority, democracy <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Social, political and cultural development • Lifestyles • Health and well-being • Innovation and development <p><u>Summative assessment:</u> Knowledge Assessment</p>
<p>Y2</p>	<p>Stuart Britain: The Great Fire of London Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> ▪ Know the main facts about the Great Fire of London, including its causes and consequences. ▪ Explore other factors linked to the fire, including how people lived in the mid-17th century. ▪ Contrast this with knowledge about Georgian times, which began a little while after the Great Fire. ▪ Develop an understanding of disciplinary knowledge in history. 	<p>Roman Britain Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> ▪ Know the main features of the influence of the Roman Empire in Britain, including some background knowledge about the Roman Empire. ▪ Know how Romans lived when they arrived in Britain, including what they wore and ate. ▪ Know that the Roman influence had a big impact on diet and lifestyles. ▪ Explore the impact of the Romans on communication, particularly the 	<p>Britain in the Stone Age Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> ▪ Know about the main features of the stone age. ▪ Begin to understand how disciplinary knowledge in history develops – especially the use of evidence of the past. ▪ Understand the homes and lifestyles of Stone Age people. ▪ Know about food and diet and clothing in the Stone Age. ▪ Know how the early stages of travel and trade emerged.

	<ul style="list-style-type: none"> ▪ Know how historians use evidence about the past from various sources to help them to understand events. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Evidence and contestability • Where knowledge comes from <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Social and political development • Health and well-being • Innovation and development • Development of historical knowledge <p><u>Summative assessment:</u> Knowledge Assessment</p>	<p>development of roads and the evidence we still see today.</p> <ul style="list-style-type: none"> ▪ Learn about an enduring legacy of Roman Britain – Hadrian's Wall. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Evidence and contestability • Continuity and change • Power and influence • Political and social development • Where knowledge comes from <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Empire • Social and political development • Health and well-being • Innovation and development • Development of historical knowledge <p><u>Summative assessment:</u> Knowledge Assessment</p>	<ul style="list-style-type: none"> ▪ Explore where knowledge about the stone age comes from and is collected by archaeologists. Know that evidence is very limited owing to the timespans involved. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Evidence and contestability • Artefacts and inference • Where knowledge comes from <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Archaeology and inference. • Civilisation • Social and cultural development • Development of historical knowledge <p><u>Summative assessment:</u> Knowledge Assessment</p>
<p>Y3</p>	<p>Prehistoric Britain Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Evolution of humans • Humans arrival in Britain • Palaeolithic, Mesolithic and Neolithic eras • Discovery of metals <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Interaction and the environment • Similarity and difference • Continuity and change • Evidence and contestability <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Civilisation • Migration • Innovation 	<p>Shang Dynasty Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Archaeological evidence of the Shang Dynasty • The rise and fall of the Shang Dynasty • General Fu Hao <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Continuity and change • Evidence and contestability • Power and legitimacy <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Kingship and succession • Social classes • Archaeology and inference. <p><u>Summative assessment:</u></p>	<p>Ancient Greece Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The establishment of Ancient Greece and its states • The cultural achievements of that period • Alexander the Great <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Power and legitimacy • Political and social development <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Democracy • Culture • Civilisation

	<p><u>Summative assessment:</u> Essay - 'What do we know about the Prehistoric period?' Knowledge Assessment</p>	<p>Essay - 'What do we know about life in the Shang Dynasty?' Knowledge Assessment</p>	<p><u>Summative assessment:</u> Essay - 'How did the Ancient Greeks leave their mark on the world?' Knowledge Assessment</p>
Y4	<p>Roman Britain Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Birth and development of Rome • Roman invasion of Britain • Romanisation of Britain • Fall of the Roman Empire <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Change and continuity • Significance • Cause and consequence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Empire • Conquest • Culture <p><u>Summative assessment:</u> Essay - 'The Romans changed the world forever'. How far do you agree? Knowledge Assessment</p>	<p>Anglo-Saxons and Scots Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Life in Saxon Britain • Invasions after the Romans • The seven kingdoms of England • Pagan beliefs and the re-introduction of Christianity <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Continuity and change • Evidence and contestability <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Conquest • Culture and religion • Social <p><u>Summative assessment:</u> Essay - 'How did the Anglo Saxons and Scots change life in Britain?' Knowledge Assessment</p>	<p>Vikings Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The invasions of the Vikings • Significant explorers of that period • King Cnut <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Cause and consequence • Power and authority • Interaction and the environment <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Culture and religion • Exploration • Colonialism <p><u>Summative assessment:</u> Essay - 'How did the Vikings change Britain?' Knowledge Assessment</p>
Y5	<p>Benin Kingdom Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Golden age of Benin Kingdom (900-1897) • Art & culture • Craft, guilds and trade • Colonisation and the transatlantic slave trade <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Change and continuity • Diversity • Perspective <p><u>Concepts</u> (Overarching 'big ideas'):</p>	<p>Medieval Monarchs Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The Norman invasion • Henry II, Richard, John, Edward I • Elizabeth I and the Spanish Armada <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Power and authority • Political and social developments • Change and continuity <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Kingship and succession 	<p>Middle East Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The world's earliest civilisations and empires • The Arab-Israeli war • Significance of Middle East regarding religion <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Continuity and change • Evidence and contestability • Power and legitimacy • Perspective • Cause and consequences

	<ul style="list-style-type: none"> • Empire • Culture • Colonialism <p><u>Summative assessment:</u> Essay - 'The artistic culture was the Benin Kingdom's greatest achievement.' How far do you agree? Knowledge Assessment</p>	<ul style="list-style-type: none"> • Monarchy and the church • Social classes <p><u>Summative assessment:</u> Essay - 'Who was the greatest medieval monarch?' Knowledge Assessment</p>	<p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Religion • Colonialism • Civilisation <p><u>Summative assessment:</u> Essay - 'What would it take for peace in the Middle East to be achieved?' Knowledge Assessment</p>
<p>Y6</p>	<p>Industrial Revolution Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Changing working conditions • Changing living arrangements • Technological developments • Political changes <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Change and continuity • Perspective • Cause and consequence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Political • Social • Economic <p><u>Summative assessment:</u> Essay - 'The most important changes in Britain between 1750-1900 were political.' To what extent do you agree? Knowledge Assessment</p>	<p>Civil Rights Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Legal developments • Civil disobedience: MLK, Rosa Parks • Enduring struggle <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Social and political attitudes • Revolution • Identity <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Human rights • Civil liberties • Revolution <p><u>Summative assessment:</u> Essay - 'Civil disobedience was more important than legal decisions during the civil rights movement. Do you agree?' Knowledge Assessment</p>	<p>20th Century Conflict Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • World War I causes and conditions • Treaty of Versailles • World War II causes and conditions <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Power and legitimacy • Cause and consequence • Political and social development <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Political • Social • Conquest <p><u>Summative assessment:</u> Essay - 'The outbreak of World War II was inevitable.' To what extent do you agree? Knowledge Assessment</p>