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| **Year group** | **Topic and Big Question**  **Core knowledge history overview** ( updated Aug ‘23) | **Core knowledge** | **Disciplinary knowledge in history** | **Substantive concepts** | Assessment outcome – exit task |
| **1/2 A** | **Transport**  How did people travel through History? | * Has it always been easy to travel ? * How have cars,buses,trains,bicycles and planes changed throughout history ? * Can you design and make a vehicle that can move? * What was the Titanic and why do we still talk about it today ? * What was different about being a first or third class passenger ? | **Continuity and change**  **Similarity and difference**  **Historical**  **significance**  **Chronology**  **sources** | **Society**  **voyage** | I can show that I know about different types of transport over time. |
|  | **Social history -1950s ( living memory )**  What was it like when the Queen came to the throne in 1953? | * To know what a King or Queen does * To investigate the monarchy family tree and make one of our own * To know what a coronation is and explain what happened in 1953. * To begin to use a timeline to place events. * To design a flag for our own coronation? (linked to Art) * To use sources to investigate what life was like in the 50’s – home and food,school and toys,   fashion and music.   * To pose questions and interview someone who experienced life in the 1950s. | **Sources**  **Interpretation**  **Historical**  **significance**  **chronology**  **Continuity and change**  **Similarity and difference** | **Society**  **monarchy** | I can share my knowledge about the Queen’s coronation. |
|  | **Exploration**  What does it take to be a great explore ? ( Matthew Henson and Felicity Aston) | * Who are explorers and what do they do? * Who was Matthew Henson and what did he do? * Who was Felicity Aston and what did she do? * How do we know about these explorers? | **Chronology**  **Sources**  **Change and continuity**  **Similarity and difference** | **conquest**  **voyage** | I can share my knowledge about famous explorers from the past. |
| **B** | **Social history**  What has changed since my grandparents were young? (60’s/70’s) | * To know who my grandparents are * To place my grandparents birth, my parents birth and my birth on a time line . * To find out what toys my grandparents played with when they were young * To find out what clothes they wore when they were young (fashion) * To find out what TV programmes and music they enjoyed when they were young * To investigate what school would have been like when my grandparents were young * To identify what has changed since my grandparents were young | **Sources**  **chronology**  **Similarity and difference**  **Continuity and change** | **Society** | I can show that I know how life in the 1960 and 1970ss was different to life in the present. |
|  | **Significant individuals-living memory**  How have people helped to make the world a better place? | * To know who Florence Nightingale was and how she made hospitals cleaner and safer. * To know who Emily Davison was and what she did to support Women’s rights. * To know who Oskar Schindler was and how he helped Jewish people in WW2. * To know who Martin Luther King was and how he campaigned for freedom and equality. * To know who Jane Goodall is and what she has done to inspire people to look after our animals and our planet * To place these significant individuals in chronological order on a timeline. * To reflect on how I may make the world a better place when I am older . | **Similarity and difference**  **Continuity and change**  **Sources Chronology**  **Historical**  **significance** | **Freedom**  **Rights**  **Society** | I can show my knowledge and understanding about significant individuals and what cause they were fighting for. |
|  | **Victorians -changes beyond living memory, our own locality**  What were the people who lived in our town/city like 150 years ago? | **NB To be replanned with more local history focus 2024** | **Sources**  **Similarity and difference**  **Cause and consequence**  **Chronology** | **Monarchy**  **Society**  **Empire** | I can show my knowledge and understanding of what life was like in the Victorian era. |
| **3/4 A** | **Stone Age**  Who first lived in Britain ? | * To know the Stone Age was split into 3 parts * To place Stone age eras on a timeline * To understand the role of the archaeologist * To describe the types of shelters people from the Stone Age used * To explain how people from the Stone Age obtained food * To describe the dangers faced by people from the Stone Age * To know how early Britons developed from the Palaeolithic age up to the Iron Age | **chronology**  **interpretation**  **sources**  **continuity and change**  **Historical**  **significance** | **Settlement**  **Civilisation**  **society** | I can demonstrate that I understand some of the changes in Britain that happened between the Stone Age to the Iron Age. |
|  | **Ancient Egypt**  Would I like to have been an Ancient Egyptian ? | * To place the Ancient Egyptians on a timeline. * To use artefacts to learn about this period.( role of archaeologist, Howard Carter) * To investigate why the River Nile was so important to the people of Ancient Egypt. * To know what beliefs the people of Ancient Egypt had. * To explain the process of mummification and know why the Ancient Egyptians did it. * To understand the purpose of the pyramids. * To explain how society was organised in this period | **Chronology**  **interpretation**  **sources**  **cause and consequence**  **Historical**  **significance** | **Civilisation**  **Society**  **Religion** | I can demonstrate that I understand what was most important to people in Ancient Egypt. |
|  | **Normans**  Why did the Normans build so many castles? | * Who was William the Conqueror and why is 1066 a famous date in British history ? * Why did the Normans build so many castles ? * What is the Doomsday Book and do we have something similar today ? * What changed in Britain as a result of the Norman conquest ? | **sources**  **interpretation**  **Cause and consequence**  **Continuity and change**  **Historical**  **significance** | **Conquest**  **Power**  **monarchy** | I can share my knowledge and understanding about the impact the Normans had on life in Britain during this period. |
| **B** | **Ancient Greece**  Why are we still talking about Ancient Greece ? | * To place the Ancient Greek period on a timeline * To use artefacts to infer about life in Ancient Greece * To know that Ancient Greece was split into city states * To compare life in Sparta and Athens ( incl democracy) * To investigate whether Alexander the Great was indeed great. * To identify the influence of the Ancient Greeks on our lives today. | **Chronology**  **Sources**  **Interpretation**  **Cause and consequence**  **Similarity and difference**  **Historical**  **significance** | **Civilisation**  **Democracy**  **Empire**  **power** | I can demonstrate that I understand about life in Ancient Greece  I can demonstrate that I understand the achievements of Ancient Greece and their influence on the western world.  . |
|  | **Romans**  What did the Romans ever do for us ? | * To place the Romans on a timeline * To know the reasons why the Romans came to Britain * To understand and empathise what it is to be invaded * To explain why the Romans built forts * To know who Boudicca was and what she did * To identify the legacy the Romans have left for us.   **Geography link – mapping**  **skills – locations of main Roman forts in Britain, route Boudicca took, Hadrian’s wall and main Roman roads** | **Chronology**  **Cause and consequence**  **Sources**  **interpretation**  **Continuity and change**  **Historical**  **significance** | **Civilisation**  **Empire**  **Conquest**  **Tribes**  **Society**  **Power**  **conflict** | I can demonstrate that I understand about the history of the Roman Empire and its impact on Britain. |
|  | **Crime and punishment**  Who were the early law makers ? proposed name change to – **Does the punishment fit the crime?** | * How were people in Roman Britain punished? * How were suspects dealt with in the Anglo Saxon period? * What did the Tudors do to keep law and order ? * What changes occurred in the Victorian period ? * To plan , design and host a class exhibition for wider school community | **Cause and consequence**  **Similarity and difference**  **Continuity and change**  **Sources**  **Historical**  **significance** | **Society**  **Power**  **Rules and laws** | I can demonstrate that I know about the changes that have occurred over time regarding crime and the types of punishments given. |
| **5/6 A** | **Mayans**  Who were the Mayans and what have we learnt from them ? | * To know who the Mayans were, where they lived and when they lived. * To use evidence to prove that the Mayans were an advanced civilization. * To investigate what the Mayan civilization have in common with space travel. * To identify what we can learn from the way they built their pyramids. * To explain the rituals carried out by the Mayan civilization. * To know why was the Sun an important feature in Mayan life. * To identify and explain the reasons the Mayan Civilization disappeared. | **Sources**  **interpretaion**  **chronology**  **Cause and consequence**  **Continuity and change** | **Civilisation**  **Religion**  **society** | I can demonstrate that I understand about the achievements of the earliest civilizations. |
|  | **Anglo-Saxons**  Were the Anglo-Saxons really smashing ? | * To know who the Anglo-Saxons were and when they lived. * To investigate what evidence we have today that the Anglo-Saxons were ever here in the first place. * To understand how the Anglo-Saxons brought law and order to Britain. * To investigate which Anglo-Saxon Christian symbols remain with us today. * To create your own Anglo-Saxon art focusing on tessellations. * To know the famous Anglo-Saxons and why Alfred was so ‘great’ * To identify how did they influence our life today. | **Sources**  **interpretation**  **Change and continuity**  **Cause and consequence**  **Chronology** | **Society**  **Religion**  **Rules and laws**  **monarchy** | I can demonstrate that I understand the history of Britain’s settlement by Anglo-Saxons |
|  | **Vikings**  Were the Vikings always victorious and viscous ? | * To know who the Anglo Saxons were and whether they liked the Vikings or not.( recap from previous topic- links) * To place the Vikings invasion of Britain on a time line. * to understand how sources are used to inform us about the past. * To know why the Vikings came to Britain and how they made the journey. * To investigate what the native Britons learnt from the Vikings. * To know how the Vikings lived when they came to Britain. * To describe the features and functions of a Viking long boat. * **To investigate the legacy of the Vikings** | **Similarity and difference**  **Sources**  **interpretation**  **Change and continuity**  **Cause and consequence**  **Chronology** | **Settlement**  **Society**  **conflict** | I can demonstrate that I know why the Vikings settled in Britain and what they did whilst they were here. |
| **B** | **World war 2**  How and why did WW2 start? | * What does ‘war’ mean? * What happened in Munich in 1938 (and why did Britain feel betrayed by Hitler?) * Why did World War 2 start and what part did Hitler have in it? * Why is the Battle of Britain significant in World War 2? * Who was Winston Churchill and what part did he play in the war? * Why was propaganda important? | **interpretation**  **Cause and consequence**  **Sources**  **Chronology**  **Continuity and change**  **Historical**  **significance** | **Conflict**  **Nationality**  **Power**  **Empire**  **freedom** | I can demonstrate my knowledge and understanding of why WW2 started and the impact of Hitler’s policies.  I can explain why propaganda was used during WW2. |
|  | **Slavery**  Why should the world be ashamed of slavery ? | * To investigate why slavery has existed and what we know about it. * To understand the link between slavery and discrimination * To identify some famous people who have fought against discrimination. * To reflect on whether Britain can be described as a multicultural society. * To empathise with emotions associated with slavery to produce a piece of art. | **Sources**  **Change and continuity**  **Cause and consequence** | **Society**  **Slave**  **Trade**  **Migration**  **freedom** | I can demonstrate my knowledge and understanding of the impact slavery had on different groups in society. |
|  | **Islamic golden age**  Why was the Islamic civilisation known as the ‘Golden Age’? | * What did this ‘Golden Age’ give the world? * Who is the Prophet Muhammad and how was he associated with the ‘Golden Age’? * What part did the ‘Golden Age’ have in improving health care? * What can you discover about the art and culture of the ‘Golden Age’? * Why did the ‘Golden Age’ come to an end? | **Sources**  **Interpretation**  **Cause and consequence** | **Society**  **Religion**  **civilisation** | To share my knowledge and understanding of the legacy of the Islamic Golden Age. |

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**Substantive concepts**

**Disciplinary knowledge in history**

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