|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |



**Substantive concepts**

**Disciplinary knowledge in history**

