



Year 1	Autumn	Spring	Summer	
Topic	<u>Rugby: Our Famous Town</u>	<u>Crowns and Castles</u>	<u>In the Garden</u>	<u>Spectacular Seaside</u>
Focus	<u>Victorians</u> <u>Alexander Graham Bell (class name)</u> <u>William Webb-Ellis</u> <u>William Gilbert</u> <u>Lewis Carroll</u>	<u>Kings and Queens of the Past/War of the Roses</u> <u>Warwick Castle</u> <u>Kenilworth Castle</u> <u>Homes in Warwick now and in the past (Medieval, Tudor and present day)</u> <u>Richard III</u>		
Objectives	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and other people's lives Recognise the difference between the past and present in Houlton and Rugby and describe how it has changed (n.b. this is studied in more depth in Year 3) Learn about some events of local importance (first radio communication and start of rugby) Name some local people who lived in the past and their significance (Alexander Graham Bell, William Webb-Ellis, William Gilbert and Lewis Carroll) Learn about communication and technology in Victorian times and compare to the present day Learn about homes in Victorian times and compare to the present day Learn about beliefs and religion in Victorian times Find answers to simple questions about the past from sources of information e.g. What did the first telephone look like? 	<ul style="list-style-type: none"> Compare and order houses from different periods of time (Medieval, Tudor and present day) Describe the features of a castle and their purpose Learn about lives of significant historical figures (Richard III) Recount main events from the past (War of the Roses) Learn about communication and technology in Medieval times and compare to the present day Learn about beliefs and religion in Medieval times Understand the difference between fact and fiction through reading a range of fiction and non-fiction texts Find answers to simple questions about the past from sources of information e.g. How have homes changed? What was life like in a castle? Ask own questions about the past, based on areas of interest e.g. castles 		

In all units:

Identify opportunities for children to demonstrate their knowledge and understanding through writing (see History Progression Map and link to English objectives)

Make links to periods of history that have already been studied (What is the same? What is different? Has anything in this period of history had an impact on other periods of history or been impacted by other periods of history?)

Learn how the political leaders maintained power through economics and military and how the social and cultural aspects show the lives of people at the time

Year 2	Autumn	Spring	Summer
Topic	<u>Once Upon a Time</u>	<u>Explorers</u>	<u>Living and Growing</u>
Focus	<u>Stuarts (Great Fire of London and Gunpowder Plot)</u>	<u>Tudors</u> <u>Titanic</u> <u>Christopher Columbus</u> <u>Robert Falcon Scott</u>	<u>Mary Seacole</u> <u>Florence Nightingale</u> <u>Crimean War</u> <u>Nursing</u> <u>Health</u> <u>Toys (changes within living memory)</u>
Objectives	<ul style="list-style-type: none"> Learn about the sequence of events during The Great Fire of London and place the events in order using a given scale Compare homes in London in the 17th Century to London in the present day Compare communication and technology in the time of the Stuarts to the present day Recount main events from the past (The Gunpowder Plot), why they happened and what happened as a result Put three events in order using a given scale Put three people in order using a given scale Learn about significant historical figures (King James, Guy Fawkes, Samuel Pepys and Sir Christopher Wren) Identify and understand the difference between primary and secondary sources of evidence Use evidence from sources to describe the past 	<ul style="list-style-type: none"> Learn about lives of significant historical figures (Christopher Columbus and Robert Falcon Scott) Identify the similarities and differences between the experiences of Christopher Columbus and Robert Falcon Scott Describe changes in communication and technology within living memory Recount main events from the past (expeditions), why they happened and what happened as a result Use evidence to explain reasons why people in the past acted as they did Compare communication and technology in Tudor times to the present day and other periods of history that have already been studied 	<ul style="list-style-type: none"> Learn about lives of significant historical figures (Mary Seacole and Florence Nightingale) Compare nursing now and at the time of the Crimean War Use a portrait of Mary Seacole to ask and answer questions Use evidence to describe differences between then and now Use evidence from sources to describe the past Where appropriate, construct simple pictograms, tally charts, block diagrams and/or simple tables (<i>link to Maths</i>) Compare adults talking about the past – how reliable are their memories? Do they remember the same thing? Describe changes to toys within living memory and place three toys in order using a given scale

In all units:

Identify opportunities for children to demonstrate their knowledge and understanding through writing (see History Progression Map and link to English objectives)

Make links to periods of history that have already been studied (What is the same? What is different? Has anything in this period of history had an impact on other periods of history or been impacted by other periods of history?)

Learn how the political leaders maintained power through economics and military and how the social and cultural aspects show the lives of people at the time

	<ul style="list-style-type: none"> • Use evidence to describe differences between then and now • Use past and present when telling others about an event • Use evidence to explain reasons why people in the past acted as they did (linked to The Gunpowder Plot) • Describe the significance of religion in the events of the Gunpowder Plot • Write own date of birth and the dates of birth of some significant individuals 	<ul style="list-style-type: none"> • Compare homes in Tudor times to the present day and other periods of history that have already been studied (building on knowledge from Year 1) • Learn about beliefs and religion in Tudor times • Identify differences between ways of life at different times • Put three events in order using a given scale (expeditions) • Use evidence from sources to describe the past • Learn about social differences at the time of the Titanic 	<ul style="list-style-type: none"> • Give reasons for changes to toys within living memory
--	--	--	---

In all units:

Identify opportunities for children to demonstrate their knowledge and understanding through writing (see History Progression Map and link to English objectives)

Make links to periods of history that have already been studied (What is the same? What is different? Has anything in this period of history had an impact on other periods of history or been impacted by other periods of history?)

Learn how the political leaders maintained power through economics and military and how the social and cultural aspects show the lives of people at the time

Year 3	Autumn	Spring	Summer
Topic	<u>Here and There</u>	<u>Scavengers and Settlers</u>	<u>Under our Feet</u>
Focus	<u>Local history study (development of Houlton)</u> <u>Mast site</u> <u>Houlton, Maine 1805</u>	<u>Changes in Britain from the Stone Age to the Iron Age</u>	
Objectives	<ul style="list-style-type: none"> Describe the history of the mast site and place significant events on a timeline Use a timeline to place events in order Compare Houlton, Maine in 1805 to the present day Compare methods of communication in different time periods (compare Morse Code to communication in present day and other periods of history that have already been studied) Compare technology in different time periods (1805, 1927 and present day) Identify the difference between homes in Rugby in 1927 and homes in Houlton now Learn about beliefs and religion in England in 1927 Understand that the past has been represented in different ways Suggest sources of evidence to use to help answer questions Use evidence from a range of sources to describe the past and compare with our life today 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC and AD and place dates on a timeline Use a timeline to place events in order Use evidence to find out about changes within a period of history and place on a timeline Use evidence from a range of sources to describe the past and compare with our life today Describe significant changes and developments from Stone Age to Iron Age Britain (including the course of events that led people to move from hunting and gathering to farming, the significance of copper mining and the development of hillforts) Describe what humans needed to survive in Stone Age Britain Understand what was found at Skara Brae and why it was important Learn the significance of religion and beliefs during this period of history and find out about Stonehenge Describe communication and technology during this period of history Identify how homes changed during this period Where appropriate, present data using bar charts, pictograms and/or tables (<i>link to Maths</i>) 	

In all units:

Identify opportunities for children to demonstrate their knowledge and understanding through writing (see History Progression Map and link to English objectives)

Make links to periods of history that have already been studied (What is the same? What is different? Has anything in this period of history had an impact on other periods of history or been impacted by other periods of history?)

Learn how the political leaders maintained power through economics and military and how the social and cultural aspects show the lives of people at the time



Year 4	Autumn	Spring	Summer
Topic	<u>Food and Farming</u>	<u>Incredible Inventions</u>	<u>Wonderful Water</u>
Focus		<u>The Roman Empire and its impact on Britain</u>	<u>Ancient Egypt</u>
Objectives		<ul style="list-style-type: none"> • Divide recent history into present, using 21st century, and the past using 19th and 20th centuries • Learn about significant events and changes during the time of the Roman Empire (Julius Caesar’s attempted invasion, The Roman empire and the successful invasion, The British resistance e.g. Boudicca, roads and Romanisation of Britain) • Name and place dates of significant events on a timeline • Suggest the most suitable sources of evidence from a selection provided to use to help answer questions • Describe the features of Roman Baths • Understand the armour and tactics of the Roman army • Identify differences in two accounts of the same event • Give reasons why there may be different accounts of history • Learn about Roman homes • Describe significant changes during this period of history and reasons why they may have occurred • Describe the impact that the Romans had on life in other periods of history and life today 	<ul style="list-style-type: none"> • Describe the importance of religion and beliefs during Ancient Egyptian times and describe some Egyptian gods • Compare Ancient Egyptian ideas, beliefs, attitudes and experiences to other periods of history and the present day • Compare methods of communication and technology during Ancient Egyptian times to other historical periods (particularly Stone Age) and the present day • Explain why Ancient Egyptians were able to settle near the Nile • Compare Ancient Egyptian homes and structures to homes and structures in other periods of history (particularly Roman) • Describe the impact that Ancient Egyptians had on life in other periods of history and life today • Where appropriate, present discrete and continuous data using appropriate graphical methods, including bar charts and/or time graphs (<i>link to Maths</i>)

In all units:

Identify opportunities for children to demonstrate their knowledge and understanding through writing (see History Progression Map and link to English objectives)

Make links to periods of history that have already been studied (What is the same? What is different? Has anything in this period of history had an impact on other periods of history or been impacted by other periods of history?)

Learn how the political leaders maintained power through economics and military and how the social and cultural aspects show the lives of people at the time

Year 5	Autumn	Spring		Summer
Topic	<u>Groovy Greeks</u>	<u>Lost in Space</u>	<u>Women of the World</u>	<u>Invaders and Settlers</u>
Focus	<u>Ancient Greece</u>		<u>Significant women</u>	<u>Britain's settlement by Anglo-Saxons and Scots</u> <u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u>
Objectives	<ul style="list-style-type: none"> Sequence historical periods and place on a timeline Learn about Ancient Greek life and achievements and the influence on the western world, including philosophy and architecture Choose reliable sources of evidence to answer questions Explain how the political system worked in Ancient Greece and compare this to other political systems Learn about the first Olympics and how the Olympics has changed Place dates of key events on a timeline Compare Ancient Greek communication and technology to other periods of history Compare Ancient Greek homes and buildings to homes and buildings in other periods of history Describe the significance of Ancient Greek beliefs and religion Where appropriate, complete information in tables (<i>link to Maths</i>) 		<ul style="list-style-type: none"> Sequence historical periods and place on a timeline Choose reliable sources of evidence to answer questions Place dates of key events on a timeline Identify causes and consequences of the main events, situations and changes during this time period Identify changes and links within and across time periods Give clear reasons why there may be different accounts of history Know that people can represent events or ideas in ways that persuade others 	<ul style="list-style-type: none"> Compare the geography of the Saxon Shires to the present day Place dates of key events on a timeline Learn about the Anglo Saxon and Viking art, culture, weapons and the significance of religion, laws and justice Compare Anglo-Saxon/Viking communication and technology to other periods of history Compare Anglo-Saxon/Viking homes and buildings to homes and buildings in other periods of history Identify causes and consequences of the main events, situations and changes during this time period Identify changes and links within and across time periods Give clear reasons why there may be different accounts of history Know that people can represent events or ideas in ways that persuade others Choose reliable sources of evidence to answer questions Where appropriate, complete information in tables (<i>link to Maths</i>)

In all units:

Identify opportunities for children to demonstrate their knowledge and understanding through writing (see History Progression Map and link to English objectives)

Make links to periods of history that have already been studied (What is the same? What is different? Has anything in this period of history had an impact on other periods of history or been impacted by other periods of history?)

Learn how the political leaders maintained power through economics and military and how the social and cultural aspects show the lives of people at the time



Year 6	Autumn		Spring	Summer
Topic	<u>Shakespeare's Stratford</u>	<u>Crime and Punishment</u>	<u>Marvellous Mayans</u>	<u>World War 2</u>
Focus	Elizabethan Era	A study of an aspect or theme (Crime and punishment) in British history that extends beyond 1066 Justice Rule of Law Beliefs and religion	Mayan civilization	A significant turning point in British history (World War 2) Code breaking Roles of men and women Normandy trip Impact of racial prejudice
Objectives	<ul style="list-style-type: none"> Learn about life in the Elizabethan Era including theatre, communication, technology, homes, beliefs and religion and compare to other periods of history Learn about William Shakespeare and the significance of his work Complete a local history study of Stratford-upon-Avon Use timelines to place events, periods and cultural movements from around the world <i>(link to Art)</i> 	<ul style="list-style-type: none"> Learn how the Rule of Law, justice, beliefs and religion have changed throughout history Describe similarities and differences between some people, events and objects in different time periods, with a focus on crime and punishment Use timelines to demonstrate changes and developments in culture, technology, religion and society Understand what the Romans believed about crime and punishment Find out how the legal system worked in Anglo-Saxon Britain and compare this with the modern British justice system and the Roman justice system Describe different punishment methods used throughout history Understand the experiences of Victorian prisoners Compare modern methods of crime prevention and detection with what existed in the past Use timelines to demonstrate changes using BC, AD and present day as reference points Describe how life may have changed during a time period with a focus on changes to crime and punishment Give own reasons why changes to crime and punishment may have occurred, backed up with evidence Describe how some changes affect life today 	<ul style="list-style-type: none"> Use, BC, AD, present day and historical periods already studied as reference points for chronology Describe important roles in Mayan society Explain the importance of trade in Mayan times Investigate the significance of Mayan astronomy, architecture, medicine and number system to other periods of history and the present day Compare Mayan communication and technology to other periods of history Compare Mayan homes and structures to homes and structures in other periods of history Describe the significance of Mayan beliefs and religion Describe the main changes during a period of history using words such as: social, religious, political, technological and cultural 	<ul style="list-style-type: none"> Explain why World War 2 began and place significant events on a timeline Explain what the holocaust was and describe some events that happened Describe communication and technology during World War 2 Explore the history of World War 2 including code breakers, the roles of men and women, and the impact of racial prejudice Describe the experience of an evacuee Compare Normandy during the time of World War 2 to Normandy in the present day Describe how life may have changed during a time period Describe causes and consequences of the main events, situations and changes in the periods studied Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history Choose reliable sources of factual evidence to describe life and change in the past Evaluate the usefulness and accuracy of different sources of evidence Select the most appropriate source of evidence for particular tasks Form own opinion about historical events from a range of sources Where appropriate, construct pie charts and/or line graphs <i>(link to Maths)</i>

In all units:

Identify opportunities for children to demonstrate their knowledge and understanding through writing (see History Progression Map and link to English objectives)

Make links to periods of history that have already been studied (What is the same? What is different? Has anything in this period of history had an impact on other periods of history or been impacted by other periods of history?)

Learn how the political leaders maintained power through economics and military and how the social and cultural aspects show the lives of people at the time

Curriculum Coverage: History



In all units:

Identify opportunities for children to demonstrate their knowledge and understanding through writing (see History Progression Map and link to English objectives)

Make links to periods of history that have already been studied (What is the same? What is different? Has anything in this period of history had an impact on other periods of history or been impacted by other periods of history?)

Learn how the political leaders maintained power through economics and military and how the social and cultural aspects show the lives of people at the time