

History Whole School Overview

Year Group	Autumn	Spring	Summer
1	Toys <i>Changes within living memory</i>	Kings, Queens and Castles <i>The Lives of significant individuals</i> <i>Significant historical events</i>	Famous Explorers <i>The Lives of significant individuals</i>
2	The Great Fire of London <i>Events beyond living memory</i> <i>Significant historical events</i>	Bournville - The Place that Cadburys built <i>(Local study—significant individual)</i>	Neil Armstrong Man's first Moon Landing <i>The Lives of significant individuals</i> <i>Significant historical events</i>
3	Stone Age to the Iron Age <i>Changes in Britain from Stone Age to the Iron Age</i>	Stone Age to the Iron Age <i>Changes in Britain from Stone Age to the Iron Age</i>	Ancient Egypt <i>The achievements of the earliest civilisations</i>
4	Ancient Greece <i>Ancient Greece—their achievements and influence</i>	The Romans <i>The Roman Empire and its impact on Britain</i>	Birmingham - The Workshop of the World <i>The history of trade and industry in Birmingham</i>
5	The Anglo Saxons <i>Britain's settlement by Anglo Saxons and Scots</i>	The Vikings <i>The Viking and Anglo Saxon struggle for the Kingdom of England</i>	Birmingham during WW2 <i>Local history study</i>
6	Crime and Punishment <i>An aspect or theme in British history</i>	The Maya * <i>A non-European society to contrast with British history</i>	World War 2

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1	Changes in Toys Changes within living memory 6 lessons Chronology Historical significance Similarity and difference Historical understanding of people, places and events Substantive concepts: Trade and industry, civilisation	Kings, Queens and Castles <i>The Lives of significant individuals</i> <i>Significant historical events</i> 7 lessons Chronology Historical significance Similarity and difference Historical understanding of people, places and events Change and continuity Substantive concepts: monarchy, empire	Famous Explorers The Lives of significant individuals Chronology Historical understanding of people, places and events Substantive concepts: Legacy
	KPIs 1. Know what toys are like today (science link with materials used) 2. Know what toys were like in the past (our grandparent's toys). 3. Describe how toys have changed through the decades. 4. Make a chronological sequence / time line of toys 5. Know how to find out about toys and use this to say whether they are old or new.	KPIs 1. Understand how artefacts and evidence can help us find out about the past 2. know why some monarchs built castles 3. Name some of the kings and queens of the past 4. Sequence artefacts / people on a time line chronologically 5. Describe the changes that took place through time e.g. where monarchs lived	KPIs 1. know some ways that we can find out about the past 2. Know reasons why some people explore 3. Know the names of some important explorers from the past 4. Compare famous explorations 5. Describe the changes that took place between different explorations
	Additional Opportunities Toy museum—Sudbury Hall?	Additional Opportunities Visit to a castle	

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2	The Great Fire of London Events beyond living memory <i>7 lessons + assessment</i> <i>Chronology</i> <i>Similarity and difference</i> <i>Cause and consequence</i> <i>Historical understanding of people, places and events</i> <i>Interpretations of history</i> Substantive concepts: Monarchy , civilisation,	Bournville - The Place that Cadburys built (Local study) Significant events and people in own locality <i>6 lessons + assessment</i> <i>Chronology</i> <i>Similarity and difference</i> <i>Continuity and change</i> <i>Historical understanding of people, places and events</i> Substantive concepts: Monarchy, Civilisation, trade and industry	Neil Armstrong Man's first Moon Landing Lives of significant individuals Events within Living memory <i>6 lessons + assessment</i> <i>Chronology</i> <i>Cause and consequence</i> <i>Historical understanding of people, places and event</i> Substantive concepts: civilisation
	KPIs 1. Know what London was like in 1666 2. Know how we can find out about the past—what do the sources of evidence tell us? 3. Sequence of events of the fire chronologically 4. Understand the significance of Samuel Pepys and his diary 5. Know how London changed as a result of the fire	KPIs 1. Know who John Cadbury is 2. Understand what life was like in Birmingham during Victorian times 3. Know the differences between the life of the rich and poor during this time 4. Understand how the Cadbury family changed life for their workers 5. Say whether Bournville has changed or if it has remained as intended.	KPIs 1. know which sources help us to prove whether man has been to the moon 2. Understand why people wanted to go to the Moon 3. Know the order of events of the first Moon landing 4. Use sources of evidence to show what happened on the Moon (first hand accounts) 5. Know that some historians have different views to other historians
	Additional Opportunities	Additional Opportunities Trip to Cadbury world to find out about Bournville / impact Cadbury family had	Additional Opportunities

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3	Stone Age to the Iron Age <i>Stone Age and Bronze Age</i> <i>7 lessons</i> Chronology Change and continuity Cause and consequence Historical understanding of people, places and events Interpretations of history Substantive concepts: Civilisation, trade, settlement	Stone Age to the Iron Age <i>Iron Age</i> <i>5 lessons + Assessment lesson</i> Chronology Change and continuity Historical understanding of people, places and events Interpretations of history Substantive concepts: Civilisation, trade, settlement	Ancient Egypt Chronology Historical understanding of people, places and events Interpretations of history Organising and communicating Substantive concepts: civilisations, trade, religion
	KPIs 1. Know what is meant by prehistory 2. Know what life was like during the Palaeolithic and Mesolithic 3. Describe the changes that took place between the Palaeolithic and Mesolithic 4. Know what life was like during the Neolithic period. 5. Understand the changes that took place after the Neolithic	KPIs 1. Know what life was like during the Bronze Age 2. Understand the changes that took place after the Bronze Age (into the Iron Age) 3. Know what life was like during the Iron Age e.g. what Roundhouses and Hillforts are. 4. Relate a time period to our region (West Midlands) and make comparisons between now and then.	KPIs 1. Know where Ancient Egypt sits on a time line (the chronology) 2. Know what life was like during Ancient Egyptian times 3. Understand the importance of their recordings—what was written down and how they help us to understand today 4. Know about the Ancient Egyptian beliefs 5. Understand the significance of the pyramids
	Additional Opportunities	Additional Opportunities	Additional Opportunities

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4	Ancient Greece 9 lessons + assessment Cause and consequence Interpretations of history Historical understanding of people, places and events Substantive concepts: , civilisation, trade, settlement	The Romans 7 lessons + assessment Chronology Cause and consequence Change and continuity Interpretations of history Historical understanding of people, places and events Similarity and difference Substantive concepts: empire, civilisation, settlement, Invasion, Trade, monarchy	Birmingham - The Workshop of the World 7 lessons + assessment Chronology Cause and consequence Change and continuity Interpretations of history Historical understanding of people, places and events Similarity and difference Substantive concepts: civilisation, settlement, Industry, Trade,
	KPIs - Understand what excavations have told us about Ancient Greece - Know what life was like during Ancient Greece - Know what life was like in the city and how the city states overcame the invasion - Know who Alexander the Great is and his significance - Understand the significance of the achievements of the Ancient Greeks	KPIs - Know who the Romans are. - Understand why they invaded Britain - Know how the Romans built such a strong empire. - Know what life was like in Britain (and the West Midlands) during Roman times - Describe the impact the Romans have had on life in Britain today	KPIs - Know how Birmingham began - Understand how Birmingham grew - Know the impact the 'Three Wise Men' had on the growth of Birmingham - Understand the importance of the different trades in Birmingham - Describe how trade and industry has changed over time and know the significance of this
	Additional Opportunities	Additional Opportunities	Additional Opportunities

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5	The Anglo Saxons <i>6 lessons</i> Change and continuity Cause and consequence Interpretations of history Historical understanding of people, places and events Similarity and difference Substantive concepts: Monarchy , civilisation, settlement, trade	The Vikings <i>6 lessons + assessment</i> Interpretations of history Historical understanding of people, places and events Substantive concepts: Monarchy , civilisation, settlement, trade	Local History study <i>5 lessons + assessment</i> Interpretations of history Change and continuity Historical Significance Substantive concepts: civilisation, settlement, trade and industry
	KPIs 1. know how life changed in Britain after the fall of the Roman Empire 2. Understand why the Anglo Saxons invaded and settled in Britain 3. Know how Anglo Saxon England was ruled 4. Understand how the Anglo Saxons were able to keep control of their Kingdoms 5. Know how England changed as a result of the Anglo Saxons settlings	KPIs 1. Know who the Vikings were 2. Understand why the Vikings carried our raids 3. Know where the Vikings settled and who was in control 4. Understand how historians views of the Vikings has changed over time e.g. they didn't just steal but paid for what they wanted, they didn't have horned helmets 5. Know what place name endings can help us learn about Viking settlements	KPIs 1. know the role Birmingham had in the war 2. Know why Britain went to war again in 1939 3. Know that children (our age) were evacuated to keep them safe 4. Understand what life was like during WW2 5. Know that different sources of evidence can help shape different viewpoints
	Additional Opportunities Trip to Tamworth - the Ancient capital of Mercia	Additional Opportunities Visit to look for place names	Additional Opportunities

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6	Crime and Punishment <i>6 lessons + assessment</i> Interpretations of history Change and continuity Similarity and difference Historical understanding of people, places and events Chronology Substantive concepts: Monarchy , civilisation, empire, rebellion	The Maya * <i>6 lessons + assessment</i> Chronology Change and continuity Interpretations of history Similarity and difference Historical understanding Substantive concepts: Civilisation / settlement, Trade Empire / kingdom	World War II <i>9 lessons + assessment</i> Chronology Change and continuity Interpretations of history Similarity and difference Historical significance Substantive concepts: Monarchy , civilisation, empire, rebellion
	KPIs - Understand how we can find out about crime and punishment in the past - Know about the types of crime and how law was enforced during Medieval times - Understand how crime and punishment changed between 1500 and 1750 - Know what the Bloody Code is and understand why punishments became so bloody during the 18th Century - Describe the similarities and differences between crime and punishments from different periods - Use evidence to describe the impact on catching criminals today—has it improved in the last 100 years?	KPIs - Understand why we study the Ancient Maya - Know how the Maya empire grew - Know what life was like during these times and the differences between rich and poor - Understand how we can use different sources of evidence to understand the past - Know why the Maya empire declined	KPIs - Know how Europe was ruled before the Second World war - Know how Hitler became the leader of Germany and explain how the Second World War began - Explain how Britain reacted to the War - Understand how life changed for some people and the impact on local areas. - Explain how Britain defended itself and won the war
	Additional Opportunities Trip to Crime and Punishment museum / Steel House Lane Police station.	Additional Opportunities	Additional Opportunities

