

THE BIG IDEAS OF HISTORY

At Highwood, our History curriculum aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

This is developed through the planned and repeated coverage of the following key areas:

Chronology

C1: Timelines can depict any unit of time (hours, days, decades, centuries etc).

C2: Events must be in chronological order to 'tell a story' of the past (non-fiction narrative) and are accurate to the time it happened.

C3: Chronological order shows how people's lives have changed and how they have influenced the present and future.

Significance

S1: Important figures have contributed to society and continue to educate others.

S2: Events, individuals and periods of time have proven to be significant to history.

S3: Understand and use a variety of concrete terms (times, dates, locations etc) and abstract terms (civilisations, parliament etc).

Continuity and Change

CC1: All periods in history will share similarities and differences.

CC2: Events, individuals and periods of time have contributed to change and progress.

Cause and Effect

E1: The past has shaped the present and the present will shape the future.

E2: Understand how history can be applied to different contexts.

Perspective

P1: Events have an impact upon people and places.

P2: History has influenced their own lives and local area.

P3: Understand that sources can be reliable and unreliable and explain the reasons why.

	Autumn Term						Spring Term						Summer Term					
	Chronology (C1, C2 and C3) is covered in each unit for every year group																	
1	S2	CC1	E1	P2			S1	S2	CC1	CC2	E1	P2	RECAP OF PREVIOUSLY TAUGHT OBJECTIVES					
2	S1	S2	S3	CC1, CC2	E1	P1	S1	S2	CC1	CC2	E1	P1	S1	S2	CC2	E1	P2	
3	S1, S2	S3	CC1	CC2	E1	P2	CC1, CC2	S2	E1	E2	P1	P2	S2	S3	CC1	CC2	E1, E2	P1
4	S1, S2	S3	CC1	CC2	E1, E2	P1	S1, S2, S3	CC1	CC2	E1, E2	P1	P2	CC1	E1				
5	S1	S2	S3	CC2	E2	P2, P3	S1, S2, S3	CC1	CC2	E1, E2	P1	P2	S1, S2	S3	CC1	CC2	E1, E2	P1
6	S1, S2	S3	CC1	CC2	E1, E2	P1, P2	S1, S2, S3	CC1	CC2	E1, E2	P1, P2	P3	S1, S2	CC1	CC2	E1	P1	P2

Year 6 – Autumn – Does change always lead to progress?

C1 C2 C3 S1 S2 S3 CC1 CC2 E1 E2 P1 P2

A study of British history beyond 1066: The Industrial Revolution

- Timeline of the Industrial Revolution 1712-1908 (from the invention of the steam engine to the first car)
- Analyse first models and newer models of machinery
- Recognise similarities and differences between this time and the present day
- Discuss how the past has influenced the present and how the present will shape the future
- Draw simple conclusions as to why change has happened
- Analyse the significance of the Industrial Revolution
- Debate what did not improve during this time

Previous Learning

- Use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict, archaeology, artefacts, theory, evidence
- Produce accurate timelines using knowledge of time (focus upon key events decades, or hundreds of years apart)
- Examine artefacts and discuss their significance
- Compare priorities from another time period to our own, our impact upon the environment and its sustainability
- Compare and organise facts
- Debate the significance of the time period, the inventions/milestones and the enduring legacy of a different era
- Begin to investigate different theories based upon evidence
- Begin to debate and conclude which evidence is the most accurate and reliable

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
To be able to produce a timeline of the Industrial Revolution 1712-1908 (from the invention of the steam engine to the first car) C1 C2 C3 S1 S2 S3	<ul style="list-style-type: none"> - Explain the importance of chronology - Use knowledge of the past from different sources to make a timeline detailing the Industrial Revolution (1712-1908) - Add labels or boxes of information about significant individuals, major milestones and achievements - Place the Industrial Revolution on a timeline in comparison to other periods in history (previously taught and upcoming in Year 6) 	What was the Industrial Revolution? What changed during the Industrial Revolution?	<ul style="list-style-type: none"> - Use key vocabulary such as inventions, mechanized, Spinning Jenny, Telegraph, Bessemer Method of Processing Steel, vaccines, dynamite - List a number of key turning points from the time 1712-1908 - Select key time periods and historical events/inventions - Produce accurate timelines using knowledge of time 	Twinkl Resources Search terms include; Industrial Revolution The Railways BBC Bitesize videos (The Victorians) Andrew Marr’s History of the World video
To be able to analyse first models and newer models of machinery CC2 E1	<ul style="list-style-type: none"> - Research inventions and modifications from the time of the Industrial Revolution - Explain how they have subsequently developed 	How did machinery and technology develop during the Industrial Revolution?	<ul style="list-style-type: none"> - Use key vocabulary such as development, techniques, revolution, industrialised - Describe changes to machinery and technology 	Horrible Histories songs Child labour Victorian inventions

	<ul style="list-style-type: none"> - Look at how the railways revolutionised trade alongside everyday life in rural and urban areas - Apply this knowledge to design their own invention 	<p>How did these inventions help Britain? Which was the greater development – steam or electricity?</p>	<ul style="list-style-type: none"> - Draw conclusions as to how the advancements in technology impacted upon manufacturing 	
<p>To be able to recognise similarities and differences between this time and the present day</p> <p>To be able to discuss how the past has influenced the present and how the present will shape the future</p> <p>To be able to draw simple conclusions as to why change has happened</p> <p>CC1 CC2 E1</p>	<ul style="list-style-type: none"> - Compare and contrast aspects of life during the Industrial Revolution to those of modern Britain - Debate why change was needed - Infer how the Industrial Revolution effected the local area (make links to Reading Station, Huntley and Palmers) 	<p>What long-lasting impact from the Industrial Revolution can we still see today?</p> <p>What was the impact of the Industrial Revolution on the local area?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as banking, communication, production, safety, urbanised - Describe similarities and differences between the time of the Industrial Revolution and modern Britain - Explain how the Industrial Revolution affected the local area 	
<p>To be able to analyse the significance of the Industrial Revolution</p> <p>To be able to debate what did not improve during this time</p> <p>CC2 E1 E2 P1 P2</p>	<ul style="list-style-type: none"> - Explore the impact the Industrial Revolution had on the wider world - Research workhouses and child labour - Describe what life would have been like for children their age during the Industrial Revolution - Explore how family life and education would have changed during this time period 	<p>Was the Industrial Revolution a change for good or bad?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as improvements, living standards, job opportunities, expansion, inequality, labour unions - Draw conclusions on the positives and negatives of the Revolution - Explain the long-lasting effect the Industrial Revolution has had on Britain (manufacturing, technology, industry/business, agriculture, housing and living/working conditions) 	

Assessment Questions

What was the Industrial Revolution?

How did the Industrial Revolution change Britain?

What impact did Britain's Industrial Revolution have on the wider world?

Were all of the changes positive?

Year 6 – Spring – What would a world without war look like?

C1 C2 C3 S1 S2 S3 CC1 CC2 E1 E2 P1 P2 P3

A study of British history beyond 1066: WW2

- Timeline of the Second World War 1939-1945
- Identify motives and ideology behind WW2
- Explore what life was like in Britain before, during and after the Second World War
- Cause and effect – drawing conclusions as to why change has happened
- Empathy and understanding – British and German losses
- Historical enquiry and forming conclusions from a variety of sources

Previous Learning

- Use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict, archaeology, artefacts, theory, evidence
- Produce accurate timelines using knowledge of time (focus upon key events decades, or hundreds of years apart)
- Examine artefacts and discuss their significance
- Compare priorities from another time period to our own, our impact upon the environment and its sustainability
- Compare and organise facts
- Debate the significance of the time period, the inventions/milestones and the enduring legacy of a different era
- Begin to investigate different theories based upon evidence
- Begin to debate and conclude which evidence is the most accurate and reliable

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
<p>To be able to produce a timeline of the Second World War (1939-1945)</p> <p>C1 C2 C3 S1 S2 S3</p>	<ul style="list-style-type: none"> - Research WW2 using non-fiction texts, historical fiction and the internet - Highlight important individuals and their roles - Organise information by its significance - Produce a timeline of WW2 (1939-1945) - Place WW2 on a timeline in comparison to other periods in history (previously taught) 	<p>Which countries fought in the Second World War?</p> <p>How did it start?</p> <p>Who were Adolf Hitler, Neville Chamberlain and Winston Churchill?</p> <p>What were the key events during this time?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as Nazi, dictator, Adolf Hitler, Winston Churchill, Neville Chamberlain, invasion, Jews, Allied Armies - Recount events of the war - Sequence events of WW2 - Explain which individuals and organisations were significant during this time 	<p>Twinkl Resources (PlanIt) (lesson PowerPoints to be used when required, not necessarily in numerical order)</p>
<p>To be able to identify motives and ideology behind WW2</p> <p>CC2</p> <p>To be able to explore what life was like in Britain before, during and after the Second World War</p> <p>CC1</p>	<ul style="list-style-type: none"> - Research the beginnings of the war - Explore the Third Reich’s rise to power - Study the changes to Britain during the war - Compare and contrast what it would have been like to be a child during the war to now 	<p>Why was war declared?</p> <p>What actions did Adolf Hitler take during the war? Why?</p> <p>How was Britain affected by the war?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as Third Reich, air-raids, air-raid shelters, gas masks, blackouts, Home Front, land girls, evacuation, evacuees, rationing, Blitz, persecution - Draw simple conclusions as to why Hitler and the Nazi Party became so powerful - Explain what life was like in Britain before, during and after the war 	

<p>To be able to explain how the past has influenced the present and how the present will shape the future</p> <p>E1 E2</p>	<ul style="list-style-type: none"> - Discuss why so many countries became involved within the Second World War – link to modern warfare (Iraq/Afghanistan etc) - Highlight ways in which wars were resolved (if they were) - Look at how Britain and Germany have developed as nations up to the present day - Debate if war can be prevented 	<p>How did the conflict end?</p> <p>How were Britain and Germany affected by the war?</p> <p>Has the modern world reflected upon wars from the past?</p> <p>Can war be prevented?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as relationships, alliances, allegiances - Explain how the Second World War ended - Make links between WW2 and modern wars - Draw conclusions as to how countries can recover from war - Justify their own opinions as to whether war is ever avoidable 	
<p>To be able to debate why we can relate to the Germans during that time</p> <p>P1 P2</p>	<ul style="list-style-type: none"> - Compare and contrast life in Nazi-occupied Germany and Britain 	<p>What was life like for children in Germany during the war?</p> <p>Were children in Britain leading similar lives?</p> <p>How did the war affect the people?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as empathy, sympathy, loss, tragedy, Hitler Youth - Recognise similarities between how war affected both British and German society 	
<p>To be able to analyse the significance and the enduring legacy of WW2 – do other areas of the world share the same opinion as Britain?</p> <p>P1 P2</p> <p>To be able to draw conclusions from evidence given</p> <p>To be able to analyse which sources are the most reliable</p> <p>P3</p>	<ul style="list-style-type: none"> - Study propaganda, newspaper reports, eyewitness accounts and post-war information - Categorise which information is the most relevant - Debate why (reliable and unreliable sources) - Discuss why propaganda is used during wartime 	<p>What image was presented to the British people during the war?</p> <p>Why are facts hidden/disguised during war?</p> <p>How did the world view Germany after the war?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as propaganda, reliability, analysis, primary sources, secondary sources - Identify why propaganda is used - Explain which sources are reliable/unreliable 	

Assessment Questions

What caused the Second World War?

How did the war affect Britain?

Were Britain and Germany really so different?

Year 6 – Summer – What is the secret to success?

C1 C2 C3 S1 S2 CC1 CC2 E1 P1 P2

A local history study: Woodley and Reading

- Research of the local area (Woodley and Reading)
- Timeline of the local area from 1945-present day
- Analyse maps, photographs and newspaper articles
- Recognise similarities and differences between this time and the present day
- Discuss how the past has influenced the present and how the present will shape the future

Previous Learning

- Use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict, archaeology, artefacts, theory, evidence
- Produce accurate timelines using knowledge of time (focus upon key events decades, or hundreds of years apart)
- Examine artefacts and discuss their significance
- Compare priorities from another time period to our own, our impact upon the environment and its sustainability
- Compare and organise facts
- Debate the significance of the time period, the inventions/milestones and the enduring legacy of a different era
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Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
To be able to produce a timeline detailing the development of the local area C1 C2 C3 S1 S2	<ul style="list-style-type: none"> - Research Woodley and Reading from the end of WW2 (1945) to the present day - Plot key events, people, places and developments on the timeline - Add boxes of information for detail 	How has Woodley changed? How has Reading changed?	<ul style="list-style-type: none"> - Use key vocabulary such as town, precinct, industrial estates, business parks - Describe changes to Woodley and Reading - Interpret why Woodley and Reading have progressed to the local area it is now 	Local history websites Wikipedia Berkshire History Vision of Britain Woodley Town Council Pictures of England
To be able to analyse different mediums of non-fiction relevant to the local area CC1 CC2	<ul style="list-style-type: none"> - Study different information texts about Woodley and Reading (websites, maps, photographs, newspaper articles etc) - Compare and contrast the local area from different decades to the present - Identify causes for change and development 	Why has Woodley developed the way it has? What is Reading now famous for? What are the similarities and differences between the local area of the past and present?	<ul style="list-style-type: none"> - Use key vocabulary such as expansion, advancements, development, growth - List ways and methods of researching the past - Draw conclusions as to why the local area changed 	

<p>To be able to explain how the past has influenced the present and how the present will shape the future</p> <p>E1 P1 P2</p>	<ul style="list-style-type: none"> - Discuss what it would have been like to live in Woodley/Reading from a specific time - Identify what things have remained the same throughout the history of Woodley and Reading - Predict how Woodley and Reading could develop and grow - Design a Reading of the Future (what could be the main industry? Why?) 	<p>What key features of Woodley and Reading have remained the same?</p> <p>What could the future of Woodley and Reading look like?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as predictions, trends, industry - 	
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Assessment Questions

How has Woodley changed since the end of the war?

Why has Woodley and Reading expanded in the way it has?

What does the history of our local area tell us about the future of Woodley and Reading?