

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 5 – Autumn – Has our planet finished evolving?

C1 C2 C3 S1 S2 S3 CC2 E2 P2 P3

Exploring plates tectonic theory – Alfred Wegener continental drift

- Research and plot the different theories and new evidence on a timeline
- Analyse why there was a shift in acceptance of the plates tectonic theory
- Discuss how the past has influenced the present and how the present will shape the future
- Debate the different theories
- Interpret the evidence given
- Analyse which sources are the most reliable

Previous Learning

- Use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict, archaeology, artefacts
- 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

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
To be able to research and plot the different theories and new evidence on a timeline C1 C2 C3 S1 S2 S3	<ul style="list-style-type: none"> - Research the origins of the plates tectonic theory and continental drift - Research the opposing arguments - Create a timeline detailing the origins of Alfred Wegener’s theory in 1912 to the general acceptance of now - Find evidence to support the theory 	Who was Alfred Wegener? What was the basis of his theory? Why were people dismissive of his work?	<ul style="list-style-type: none"> - Use key vocabulary such as theory, conjecture, evidence, geologists, landmass (Pangaea) - Explain what the plates tectonic theory is 	Alfred Wegener biography
To be able to analyse why there was a shift in acceptance of the plates tectonic theory C1 C2 C3 CC2	<ul style="list-style-type: none"> - Investigate the changes to the geographical map of the world (link to Geography) - Plot on a timeline the changes to the landmass - Debate which evidence was needed to support the theory - Conclude why the theory was better evidenced and understood 	What evidence did Alfred Wegener use as the basis for his theory? What new evidence has there been to support his theory? Why is this evidence easier to understand?	<ul style="list-style-type: none"> - Use key vocabulary such as predecessor, hypothesis, evidence - Begin to make links to modern day attitudes towards the planet and technology available for research 	
To be able to discuss how the past has influenced the	<ul style="list-style-type: none"> - Look at aerial photographs and geographical maps - Identify changes and their cause 	How has the landmass of the world changed?	<ul style="list-style-type: none"> - Use key vocabulary such as prediction, theorise 	

<p>present and how the present will shape the future</p> <p>CC2 P2</p>	<ul style="list-style-type: none"> - Research other theories surrounding the environment - Compare the evidence to support these theories with that of plates tectonic theory - Produce an overview (possibly another timeline) of cycles/trends/changes to the environment based upon scientific study 	<p>What changes have we seen in living memory?</p>	<ul style="list-style-type: none"> - Identify cycles of change outlined by the continental drift theory and how the planet is currently changing (climate change etc) - Make simple predictions about the future of the world's landscape 	
<p>To be able to debate the different theories</p> <p>To be able to interpret the 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"> - Reread the most widely accepted arguments for and against Alfred Wegener's continental drift and plates tectonic theory (could use timelines created earlier in the topic) - Form opinions and identify evidence to justify their thinking - Investigate what makes a source of information reliable/unreliable 	<p>What is the strongest source of evidence?</p> <p>Which sources can be unreliable?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as sources, reliability, analysis, primary sources, secondary sources - Begin to investigate, debate and conclude which evidence is the most accurate and reliable 	

Assessment Questions

What changes have there been to the planet's landscape?
 Which of these changes may happen again? How do you know?
 How is the world changing now?

Year 5 – Spring – Is invasion ever justified?

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

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Research of the time from 410AD to 1066
- Timeline of significant events including Anglo-Saxon invasions, Viking raids and invasions and the death of Edward the Confessor
- Examine the importance of archaeological discoveries
- Draw simple conclusions as to why change has happened
- Discuss how the past has influenced the present and how the present will shape the future
- Analyse the significance and the enduring legacy of the Anglo-Saxons

Previous Learning

- Use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict, archaeology, artefacts
- 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

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
<p>To be able to research the time from 410AD to 1066</p> <p>To be able to produce a timeline of significant events including Anglo-Saxon invasions, Viking raids and invasions, the death of Edward the Confessor and The Battle of Hastings</p> <p>C1 C2 C3 S1 S2 S3</p>	<ul style="list-style-type: none"> - Research the Anglo-Saxons and the Vikings using non-fiction books and the internet - Research significant individuals such as Alfred the Great, Athelstan, Edward the Confessor, King Harold and William the Conqueror - Highlight the important periods such as significant individuals, invasions, raids and battles - Develop a timeline detailing events from 410AD to 1066 - Place these periods on a timeline in comparison to other periods in history (previously taught and upcoming in Year 5) 	<p>Where did the Anglo-Saxons originally come from?</p> <p>Which country did the Vikings come from?</p> <p>Why did they invade Britain?</p> <p>Why were Alfred the Great, Athelstan, Edward the Confessor, King Harold and William the Conqueror significant?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as Anglo-Saxon, Viking, withdrawal, invasions, settlements, kingdoms, conversion, resistance, successor - Sequence events from the time of the Anglo-Saxon invasion, the Viking Raids, the changes to the throne and the death of Edward the Confessor - Explain why the first King of England and his successors were so important to Britain 	<p>Twinkl Resources (Plant) (lesson PowerPoints to be used when required, not necessarily in numerical order)</p> <p>Vikings: BBC History</p> <p>Horrible Histories Bob Hale Report</p>
<p>To be able to examine the importance of archaeological discoveries</p> <p>CC2</p>	<ul style="list-style-type: none"> - Study drawings, artefacts (including weapons and armour) and maps from this time - Look at shield design features (link to DT – making Anglo-Saxon and Viking weaponry) 	<p>Why did Anglo-Saxons and Vikings need such fearsome weaponry?</p> <p>Why is the Bayeux Tapestry still significant to us today?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as Bayeux Tapestry, weaponry - Describe Anglo-Saxon and Viking armour and weaponry - Explain the importance of the Bayeux Tapestry 	

	<ul style="list-style-type: none"> - Discuss what these discoveries tell us about life during the rule of the Anglo-Saxons and the Vikings 			
<p>To be able to discuss the losses on both sides</p> <p>To be able to draw simple conclusions as to why change has happened</p> <p>To be able to discuss how the past has influenced the present and how the present will shape the future</p> <p>E1 E2</p> <p>To be able to analyse the significance and the enduring legacy of the Anglo-Saxons</p> <p>P1 P2</p>	<ul style="list-style-type: none"> - Compare Britain before and after the Viking invasion - Study and describe the strategies used by the significant individuals during this time - Debate how the next King could reflect on what happened during this period - Discuss what it would have been like to be in Britain during Anglo-Saxon rule – thoughts and emotions linked to battle and loss - Study how the Anglo-Saxon and Viking legal systems are similar and different to those in modern Britain - Debate the positives and negatives which stemmed from the invasions 	<p>How had Britain changed by the end of Anglo-Saxon rule?</p> <p>Did the Anglo-Saxons and Vikings make any positive changes to Britain?</p> <p>What negative impacts were there from the invasions and raids?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as Danegeld, culture, language, laws, justice, political landscape, Northumbria, Mercia, East Anglia, Wessex, Westminster Abbey - Explain the strategies/tactics used by invaders - Describe how Britain had changed after the Anglo-Saxon rule - Draw simple conclusions about the success of the Anglo-Saxon invasions, Viking raids and if they helped Britain develop as a nation 	

Assessment Questions

Who invaded England between 410AD to 1066? Why?

How did Britain change because of Anglo-Saxon rule?

Did the Anglo-Saxon invasion and Viking raids help Britain as a country?

Year 5 – Summer – How do you build an Empire?

C1 C2 C3 S1 S2 S3 CC1 CC2 E1 E2 P1

Ancient Greece – a study of Greek life and achievements and their influence on the western world

- Research of the time 776BC-146BC and create a timeline of the period
- Analyse art, vases, sculptures, poems and texts (Homer and the Illiad)
- Explore the key battles and victories
- Identify what was considered significant to the Ancient Greek society –how has this changed to modern society?
- Examine the importance of Ancient Greece and its influence upon the modern world

Previous Learning

- Use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict, archaeology, artefacts
- Produce accurate timelines using knowledge of time (focus upon key events decades, or hundreds of years apart)
- Examine different forms of Ancient Greek art and discuss their significance
- Compare and organise facts
- Debate the significance of the time period, the inventions/milestones and the enduring legacy of a different era

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
<p>To be able to research the time from 776BC to 146BC</p> <p>To be able to produce a timeline of key dates, events and significant individuals</p> <p>C1 C2 C3 S1 S2 S3</p>	<ul style="list-style-type: none"> - Research the Ancient Greece from 776BC-146BC using a variety of different mediums - Research significant individuals such as Hippocrates and Alexander the Great - Highlight the important periods such as the creation of the Olympics, the introduction of democracy, the Battle of Marathon (490BC), building of Greek theatres, Athens and Sparta war (404BC) and the Battle of Corinth (146BC) - Develop a timeline detailing events from 776BC-146BC - Place these periods on a timeline in comparison to other periods in history (previously taught) 	<p>Who were the Ancient Greeks?</p> <p>What significant events were there during the time of the Ancient Greeks?</p> <p>Why were they significant?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as Olympia, democracy, Hippocrates, Parthenon, Athens, Sparta, Corinthians, Alexander the Great - Sequence events of the Ancient Greece in chronological order - Recall important individuals and events 	<p>Horrible Histories books and YouTube channel</p> <p>Twinkl Resources (PlanIt)</p> <p>Lesson 1 – who were the Ancient Greeks?</p> <p>Lesson 2 – democracy</p> <p>Lesson 3 – Olympics</p> <p>Lesson 4 – Battle of Marathon</p> <p>Lesson 5 – Gods and Goddesses</p> <p>Lesson 6 – The Trojan War (lesson PowerPoints to be used when required, not necessarily in numerical order)</p>

<p>To be able to analyse art, poems and texts</p> <p>To be able to identify what was significant to the Ancient Greek society</p> <p>CC2 S3</p>	<ul style="list-style-type: none"> - Study the Greek Gods and Goddesses - Explore some of the stories from Homer's Iliad (Achilles and the Trojan War) and other famous stories from Greek mythology such as Cerberus, Medusa, Cyclops, Pandora's Box and Odysseus and the wooden horse - Examine the artwork of battles and significant individuals on Greek vases, paintings and sculptures 	<p>What was the importance of the Greek Gods and Goddesses?</p> <p>Why was Greek mythology important to Ancient Greeks?</p> <p>How do these pieces of art inform us about Greek life?</p> <p>How is it similar/different to modern society?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as Gods and Goddesses, epic, tragedy, mythology - Recall and describe some stories from Greek mythology - Explain why myths and legends were significant to Greek society - Identify similarities and differences between Ancient Greek society and modern life 	
<p>To be able to discuss significant battles during the time of the Ancient Greeks</p> <p>C2 C3</p>	<ul style="list-style-type: none"> - Link back to the timeline and highlight the Battle of Marathon, the Peloponnesian War (Athens and Sparta) and the Battle of Corinth - Discuss the events of these wars - Identify other key turning points within the time of Ancient Greece and explain their significance - Draw conclusions as to how these events shaped the success and the eventual end of the Greek Empire 	<p>What happened during these wars?</p> <p>How did they effect Ancient Greece and its Empire?</p> <p>Why was the Greek Empire so successful?</p> <p>Why did it end?</p>	<ul style="list-style-type: none"> - Use key vocabulary such as Trojan War, Battle for Marathon, Peloponnesian War, Empire, warfare - Recall and describe the major battles of this time period - Explain why these battles were key turning points in the success and fall of the Greek Empire 	
<p>To be able to examine the importance of Ancient Greece upon the modern world</p> <p>CC1 E1 E2 P1</p>	<ul style="list-style-type: none"> - Discuss how the Ancient Greek Empire was forged and how fell - Compare this to the start and end of the British Empire - Debate and organise key events in order of importance - Categorise Greek influences on the modern world (language, 	<p>Do the Ancient Greek Empire and British Empire share any similarities?</p> <p>What lasting effects do we still see now</p>	<ul style="list-style-type: none"> - Use key vocabulary such as language, warfare, parliament, democracy, arts - Name key Greek creations - Identify how Ancient Greece continues to influence modern society 	

	sport, warfare, parliament, arts/entertainment etc)	from the time of Ancient Greece?		
--	--	-------------------------------------	--	--

Assessment Questions

What were the achievements of Ancient Greece?

Why was the Greek Empire so successful?

How did Ancient Greece influence the modern world?