

## 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 4 – Autumn – What is more precious: Water or Gold?

C1 C2 C3 S1 S2 S3 CC1 CC2 E1 E2 P1

### Achievements of the earliest civilisations: Ancient Egypt

- Timeline detailing Ancient Egypt and its achievements
- Identify what was considered significant to the Egyptian society –how has this changed to modern society?
- Recognise similarities and differences between this time and the present day
- Assess the modern reliance upon many Ancient Egyptian inventions
- Critique how significant the end was to the people of Egypt
- 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

### 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
- Draw conclusions
- Make predictions
- Find and locate regions on a world map according to early civilisation geographical locations
- Understand the significance of development of early human societies

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
<p>To research of the time from 3,200BC to 30BC with the death of Cleopatra</p> <p>To be able to create a timeline detailing Ancient Egypt and its achievements</p> <p>C1 C2 C3 S1 S2 S3</p>	<ul style="list-style-type: none"> <li>- Explain the importance of chronology</li> <li>- Use knowledge of the past from different sources to make a timeline from 3,200BC to 30BC</li> <li>- Add labels or boxes of information about major milestones and achievements</li> <li>- Compare what was happening in other places of the world at the same time as the Egyptians</li> <li>- Place the Egyptians on a timeline in comparison to other periods in history (previously taught and upcoming in Year 4)</li> </ul>	<p>What was life like before the inventions of the Ancient Egyptians?</p> <p>How had life improved?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as settlers, civilization, BC, River Nile, pharaohs, archaeology, gods, goddesses, afterlife, sarcophagus, mummification, dynasty, hieroglyphics, agriculture</li> <li>- Select key time periods and historical events/inventions</li> <li>- Produce accurate timelines using knowledge of time</li> </ul>	<p><a href="https://discoveringegypt.com/ancient-egyptian-inventions/">https://discoveringegypt.com/ancient-egyptian-inventions/</a></p> <p><a href="#">BBC Bitesize videos</a></p> <p><a href="#">Horrible Histories Egyptians compilation</a></p> <p>Twinkl Resources (PlanIt)</p> <p><a href="#">Ancient Egypt resource pack</a> (lesson PowerPoints to be used when required, not necessarily in numerical order)</p> <p><a href="#">How Egypt influenced the world</a></p> <p><a href="#">Ancient Egypt inventions</a></p>
<p>To be able to identify what was considered significant</p>	<ul style="list-style-type: none"> <li>- Study drawings, artefacts and dynasties from this time</li> </ul>	<p>What was important to Egyptian society?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as invention, construction, ramp, lever, surveying, flax,</li> </ul>	

<p>to the Egyptian society <b>S1 E2</b></p> <p>To be able to examine the importance of archaeological discoveries <b>CC1</b></p>	<ul style="list-style-type: none"> <li>- Research what life was like in Ancient Egypt (work, clothing, culture, religion)</li> </ul>	<p>How has this changed in modern society?</p>	<p>papyrus, solar calendar, hieroglyphics, cosmetics</p> <ul style="list-style-type: none"> <li>- Identify, describe and recreate images that illustrate many aspects of Ancient Egypt</li> </ul>	
<p>To be able to recognise similarities and differences between this time and the present day</p> <p>To be able to assess the modern reliance upon many Ancient Egyptian inventions <b>S1 S2</b></p>	<ul style="list-style-type: none"> <li>- Compare and contrast aspects of Ancient Egyptian life to those of modern Britain using Venn diagrams</li> <li>- Research inventions from Ancient Egyptian times and how they have subsequently developed</li> <li>- Apply this knowledge to design their own invention</li> </ul>	<p>What inventions were significant from the time of Ancient Egypt?</p> <p>What did future generations learn from this time?</p> <p>How can these discoveries help us understand what we know about how the world is now?</p>	<ul style="list-style-type: none"> <li>- Name key inventions of from the time</li> <li>- Link similarities between technology and construction of Ancient Egypt to the modern world</li> <li>- Investigate the Ancient Egyptian priorities and our modern-day priorities, our impact upon the environment, and its sustainability</li> </ul>	
<p>To be able to critique how significant the end was to the people of Egypt <b>P1</b></p>	<ul style="list-style-type: none"> <li>- Research what happened after the end of Ancient Egypt and the pharaohs</li> <li>- Examine the impact this had on the Egyptian people and their reputation around the world</li> </ul>	<p>Was the nation of Egypt still powerful after the reign of the pharaohs ended?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as Roman Empire, Christianity, Islam, Greek alphabet</li> <li>- Explain the significance of the end of Ancient Egyptian rule</li> </ul>	
<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</p>	<ul style="list-style-type: none"> <li>- Look at inscriptions, art and maps of Egypt before and after the rule of the pharaohs</li> <li>- Debate which period/invention of Ancient Egypt is the most important</li> </ul>	<p>What would have happened if Ancient Egypt did not exist?</p> <p>Would our lives be the same?</p>	<ul style="list-style-type: none"> <li>- Sort information by levels of significance</li> <li>- Make conclusions as to why they think that</li> </ul>	

<p>present will shape the future</p> <p>CC1 CC2 E1</p>	<ul style="list-style-type: none"> <li>- Investigate how life in the modern world is still influenced by Ancient Egypt</li> <li>- Make simple predictions about what lessons we can learn from the priorities of Ancient Egypt</li> </ul>	<p>Can we continue to learn from the Ancient Egyptians?</p>		
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**Assessment Questions**

What was important to the Ancient Egyptians?

Why are they so important to us?

Do we still share any similarities with the people of Ancient Egypt?

**Year 4 – Spring – What did the Romans ever do for me?**

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

**The Roman Empire and its impact on Britain**

- Chronology of events from 43AD to 410AD
- Analyse artefacts, maps and texts
- 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
- Examine the importance of archaeological discoveries
- Analyse the significance and the enduring legacy of the Roman Empire

**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
- Find and locate regions on a world map according to early civilisation geographical locations
- Understand the significance of development of early human societies

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
<p>To be able to research and create a timeline detailing the expansion of the Roman Empire</p> <p><b>C1 C2 C3 S1 S2 S3</b></p>	<ul style="list-style-type: none"> <li>- Research the Romans using non-fiction books and the internet</li> <li>- Highlight the important periods such as significant individuals, invasions and inventions</li> <li>- Develop a timeline detailing events from 43AD – 410AD</li> <li>- Compare what was happening in other places of the world at the same time as the Romans</li> <li>- Place the Romans on a timeline in comparison to other periods in history (previously taught and upcoming in Year 4)</li> </ul>	<p>What was life like in Britain before the Roman invasion?</p> <p>Who were the Celts?</p> <p>What changes were made to Britain during the time of the Roman Empire?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; Empire, expansion, invasion, conquest, resistance, Celts, laws, taxes, kingdoms, AD, Boudicca, emperor</li> <li>- Sequence events of the Roman Empire in chronological order</li> <li>- Understand the times of BC and AD</li> <li>- Recall important individuals and events</li> </ul>	<p><a href="#">Twinkl Resources (PlanIt)</a> (lesson PowerPoints to be used when required, not necessarily in numerical order)</p> <p><a href="#">Horrible Histories Rotten Romans compilation video</a></p> <p><a href="#">BBC Bitesize Roman Empire videos</a></p>
<p>To be able to analyse artefacts, maps and texts</p> <p>To be able to examine the importance of archaeological discoveries (link to DT – mosaics)</p> <p><b>CC2</b></p>	<ul style="list-style-type: none"> <li>- Study drawings, artefacts (including statues and tools) and maps from this time</li> <li>- Design and create their own Roman mosaic with accurately reflect colours, geometry and images of the time</li> <li>- Discuss what the images and artefacts tell us about life in Roman Britain</li> </ul>	<p>What tools and technology did the Romans use?</p> <p>Where would you have found Roman mosaics?</p> <p>What do the statues, art work and other artefacts tell us about the Romans?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; villas, bathhouses, slaves, forts, Colosseum, Basilica, gladiator, Pantheon, chariots</li> <li>- Describe Roman design techniques and replicate these in their own mosaics</li> </ul>	

			<ul style="list-style-type: none"> <li>- Explain what we can learn about Romans from artefacts and mosaics</li> </ul>
<p>To be able to recognise similarities and differences between the days of the Roman Empire and the present day <b>P1 P2</b></p> <p>To be able to discuss how the past has influenced the present and how the present will shape the future <b>CC1 CC2</b></p>	<ul style="list-style-type: none"> <li>- Research what life was like during the reign of The Roman Empire (work, clothing, culture, religion)</li> <li>- Study the different classes within society (emperors, gladiators, citizens, non-citizens, slaves etc)</li> <li>- Contrast life in modern Britain to Roman times (could include a “live like a Roman” day WOW event with focus on society roles, gods/goddesses etc)</li> <li>- Make links between the influence of the Roman Empire to the modern world (link to MFL – French days of the week, link to maths – Roman numerals)</li> </ul>	<p>What was life like as a Roman?</p> <p>What roles did people have in Roman society?</p> <p>How did the Romans change the way people live?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; Hadrian’s Wall, roads, markets, trade, Latin, citizens, non-citizens, slaves, plebeians, patricians</li> <li>- Describe what life was like as a Roman</li> <li>- List the ways in which the Romans changed Britain</li> <li>- Explain what the Romans achieved across the continents of Europe, Africa and Asia</li> </ul>
<p>To be able to analyse the significance and the enduring legacy of the Roman Empire <b>E1 E2</b></p>	<ul style="list-style-type: none"> <li>- Compare Britain before and after the Roman Empire</li> <li>- Identify which Roman breakthroughs we still live with now – language, location names, calendars, roads, concrete, aqueducts, Census, legal system, trade, religion</li> <li>- Place Roman Britain within the Roman Empire across the continent of Europe</li> <li>- Discuss the power the Romans had to change the countries they invaded and control the large populations of people</li> </ul>	<p>What was life like in Britain after the rule of the Romans?</p> <p>Why was the Roman Empire so successful?</p> <p>Why did the Roman Empire fall?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; legacy, dissolution, coin, sewer, aqueduct, religion, Christianity</li> <li>- Explain the importance of the Romans to Britain and its people</li> <li>- Explain why the Romans left Britain</li> <li>- Draw simple conclusions as to how the influence and power of the Roman Empire also led to its downfall</li> </ul>

**Assessment Questions**

What did the Romans achieve in Britain?

How had Britain developed after the Roman Empire?

Why were the Romans so important to Britain?

<p><b>Year 4 –Summer – How have our coasts made Britain great?</b>  <b>C1 C2 C3 CC1 E1</b>  <b>History of Swanage and the surrounding area</b></p> <ul style="list-style-type: none"> <li>• Chronology of Swanage and it's development</li> <li>• Discuss how the past has shaped the present and how the present will shape the future</li> </ul>		<p><b>Previous Learning</b></p> <ul style="list-style-type: none"> <li>- Use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict, archaeology, artefacts</li> <li>- Produce accurate timelines using knowledge of time (focus upon key events decades, or hundreds of years apart)</li> <li>- Examine artefacts and discuss their significance</li> <li>- Find and locate regions on a world map according to early civilisation geographical locations</li> <li>- Understand the significance of development of early human societies</li> </ul>		
<b>Objective and Success Criteria</b>	<b>Coverage</b>	<b>Key Questions</b>	<b>Children should be able to</b>	<b>Resources</b>
<p>To be able to research and create a timeline detailing the history of Swanage  <b>C1 C2 C3</b></p>	<ul style="list-style-type: none"> <li>- Research Swanage using the internet and apply what they have learnt on their school trip</li> <li>- Highlight the important periods such as significant building of landmarks and town developments</li> <li>- Develop a timeline detailing the changes to Swanage from 2,500 BC to present day</li> <li>- Link back to study of Romans (Spring Term), Stone Age (Year 3) and then introduce the Anglo-Saxons (Year 5) according to their events on the timeline</li> </ul>	<p>Where is Swanage?</p> <p>What is Swanage well known for?</p> <p>Which historical figures, events and developments happened in Swanage?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; coastline, Durdl Door, pier, Corfe Castle,</li> <li>- Name a variety of Swanage landmarks</li> <li>- Describe significant events and developments</li> </ul>	<p>Adult access only (due to ads and pop ups)</p> <p><a href="http://www.world-guides.com">www.world-guides.com</a>  Europe › England › Dorset › Swanage_history</p> <p><a href="https://www.dorsets.co.uk/swanage">https://www.dorsets.co.uk/swanage</a></p> <p><a href="http://www.britainexpress.com">www.britainexpress.com</a>  Dorset › Towns and Villages › Swanage</p>
<p>To be able to discuss how the past has influenced the present and how the present will shape the future  <b>CC1 E1</b></p>	<ul style="list-style-type: none"> <li>- Study photographs and maps of Swanage</li> <li>- Recap the history of Swanage using their timelines</li> <li>- Discuss the changes to the coastline and the town</li> </ul>	<p>How has Swanage changed since the time of the Romans?</p> <p>Why did Swanage have to change?</p>	<ul style="list-style-type: none"> <li>- Use key vocabulary such as; heritage, stone industry, tourist attraction, restoration</li> </ul>	



	<ul style="list-style-type: none"><li>- Infer why Swanage has undergone so many adaptations and changes</li><li>- Make simple predictions based on this knowledge – what will Swanage of the future be like?</li></ul>			
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**Assessment Questions**

Where is Swanage?

Why has Swanage become popular for visitors?

How has Swanage changed over the years?