

## 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                           |     |     |     |        |    |
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|   | 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 3 – Autumn – What did prehistoric people yabba dabba do?**

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

**Changes in Britain from the Stone Age to the Iron Age**

- Timeline detailing the changes to the local area from the Stone Age to the Iron Age
- Examine the importance of archaeological discoveries
- Debate how forming of such monuments like Stonehenge could have happened
- Analyse how important this time period was – is it considered to be more important to Britain compared to other regions?
- Draw 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**

- Begin to use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict
- Produce accurate timelines using knowledge of time (past moving into the present, years, decades)
- Recognise similarities and differences from different time periods
- Draw simple conclusions
- Make simple predictions
- Examine the importance of significant individuals
- Develop their knowledge of how the past has influenced the present and how the present will shape the future

| Objective and Success Criteria                                                                                                             | Coverage                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key Questions                                                                                                                                                                                          | Children should be able to                                                                                                                                                                                                                                                                                                                                                                                                                   | Resources                                                                                                                                                                                                         |
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| To be able to produce a timeline detailing the changes to the local area from the Stone Age to the Iron Age<br><b>C1 C2 C3 S3 P2</b>       | <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 the Stone Age to the Iron Age</li> <li>- Add labels or boxes of information about the smaller time periods (Palaeolithic, Mesolithic and Neolithic)</li> <li>- Place these periods on a timeline in comparison to other periods in history (previously taught and upcoming in Year 3)</li> </ul> | Why is it vitally important we organise these world-changing time periods in chronological order?                                                                                                      | <ul style="list-style-type: none"> <li>- Use key vocabulary such as prehistoric, BC, Stone Age, Bronze Age, Iron Age, megalithic, monuments, ceremonial, agricultural, crops, hunter-gatherers, religion, archaeologists, tribal kingdoms, Palaeolithic, Mesolithic, Neolithic, tools, weaponry</li> <li>- Select key time periods and historical events/inventions</li> <li>- Produce accurate timelines using knowledge of time</li> </ul> | Twinkl Resources (PlanIt) <a href="#">Stone Age to the Iron Age resource pack</a><br>(lesson PowerPoints to be used when required, not necessarily in numerical order)<br><br><a href="#">BBC Bitesize videos</a> |
| To be able to examine the importance of archaeological discoveries<br><b>CC2</b><br><br>To be able to debate how forming of such monuments | <ul style="list-style-type: none"> <li>- Analyse drawings, artefacts and maps from the past</li> <li>- Recreate their own versions of these</li> <li>- Identify and explore similarities and differences between these time periods</li> <li>- Organise images and explain the significance of events, inventions and discoveries</li> <li>- Study Stonehenge photographs</li> </ul>                                                                               | How were the Prehistoric people so resourceful?<br><br>What did they do to survive without modern inventions?<br>How can these discoveries help us understand what we know about how the world is now? | <ul style="list-style-type: none"> <li>- Use key vocabulary such as artefacts, archaeology, Stonehenge, pottery, smelted, copper, bronze, tin, ceremonial, cemetery, hypothesis</li> <li>- Explain why the archaeological discoveries remain so significant</li> <li>- List inventions from the time periods</li> <li>- Make simple inferences about its formation</li> </ul>                                                                |                                                                                                                                                                                                                   |

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| like Stonehenge could have happened                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                 |                                                                                                                                                                                                                                        |  |
| <p>To be able to analyse how important this time period was – is it considered to be more important to Britain compared to other regions?</p> <p><b>S1 S2</b></p>                                           | <ul style="list-style-type: none"> <li>- Find and locate regions on a world map according to Prehistoric populations</li> <li>- Compare and contrast facts and information</li> <li>- Debate how Prehistoric people changed Britain and compare these to the advancements of other regions</li> </ul> | <p>Where in the world did the early human populations live?</p> <p>Why are the Prehistoric people so significant to us in the UK?</p>                                           | <ul style="list-style-type: none"> <li>- Recall where the first early human civilisations were in the world</li> <li>- Describe their living conditions and important facts related to their lives</li> </ul>                          |  |
| <p>To be able to draw 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><b>CC1 CC2 E1</b></p> | <ul style="list-style-type: none"> <li>- Look at symbols and artefacts from the time periods</li> <li>- Compare the clothing, communication, housing and lifestyle of the Prehistoric people to modern Britain</li> </ul>                                                                             | <p>How did the Stone Age influence the Bronze Age?</p> <p>What advancements were made in the Iron Age?</p> <p>How did each age change compared to the previous time period?</p> | <ul style="list-style-type: none"> <li>- Explain why change was enforced and the improvements made</li> <li>- Make simple predictions as to how the world could change in the future based upon what we know about the past</li> </ul> |  |

**Assessment Questions**

What did Prehistoric people do to shape our own lives?

Which do you think was the most important development? Why?

How did the Prehistoric people change the world?

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| <b>Year 3 – Spring – How has water shaped our world?</b><br><b>C1 C2 C3 CC1 CC2 S2 E1 E2 P1 P2</b><br><b>A local history study: Henley and its waterways</b> <ul style="list-style-type: none"> <li>Analyse photographs and maps of Henley from the past</li> <li>Study the history of boats and their impact upon Henley</li> <li>Explore the usage of waterways in the past and compare them to the present</li> <li>Compare and contrast – case study of Henley’s waterways and the Kennet &amp; Avon Canal</li> <li>Examine why rivers and canals are still important in this modern age</li> <li>Debate whether rivers and canals will continue to be significant in history</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                | <b>Previous Learning</b> <ul style="list-style-type: none"> <li>Begin to use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict</li> <li>Produce accurate timelines using knowledge of time (past moving into the present, years, decades)</li> <li>Examine the importance of physical geography upon society</li> </ul>                                                                                                     |                                                                                                                                                                                                                                                                   |
| <b>Objective and Success Criteria</b><br>To be able to describe Henley and its waterways past and present<br><b>C1 C2 C3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Coverage</b> <ul style="list-style-type: none"> <li>Examine photographs of Henley of the past and present, including the Henley Regatta</li> <li>Describe differences to the human and physical geography from the past to the present (link to Geography)</li> <li>Research the Regatta and its importance to Henley</li> </ul>                                                                                                                                                                                               | <b>Key Questions</b> <p>How has Henley changed?</p> <p>Why are the waterways so important to Henley?</p>                       | <b>Children should be able to</b> <ul style="list-style-type: none"> <li>Use key vocabulary such as; canals, rivers, waterways, locks, Regatta</li> <li>Apply their geographical vocabulary to describe Henley and its waterways</li> <li>Draw simple conclusions as to why changes to Henley have happened</li> </ul>                                                                                                                                                                            | <b>Resources</b> <p>Photographs and maps of Henley past and present</p> <p><a href="#">History of Henley Regatta photographic timeline</a></p> <p><a href="#">History of boats webpage</a></p> <p><a href="#">Hamilton Trust – History of boats and ships</a></p> |
| To be able to research and create a timeline detailing the development of boats<br><b>C1 C2 C3</b><br><br>To be able to explain why boats are so significant to Henley<br><b>S2 P1 P2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Study the history of boats</li> <li>Organise boats by different characteristics (materials used, main purpose etc) using sorting hoops/Venn diagrams</li> <li>Create their own timeline of boats, including some of the famous boats in UK history (Mayflower, Endeavour, HMS Victory, Titanic, Mary Rose)</li> <li>Explore the Henley Regatta and its boats</li> <li>Design their own boat to sail in the ‘Highwood Regatta’ using their knowledge of boats and Henley Regatta</li> </ul> | <p>What different kinds of boats are there?</p> <p>How are boats and ships used?</p> <p>Why are boats important to Henley?</p> | <ul style="list-style-type: none"> <li>Use key vocabulary such as; houseboats, trawlers, steamers, destroyers, longboats, passenger ships, cargo ships, oil ships, merchant ships, vessel, flagship, ocean liner, warship, rowing boat, sailing boat</li> <li>Recall some famous boats and ships</li> <li>List different purposes of boats and ships</li> <li>Explain why the Regatta is an important event</li> <li>Draw simple conclusions as to why boats are significant to Henley</li> </ul> |                                                                                                                                                                                                                                                                   |

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| <p>To be able to explore the usage of waterways in the past</p> <p>To be able to examine why rivers and canals are still important in this modern age<br/> <b>CC1 CC2</b></p> <p>To be able to compare and contrast Henley's waterways to the Kennet &amp; Avon Canal</p> <p>To be able to debate whether rivers and canals will continue to be significant in history<br/> <b>E1 E2</b></p> | <ul style="list-style-type: none"> <li>- Look at how canals and rivers are formed (link to Geography) and discuss how they are used</li> <li>- Research Henley and its tourist and trade links</li> <li>- Research and track the Kennet &amp; Avon canal</li> <li>- Identify similarities and differences between Henley and the Kennet &amp; Avon</li> <li>- Discuss why they are both important to the local area and Britain as a whole</li> <li>- List the reasons why rivers and canals are important</li> <li>- Predict future uses of waterways based upon the present (leisure time, sporting events etc)</li> <li>- Explain if they think waterways will be significant in the future</li> </ul> | <p>How have waterways been used in the past?</p> <p>What will their use be in the future?</p> | <ul style="list-style-type: none"> <li>- Use key vocabulary such as; engineer, architect, cargo, British Empire, population, industry growth, tourism, leisure, Kennet &amp; Avon, locks, Floating Harbour, River Thames</li> <li>- Say where the Kennet &amp; Avon Canal starts and finishes</li> <li>- Explain what waterways have been used for in the past and how they are used in the present</li> <li>- Make simple predictions about whether waterways will continue to be important</li> </ul> |  |
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**Assessment Questions**

What were the rivers and canals used for in Henley of the past?

How do we make use of the Henley waterways now?

What do you think we will use the rivers and canals for in the future?

**Year 3 – Summer – How can we help protect our planet?**

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

**Study – Non-European society that provides contrasts with British history: The Mayans**

- Timelines detailing the creation and decline of the Mayan civilisation
- Examine the importance of archaeological discoveries
- Identify what was considered significant to the Mayan society
- 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
- Debate and collate evidence to explain what could have caused the decline of the Mayan civilisation

**Previous Learning**

- Begin to use vocabulary such as past, present, years, decades, chronology/chronological, timeline, influence, shape, impact, predict
- Produce accurate timelines using knowledge of time (past moving into the present, years, decades)
- Examine the importance of physical geography upon society

| Objective and Success Criteria                                                                                         | Coverage                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Key Questions                                                                                                                                                                                     | Children should be able to                                                                                                                                                                                                                                                                                                                     | Resources                                                                                                                                                                                                |
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| To be able to produce a timeline detailing the creation and decline of the Mayan civilisation<br><b>C1 C2 C3 S2 S3</b> | <ul style="list-style-type: none"> <li>- Research the Mayans using non-fiction books and the internet</li> <li>- Highlight the important periods such as significant inventions</li> <li>- Produce a timeline detailing the time period 200-900AD</li> <li>- Add labels or boxes of information about major milestones and achievements</li> <li>- Place the Mayans on a timeline in comparison to other periods in history (previously taught)</li> </ul> | Who were the Mayans?<br><br>Where in the world did they live?<br><br>What does the word 'civilisation' mean?<br><br>What were the major Mayan contributions to other civilisations and societies? | <ul style="list-style-type: none"> <li>- Use key vocabulary such as; civilisation, AD, Mesoamerica, settlements, indigenous, nobility, rainforest, pyramids, city states, architecture, astronomy, astrology, calendar</li> <li>- Describe the achievements of the Mayans</li> <li>- Plot key events and time periods on a timeline</li> </ul> | The Ancient Mayan Civilisation eBook (can be found on Twinkl)<br><br><a href="#">Kids Connect biography</a><br><br><a href="#">BBC Bitesize – KS2 History</a><br><br><a href="#">Ducksters biography</a> |
| To be able to analyse artefacts, monuments and hieroglyphics <b>CC2</b>                                                | <ul style="list-style-type: none"> <li>- Look at different Mayan imagery (hieroglyphics, codices, carvings, Gods)</li> <li>- Make inferences about what they tell us about Mayan civilisation</li> </ul>                                                                                                                                                                                                                                                   | What was the purpose of hieroglyphics?<br><br>What do the hieroglyphics, codices and carvings tell us about the Mayans?                                                                           | <ul style="list-style-type: none"> <li>- Use key vocabulary such as; monuments, hieroglyphics, society, culture/cultural, economic, royalty, hierarchy, ruler, sacrifice</li> </ul>                                                                                                                                                            |                                                                                                                                                                                                          |

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| <p>To be able to identify what was considered significant to the Mayan society</p> <p>To be able to recognise similarities and differences between this time and the present day</p> <p><b>P1</b></p> <p>To be able to discuss how the past has influenced the present and how the present will shape the future</p> <p><b>CC1 CC2</b></p> | <ul style="list-style-type: none"> <li>- Identify what was important to Mayan society</li> <li>- Compare and contrast Ancient Mayan civilisation to that of our modern society</li> </ul>                                                                                                                                                                                                                                                                                                                    | <p>What was important to the Mayans and their society?</p> <p>Do we share any similarities with the Ancient Mayan civilisation?</p>                   | <ul style="list-style-type: none"> <li>- Make inferences about Mayan society by retrieving evidence from artefacts, carvings, codices and hieroglyphics</li> <li>- Describe what is different about modern society and Mayan civilisation</li> <li>- Identify similarities between modern society and Mayan civilisation</li> <li>- Explain how the Mayans have influenced modern society</li> </ul>           |  |
| <p>To be able to critique the end of the Mayan civilisation</p> <p><b>E1 E2</b></p>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- Collate and discuss evidence as to what could have caused the end of the Mayan civilisation</li> <li>- Debate whether it could have been one factor or many factors</li> <li>- Draw simple conclusions as to what we could learn from the decline of the Mayan civilisation</li> <li>- Make links to other areas of history covered so far (the Stone Age – Autumn Term)</li> <li>- Predict how we can use this knowledge to impact upon our own society</li> </ul> | <p>What factors could have led to the decline of the Mayan civilisation?</p> <p>What lessons can we learn from the end of the Mayan civilisation?</p> | <ul style="list-style-type: none"> <li>- Use key vocabulary such as; drought, sustainability, warfare, empathy, sympathy, decline, dissolution</li> <li>- List possible factors that could have contributed to the end of the Mayan civilisation</li> <li>- Analyse what lessons we can learn from the Mayans (importance of natural resources, protecting the environment etc – link to Geography)</li> </ul> |  |

**Assessment Questions**

Who were the Mayans?

Why did the Mayan civilisation flourish?

What could have contributed to the fall of the Mayan civilisation?

What can we learn from this time?