

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 2 – Autumn – Was the Great Fire of London a total disaster?

C1 C2 C3 S1 S2 S3 CC1 CC2 E1 P1

Events beyond living memory that are significant nationally or globally:

The Great Fire of London

- Produce a timeline of events during and after The Great Fire of London
- Discuss the impact the Fire had on the people and the place
- Study the life of Samuel Pepys and his significance
- 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

- 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

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
To be able to produce a timeline of events during and after The Great Fire of London C1 C2 C3 S3	<ul style="list-style-type: none"> - Explain the importance of chronology - Use knowledge of the past from different sources to make a timeline of the events and the aftermath - Add labels or boxes of information detailing The Great Fire of London - Place TGFOL on a timeline in comparison to other periods in history (previously taught and upcoming in Year 2) 	Why do we use timelines? Why is it important we put events into chronological order? Why did London have to change after The Great Fire?	<ul style="list-style-type: none"> - Use the key vocabulary years, decades, chronology/chronological, timeline - Produce accurate timelines using knowledge of time (a bigger focus upon the time splits on a timeline) 	Timelines (templates, modelled or independently created) Eyewitness accounts or fact-based fiction retelling events of the fire Extracts from the diary of Samuel Pepys Maps, photographs and artwork of London before, during and after the fire Maps, photographs and videos of London in the present day Useful websites (adult use only): https://www.booksfortopics.com/fire-of-london
To be able to discuss the impact the Fire had on the people and the place P1	<ul style="list-style-type: none"> - Explore eyewitness accounts of the fire (or fact-based fiction) - Compare and contrast the different viewpoints 	Who was Samuel Pepys? Why is his diary still important to us?	<ul style="list-style-type: none"> - Use the key vocabulary impact, empathy, sympathy, distraught, unsettled, rebuilt, new era, first-hand experience, eyewitness 	https://www.theschoolrun.com/best-childrens-books-about-the-great-fire-of-london-and-the-plague Useful websites for children:

<p>To study the life of Samuel Pepys and his significance S1 S2</p>	<ul style="list-style-type: none"> - Examine the importance of Samuel Pepys and his diary - Identify changes to London and how people's lives would have changed 	<p>How the fire impact upon people's lives and the city of London?</p>	<ul style="list-style-type: none"> - Explain why the diary of Samuel Pepys is still important now 	<p>http://www.fireoflondon.org.uk/game/</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 CC1 CC2 E1</p>	<ul style="list-style-type: none"> - Look at photographs and maps of London before and immediately after the fire - Compare the London of 1666 to present day - Read different accounts of living in London before and after the Fire 	<p>Why did London change so much after the fire?</p> <p>What improvements were made?</p> <p>What do you think could happen in the future?</p>	<ul style="list-style-type: none"> - Begin to use the key vocabulary influence, shape, impact, merchants, peasants, disaster, hindsight, reflection - Explain why change was enforced and the improvements made - Make simple predictions as to how London could change in the future based upon what we know about the past 	
<p>Assessment Questions</p> <p>How did London change after the fire?</p> <p>Were there any good things that happened because of the Fire?</p> <p>Why is The Great Fire of London still so important to us now?</p>				

Year 2 – Spring – Where in the world would we like to explore?

C1 C2 C3 S1 S2 CC1 CC2 E1 P1

Compare and contrast the lives of significant individuals who have contributed to national and international achievements: Captain James Cook and Amelia Earhart

- Events beyond living memory that are significant nationally and/or globally – **First female solo flight across the Atlantic**
- Compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements – **Captain Cook and Amelia Earhart** (link to geography – coastlines, maps, exploration)
- Discuss how the past has influenced the present and how the present will shape the future
- Draw simple conclusions as to the significance of these events
- Predict changes for the future based upon knowledge of the past

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)
- 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
To be able to recall and describe events beyond living memory that are significant nationally and/or globally (First female solo flight across the Atlantic) CC1 CC2	<ul style="list-style-type: none"> - Research Amelia Earhart to explore her passion for aviation - Study photographs of Earhart and discuss the similarities and differences to aviation today - Examine the importance of Amelia Earhart’s achievements 	Who was Amelia Earhart? Why were her achievements so important?	<ul style="list-style-type: none"> - Name Amelia Earhart and some of her greatest achievements - Use key vocabulary such as; exploration, national, international, global, aviation, navigator - Explain why Earhart was a leading figure for girls and women - Begin to analyse how it has influenced modern exploration 	Ducksters website (Cook and Earhart biographies) World map Globe BBC Bitesize (KS2 – History – World Famous People)
To be able to compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements – Captain Cook and Amelia Earhart (link to geography – coastlines, maps, exploration) S1 S2 P1	<ul style="list-style-type: none"> - Research both individuals using different mediums (non-fiction books, biographies, videos, news items, search engines) - Look at maps to plot the key locations in the lives of Captain Cook and Amelia Earhart 	Why was Captain Cook so important to exploration? How did Amelia Earhart’s achievements influence the future of exploration?	<ul style="list-style-type: none"> - Use key vocabulary such as; technology, advancements, navigator, aviator, cartographer, mapping - Explain how Captain Cook changed exploration and travel - Explain the significance of Amelia Earhart’s flight 	

<p>To be able to discuss how the past has influenced the present and how the present will shape the future C1 C2 C3</p> <p>To be able to draw simple conclusions as to the significance of these events</p> <p>To be able to predict changes for the future based upon knowledge of the past E1</p>	<ul style="list-style-type: none"> - Explore the chronology of both individuals – how far apart were their achievements? Did anything else significant happen in that time? - Research modern exploration (Polar Regions, Mars etc) - Place achievements of exploration on a timeline in comparison to other periods in history (previously taught) - Discuss what it could be like to be an explorer when they are grown up 	<p>How had exploration changed between the time of Captain Cook and Amelia Earhart?</p> <p>Would the way we explore and travel the world now be the same if there was no Captain Cook or Amelia Earhart?</p>	<p>and disappearance upon modern culture</p> <ul style="list-style-type: none"> - Describe the changes to exploration - Draw simple conclusions as to why change has happened - Make predictions about the future of exploration 	
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Assessment Questions

- Why were these significant individuals so important to world exploration?
- How did Captain Cook and Amelia Earhart change exploration?
- What could exploration look like in the future?

Year 2 – Summer – What could go in our Best British Banquet?

C1 C2 C3 S1 S2 CC2 E1 P2

Significant historical events, people and places in their own locality – Huntley and Palmers

- Timeline of changes to Reading from the formation of Huntley and Palmers to present day
- Discuss and conclude why Joseph Huntley and George Palmer were so significant to the local area

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 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
<p>To be able to identify significant individuals from the local area</p> <p>To be able to analyse their achievements and their importance</p> <p>S1 S2 P2</p>	<ul style="list-style-type: none"> - Read and discuss biographies of Huntley, Palmer and the factory - Examine their achievements and sort them by their significance - Look at the wider environment (link to Geography) and the use of the railway, the canal and what Huntley and Palmer did for the local area 	<p>Who were Joseph Huntley and George Palmer?</p> <p>Why were they so successful?</p> <p>How did they help other areas of Reading?</p>	<ul style="list-style-type: none"> - Explain who Huntley and Palmer were - Describe the impact Huntley and Palmer had upon Reading 	<p>Official Huntley and Palmers website</p> <p>Reading Museum collections</p>
<p>To be able to recall and describe events beyond living memory</p> <p>C1 C2 C3 CC2</p>	<ul style="list-style-type: none"> - Explore Huntley and Palmers history including Joseph Huntley, George Palmer, the biscuit factory, its production and the local area - Produce a timeline of important events from this time (Huntley' first bakery shop in 1822 to the closure of the factory in 1976) - Place Huntley and Palmer on a timeline in comparison 	<p>When did the factory in Reading open?</p> <p>What were the important events and achievements of Huntley and Palmers?</p> <p>When did the Reading factory close? Why?</p>	<ul style="list-style-type: none"> - Say where the factory was, what it produced, when it opened and when it closed - Name important events, individuals and successes during the time the Reading factory was open 	

	to other periods in history (previously taught)			
<p>To be able to discuss how the past has influenced the present and how the present will shape the future</p> <p>E1</p>	<ul style="list-style-type: none"> - Discuss the ways in which Huntley and Palmers production changed biscuit making - Explore the similarities and differences of factory production including Huntley and Palmers and a modern factory (link to Geography and our impact upon the environment) 	<p>What did Huntley and Palmer do first before any other biscuit makers?</p> <p>How did Huntley and Palmers influence other businesses?</p>	<ul style="list-style-type: none"> - Begin to evaluate how Huntley and Palmer influenced the wider world (production, design styles etc) - Begin to use vocabulary such as; stage coach, production, ingredients, export, British Empire 	
<p>Assessment Questions</p> <p>Who were Huntley and Palmer?</p> <p>Why were they so important to Reading?</p> <p>How did they influence others?</p>				