

Dame Catherine Harpur's History Curriculum version January 2024



Our vision for history

We believe that history provides all children the ability to delve deeper and make connections to the past and the world in which they live now. Through teaching history, we aim to inspire children to actively explore a breadth of different periods of time as well as cultures, in order to paint a bigger picture of how life today came about. Our vision is that children at Dame Catherine's will demonstrate confidence and an understanding of historical facts, as well as an understanding the influence of history on our day to day lives. This is fundamental to enabling them to become confident and well-educated citizens within our society.

Intent : what we teach and why we teach it

There are many challenges we face as a society. History teaches us how to learn from the mistakes of others and to understand changes and developments in society. Children must be taught to connect with history – the more they know about the past the better prepared they will be for the future because by remembering the past, they will grow to realise that they are responsible for building a legacy for the generations that follow them.

This is why we feel that it is crucial for children in primary school to be exposed to a full breadth of historical periods, which include world history as well as local and UK history. We incorporate National Curriculum history content into our curriculum at Dame Catherine's but we also focus on modern history to a far greater extent than the National Curriculum. We believe that our aim for children cannot be fully achieved with a narrower curriculum which focuses mainly on pre-modern history and relies on KS3 to deliver a significant amount of modern history.

Our pupils will explore the past, developing their own historical curiosity and understanding of why the past can be interpreted in different ways. They will learn to challenge their own and other's views and preconceptions through appropriate and accurate historical enquiry; using a range of sources, with a focus on learning through visits, themed days and benefitting from expertise and experiences within our school community.

Implementation: what this looks like in practice

This will be through a combination of overview, thematic and in depth studies (incorporated into wider curriculum questions.) At least 2 or 3 of our curriculum themes (developed as overarching questions) each year will have a significant historical focus such as a historical period. This ensures that history will be a central element when planning our curriculum. In addition to this, a significant number of the smaller challenge questions which feed into these will incorporate history. This will enable us to link in a wider range of significant events and periods globally, which might mean one or a short series of lessons. This will also enable us to revisit and consolidate learning over a longer period of time. Theme days or weeks will play a role in supporting this model, as will our 'Off Piste' work, where we respond to events happening in the world and experiences or ideas from individual children. Many of the wider opportunities to read and write will be linked into subject learning, ensuring that writing has a purpose and that there is quality time to spend on learning valuable subjects such as history.

There are details of the themes and periods to be incorporated over time in our coverage and progression document for history, which allows us to ensure breadth but also be highly flexible in when and how we incorporate these into our curriculum. This will provide a picture over a rolling 3 or 4 year period. Our model has a high degree of flexibility so that we can respond to the ideas and needs of current groups of children and cater for our mixed-age and part time groups. We can therefore expand our coverage and give the teaching staff the ability to tailor contexts using their professional judgement from knowing their children. This also helps us to be more agile and benefit from resources available which support us in providing exciting and relevant learning experiences. Key skill areas are built into these progression and coverage documents to ensure that children progress in 'becoming a historian' as they move through the school, irrespective of the time periods and contexts chosen.

Impact: the effects of the experiences the children have in DCHS

Through our discussions with children, their presentations and their work, we will ensure that our children can talk about history. They will show a genuine curiosity in the areas they have explored and also make links between different themes so that they are building an overview of the world. They will also show a deepening understanding of chronology and use of historical vocabulary. Children will be able to analyse and interpret information understand and assess bias and reliability, and, most importantly, they question. Children are inspired to further their knowledge and show this by their involvement in developing learning opportunities for themselves and others.

Our curriculum overview

Three and Four Year olds	Four and Five Year Olds	ELGs (milestones leading into stage D)
	Contexts (events, significant individuals and periods of time) will be the same as for the 5-7 year olds	
<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> Talk about members of their immediate family and community Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past 	<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling <p>People Culture and Communities</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

5-7 years stages D and A	7-11 years stages M, E, C and H
<p>Children will be taught about:</p> <ul style="list-style-type: none"> • changes within living memory and aspects of change • events beyond living memory that are significant. These will cover a broad range of national and global events such as the Great Fire of London, the Gunpowder plot, the history of flight Eruption of Mount Vesuvius, Discovery of dinosaur fossils and a range of commemorative events. • Events from pre-history • the lives of significant individuals in the past who have contributed to national and international achievements. For eg. Mary Anning, Neil Armstrong, Rosa Parks, Queen Victoria etc. • Significant historical events, people and places in their own locality. • some elements of one or two chosen periods of time either ancient civilizations or modern historical periods. These could be through whole school learning experiences such as themed days or weeks or through an extension of learning about significant people or events. <p>The choices within the curriculum will enable children to compare aspects of life in different periods in this country and in countries other than where they currently live.</p> <p>Children will begin to develop a range of skills within the following: Chronological understanding Range and depth of knowledge and understanding of events, people and changes in the past. Historical interpretations Historical enquiry Presentation, organisation and communication.</p>	<p>Children will be taught about:</p> <ul style="list-style-type: none"> • Civilizations of the ancient world or from the classical era which could incorporate Maya, Egypt, China, Rome, Greece, India. Studies of their life, achievements and influences on the world. At least 2 studies which offer breadth in terms of contrast with British history (eg. Mayan civilization) and impact on Britain (eg. Roman Empire) • A period from the Middle Ages eg. Viking and Anglo-Saxons • One or more local history studies; • At least one theme from the Early Modern Era 1450s to the mid 1700s (Age of Discovery, Tudor England, the plague, The Stuarts including religious debate and politics and civil war) • At least one theme from Georgian England and the Age of Enlightenment, Industrial Revolution and Victorian Era (modern history post 1750) • 20th Century history including the early 1900s, WW1 and WW2 (Britain and globally) • At least one other significant society or issue in world history and how this connects with other world developments. This could include the history of Australia or modern history of the USA (settlement, civil rights etc.) • The development of trade, colonisation...the British Empire and its impact on Britain and overseas, the nature and effects of the slave trade, resistance and de-colonisation. • Immigration history <p>Children will further progress in range of skills: Chronological understanding Range and depth of knowledge and understanding of events, people and changes in the past. Historical interpretations – assessing bias and reliability Historical enquiry Presentation, organisation and communication. Debate and evaluation of multiple sides of an argument Inference and extrapolation</p>

Dame Catherine Harpur's History Coverage and Progression



5-7 year olds

Part 1 : Contexts for Knowledge and Understanding (3 year cycle of coverage outlined)

Knowledge and Understanding of British History		Year	Term covered	Curriculum theme or question (where appropriate)
To be taught about:	To include:			
The Great Fire of London and 1600s	<p>The Great Fire Sequence of events, causes, reasons for the spread. Comparison of fire-fighting methods with today. Impact on London, studying evidence and artefacts and the changes to London after the fire. Buildings and landmarks that still exist. The gunpowder plot, Charles II, Samuel Pepys, Sir Christopher Wren</p> <p>Real life stories remarkable men and women, well known and less known, their achievements and impact</p>	2020-21	Autumn 2020	What creates fire and light?
Castles	Castles from different periods	2018-19	Spring / summer 2019	Why are buildings so exciting?
Life 100 years ago	<p>Food and transport – a comparison with today. Money in the past How have high streets changes over the past 100 years?</p>	2018-19	Autumn 2019	What was it like when granny went shopping?
World War 1	Events. Trenches. Animals in WWI	2018-19	Autumn 2019	WWI theme week 100years since the end of WW1
World War II	VE Day 75 th anniversary	2019-20	Spring 2020	Online contributions during lockdown 1 to celebrate VE Day

Significant people in history	Mary Anning	2020-21	Summer 2021	What on Earth is going on?
	Grace Darling	2021-22	Summer 2022	What colour is your world?
	Thomas Cook	2022-23	Autumn 2022	What Would an Alien Make of Planet Earth?
	Tim Peake	2022-23	Spring 2022	What Makes for a Great Adventure?
	Dame Ellen MacArthur / Sir Francis Drake / Sir Edmund Hillary / Amy Johnston			
English folk song traditions	Roll of English folk songs in preserving/re-telling history.	2021-22	Spring 2022	What Makes Derbyshire So Special?
Anglo-saxons	Anglo-saxon burhs and houses Made own model houses Battle of Derby	2021-22	Spring 2022	What Makes Derbyshire So Special?
British customs & traditions	Well-dressing, May Day, Notting Hill Carnival. Origins, meanings and traditions associated with these events. British seaside holidays past and present.	2021-22	Summer 2022	What colour is your world?
	Easter celebrations in the UK and around the world	2022-23	Spring 2023	Off-piste
VE Day	History of the event	2021-22	Summer 2022	Off Piste
Platinum Jubilee	Biography of Queen Elizabeth II Past jubilee celebrations Role of the Monarchy	2021-22	Summer 2022	What colour is your world?

	Family trees			
The Great Stink of 1858	Timeline of events before and after Joseph Bazalgette's role in this event Social impact of cholera			
Knowledge and Understanding of Local History		Year	Term covered	Curriculum theme or question (where appropriate)
To be taught about:	To include:			
Our village	Local buildings	2018-19	Spring / summer 2019	Why are buildings so exciting?
The Battle of Bosworth and the start of the Tudors	Visit to Bosworth and take part in workshops	2018-19	Spring / summer 2019	Why are buildings so exciting?
World War 1	Local study of Deb's family in WW1 and relative who went to the school and dies in the war. Use 1 st hand memoirs.	2018-19	Autumn 2018 100 year anniversary of the end of WW1	Whole school theme week
Local Places to visit The Harpur Crewe Family	Integrated with research for putting together a magazine about local places Visit to Calke	2021-22	Spring 2022	What Makes Derbyshire So Special?
Local historic buildings	Visiting local ruins, churchyard, village lock-up	2021-22	Spring 2022	What Makes Derbyshire So Special?
Well dressings	Origins, meaning and practices.	2021-22	Summer 2022	What colour is your world?
Knowledge and Understanding of World History		Year	Dates covered Record when planned into yearly overview	Curriculum theme or question (where appropriate)
To be taught about:	To include:			
Hot and Cold: Explorers to places of extreme temperatures	Real life stories remarkable men and women, well known and less known, their achievements and impact	2020-21	Spring 2021	Hot and cold

Pirates and life at sea	Stories of women pirates. Shipwrecks, treasure. Privateers/pirates of the Gulf of Mexico	2020-21 2022-23	Spring 2020 Summer 2023	Why are our seas so important? What Makes for a Great Adventure?
The Ancient Egyptians	Comparison of ancient Egypt and Egypt today (beliefs, river Nile) Pyramids Writing in Ancient Egypt Stories	2018-19	May 2019	What good things came out of Egypt? Whole school theme week.
Pre-historic creatures, palaeontology	Dinosaurs- types and extinction theories Study of Mary Anning and other early palaeontologists. Learning about how the world has changed over the course of hundreds of millions of years and what did and did not exist during different periods. Compare and contrast the location of continents then and now. Learning about palaeontology, archaeology and how we learn about pre-history. Use of artifacts	2020-21	April – July 2021	What on Earth is going on?
International Women's Day	History of this day	2021-22	Spring 2022	Off piste
Toys and play around the world	Toys from different periods in history Greek and Roman games	2021-22	Autumn 2021	What shall we play today?
Vikings	Making runic rings, runic alphabet	2021-22	Spring 2022	What makes Derbyshire so special?
Space Exploration	Time line of key events in space exploration	2022-23	Autumn 2022	What on Earth is going on?
People through history who have set world records/been pioneers	Dame Ellen MacArthur / Sir Francis Drake / Sir Edmund Hillary / Amy Johnston	2022-23	Spring 2023	What Makes for a Great Adventure?
Early use of fire	Natural sources of fire and how this was harnessed Uses of fire at this time (and what we use it for now)	2023-24	Autumn 2023	Is it all elemental?

Part 2: Abilities and skills to become a good historian (from 2021)

Area	To include:	Dates (term and year)	areas of focus (letters and any additional detail)
Chronological Understanding	<ul style="list-style-type: none"> a) Sequence events in their life and recount changes which have occurred. b) Describe memories of key events c) Sequence photographs etc. from different periods of their lives. d) Place events and artifacts from different periods on a timeline e) Match objects to people of different ages f) Label timelines with words such as past, present, older and newer. g) Use dates where appropriate. 	<p>2021-22, Spring term, 'What makes Derbyshire so special?'</p> <p>2022-23, Autumn term, 'What Would an Alien Make of Planet Earth?'</p> <p>2022-23, Spring Term, 'What Makes for a Great Adventure?'</p> <p>2023-24, Autumn Term, 'Is it all Elemental?'</p>	<p>Historical people on timeline</p> <p>Timeline of key events in space history (d, g)</p> <p>Biographies/key events (g)</p> <p>Great Stink (d, g)</p>
Range and depth of knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> a) Describe historical events b) Describe significant people from the past c) Recognise why people did things, why events happened and what happened as a result. d) Identify differences between ways of life at different times 	<p>2021-22</p> <p>2022-23, Autumn term, 'What Would an Alien Make of Planet Earth?'</p> <p>2022-23, Spring Term, 'What Makes for a Great Adventure?'</p> <p>2023-24, Autumn Term, 'Is it all Elemental?'</p>	<p>Mary Anning (b, c)</p> <p>Dinosaur extinction theories (a)</p> <p>Historical toys (d)</p> <p>Space exploration, Tim Peake (a, b, c)</p> <p>Dame Ellen MacArthur / Sir Francis Drake / Sir Edmund Hillary / Amy Johnston (b, c)</p> <p>Great Stink (a, b, c, d)</p>

Historical interpretations	a) Start to compare 2 versions of a past event b) Observe and use pictures, photographs and artifacts to find out about the past. c) Start to use stories or accounts to distinguish between fact and fiction d) Explain that there are different types of evidence and sources that can be used to help represent the past.	2021-22, Spring term, 'What makes Derbyshire so special?' 2023-24, Autumn Term, 'Is it all Elemental?'	Fossils, historical toys (b) Observations from artefacts Great Stink (e)
Historical enquiry	a) Find answers to simple questions about the past from sources of information eg. artifacts and by making observations. b) Choose and select evidence and say how it can be used to find out about the past.	2022-23, Autumn term, 'What Would an Alien Make of Planet Earth?' 2023-24, Autumn Term, 'Is it all Elemental?'	Mary Anning, dinosaurs, fossils, historical toys (a) Space exploration, Tim Peake (a) Great Stink (a)
Presenting, organisation and communication	a) Show an understanding of historical terms such as monarch, war, government, remembrance. b) Talk, write and draw about things from the past c) Use historical vocabulary to retell simple stories about the past d) Use drama/ roleplay to communicate their knowledge about the past	2022-23, Spring Term, 'What Makes for a Great Adventure?' 2023-24, Autumn Term, 'Is it all Elemental?'	Dinosaur exhibition, historical toys (b) Fact sheets about world records/pioneers/explorers (a, b, c) Great Stink (a, b, c, d)

7-11 year olds

Part 1 : Contexts for Knowledge and Understanding (4 year cycle of coverage outlined)

Knowledge and Understanding of British History		Year	Dates (term and year)	Curriculum theme or question (where appropriate)
To be taught about:	To include:			
Middle Ages England in Saxon and Viking times	plot Anglo Saxon and Viking Britain on timeline using BC, centuries and decades.	2018-19	Sept / October 2018	Why are Nordic Countries so Noteworthy)

The Time of Robin Hood Knights in the Middle Ages	How Vikings communicated, ate and lived and travelled and how this compared to Anglo Saxons (knowledge and interpretation) Vikings as raiders and traders Viking sites in the local area (Repton) How and when England became a unified country. Recognise part archaeologists play and use sources of evidence to answer questions and piece together information (historical enquiry) Norse Gods and goddesses Vikings and dragons		Revisited local archaeological sites Oct 22	
	King John, The Magna Carta, The Baron's Revolt, The Feudal System.	2021-22	Are Great Leaders Born to fly Jan- March 2021 Revisited in Are Myths Merely Misconceptions March 22	Are Myths Merely Misconceptions
	A Knight's Code, Jousting. King Arthur – real, myth or legend?	2021-22	Spring 2022 Spring 2022	Are Myths Merely Misconceptions
The History of Nottingham Castle	Queen Isabella and Edward II The Great Reform Act School Visit : Nottingham Castle 1066 to today	2021-22	Spring 2022	Are Myths Merely Misconceptions
Life in Tudor England	Who were the Tudors? The battle of Bosworth (school visit) The Life and wives of Henry VIII (through Henry's blog) The reformation Living in Tudor times (focus on Elizabethan England) : health, education, food, passtimes, comparison of rich and poor Tudor buildings and famous Tudors : visit to Stratford upon Avon The life of Shakespeare and comparison with Dr Johnson (later era) Famous Tudors : focus on Sir Walter Raleigh through the story 'My friend Walter'	2018-19	March – July 2019	Can you convince me?
Comparison of 2 British monarchs in different eras. Queen Elizabeth I and Queen Elizabeth II	Key events and achievements during their reigns eg. Spanish Armada, Moon Landings Chronology In which countries were/ are they the Queen?	2018-19	March – July 2019	Can you convince me?
Recent history: life throughout the 70 years of Queen Elizabeth II reign	Social history : a comparison of various parts of life throughout the past 70 years. Technology, music, entertainment, food. The Cold War	2021-22	Summer 2022	The 2 nd Elizabethan era; a good review?

	Changes to the monarchy Decolonisation / the commonwealth Key events in history			
Roman Britain (including the Roman Empire)	Roman Empire, Life in Roman Times, Gladiators, Caesar. Comparison with Tudor Times (crime and punishment)	2023-24	Spring 2024	How Beastly?
The Victorian Era Industrial revolutions	Industrial revolution. Bridges. History of the railways. Workhouses. Children in Victorian times. Working in the mills. Victoria's family. Christmas in Victorian times.	2019-20	Autumn term 2019	How good is change?
	London in Victorian times. History of transport and focus on the underground. Charles Dicken's London. Comparison with London today. School visit: National Justice Museum – workshop / trial about Victorian children	2022-23	Summer term 2023	What are the Awes and Abominations of Europe?
	Life in the times of Sherlock Homes (through his works) John Snow and the discovery of cholera	2023-24	Autumn term 2023	Is it All Elementary?
The Gunpowder Plot The great Fire of London	Events of 1600s : Great Fire and Gunpowder Plot	2020-21	Autumn term 2020	Is Plotting and Planning always marvellous? Collaboration work with class 1 (great Fire) linked to play in English
The Stuarts	Charles I, What is a revolution? What is a civil war? English Civil War compared to other Revolutions and civil wars e.g. French Revolution , American civil war. Oliver Cromwell. The Restoration of the Monarchy How the Stuarts bridged the gap to the modern world? The Bill of Rights and why it was important.	2020-21	Spring Term	Are Great Leaders born to fly
Edwardian England	Edwardian England (link to machines) The history of cars. The history of flying machines.	2020-21	Spring Term 2021	Are Great Leaders born to fly
Georgian Era and the Age of Enlightenment	Georgian Architecture and features of buildings from different periods in history from Tudor to Edwardian. Visit to Lichfield to look at buildings.	2020-21	Summer Term 2021	What makes a journey so fascinating?
The beginning of the Industrial Revolution and the Agricultural revolution	Erasmus Darwin – visit to Erasmus Darwin House to learn	2021-22	Summer term 2021	What makes a journey so fascinating?

	<p>about his life and work. Charles Darwin and his voyage on the Beagle.</p> <p>Key inventions which led to the industrial revolution. How these changed lives.</p> <p>The agricultural revolution – life before and after.</p> <p>Influential people in the Midlands (Industrial Revolution.) A study of Richard Arkwright and Cromford mills, including a visit to Cromford Mills. Other influential industrialists in the Midlands such as John Cadbury, Abraham Darby.</p> <p>Life of groups of people. Focus on working people mill workers, maids etc. in large houses</p> <p>Slavery to the UK in the Georgian period. Comparison of treatment England and Jamaica. (Use of book Freedom</p>		<p>Autumn term 2021</p> <p>Autumn term 2021</p>	<p>What's our Power?</p> <p>What's our Power?</p>
History of Halloween, All Saints and All Souls traditions	Pagan traditions, conversion to Christianity, Christian traditions (catholic)	2022-23	Autumn 2022	Off Piste
Kings and Queens of Great Britain, coronations and the Crown Jewels	<p>Link to the Coronation of Charles III. Stories of the Crown Jewels. Stolen treasures (should they be returned?)</p> <p>Comparison of coronations and ceremonies. Role of a monarch.</p>	2022-23	May 2023	What are Europe's awes and abominations?
Knowledge and Understanding of Local History		Year	Dates (term and year)	Curriculum theme or question (where appropriate)
To be taught about:	To include:			
World War 1 Ticknall Village in the early 1900s	<p>Focus on a teacher's family living in the village and the impact of WW1 through original letters and documents such as the memoirs. The life of a Ticknall boy through his memoirs.</p> <p>Taking part in the village commemorations of 100 years since the end of WW1.</p>	2018-19	November 2018	Special school focus to mark 100 years since the end of WW1
Local Industries	Industrial revolution. Potteries, coalmining.	2019-20	November / December 2019	How good is change?
Influential people in the Midlands in Georgian Times (and Industrial Revolution)	Erasmus Darwin , one of the key thinkers of the Midlands Enlightenment and Charles's grandfather. Potential visit to	2020-21	Summer 2021	What makes a journey so fascinating?

	Erasmus Darwin House (Lichfield) Cromford mills study, including a visit to Cromford Mills.	2021-22	Autumn 2021	What's our Power?
Dame Catherine Harpur's School and School life in Georgian times	History of the school from when it was established in 1744 to the end of the Georgian period. Compare and contrast school-life. Re-construct school-life (scene in a play)	2021-22	Autumn 2021	What's our Power? / End of term school production (film)
Calke Abbey and the Calke Estate	Day visit to Calke Abbey and tour of the House	2021-22	Spring 2022	Off Piste
Knowledge and Understanding of World History		Year	Dates (term and year)	Curriculum theme or question (where appropriate)
To be taught about:	To include:			
World War 1	Events of WWI. Planes. Life in the trenches. Animals in the war. Causes of WWI. Perspectives from different European nations. Pros and cons about decisions. Leader's speeches. Reaction of British people. Treaty of Versailles and impact on postwar years.	2018-19 2022-23	Autumn 2018 (100 th year anniversary of the end of WWI) March / April 2023	Theme week on WW1 What are Europe's awes and abominations?
The post-war era of the 1920's in Britain and America.	the invention of electricity by Edison (famous scientists) and how electricity changed people's lives in the 20s and 30s. Emigration to the USA (Ellis island) Influential Americans eg. Henry Ford, Louis Armstrong Jones. Music of the 1920s	2018-19	November – December 2018	Nearly 100 years on : why remember the post-war era of the roaring 20s?
The road to equality for women role of Black women in America in the campaign for equality. Dorothy Vaughan, Rosa Parkes.	The role of Black women in America in the campaign for equality. Dorothy Vaughan, Rosa Parkes.	2018-19	January – March 2019	What would life be like on our island? (link with democracy)

Discovery and Exploration	The Age of discovery and exploration in Elizabethan times. Famous explorers from England and Europe. The impact on life in Tudor England	2018-19	May – June 2019	Can you convince me?
The Ancient Egyptians	Comparison of ancient Egypt and Egypt today (beliefs, river Nile) Pyramids Writing in Ancient Egypt Stories	2018-19	May 2019	Theme week : what good things have come out of Egypt?
World War II	Causes of WWII VE Day 75 th anniversary Bombing and the Blitz Journeys (including evacuation) Code-breaking	2019-20	Summer 2020	Question not set due to lockdown Taught mainly online
	Compare and contrast WWI and WW2. 1930s and reasons for WWII. Persecution of Jews.	2022-23	June / July 2023	What are Europe's awes and abominations?
Europe since WWII	The history of Berlin WWII onwards. Berlin Wall, division and reunification.	2022-23	March 2023	What are Europe's awes and abominations?
Black history	Windrush Slavery in the US Migration through History in the UK	2019-20	Summer 2020	Off Piste
	Windrush. Immigration to UK over the centuries	2023-24	Autumn 23	75 th anniversary Off Piste week
	Enslavement in the Industrial Revolution in England – through the book 1783	2021-22	Autumn 2021	What's our Power?
Asia through the Ages	Ancient China Warriors (European and Asian) Great Wall of China (compare to other famous walls (why was that wall built?))	2019-20	Late Autumn 2019/ early spring 2020	Shall we play Walls and Warriors?
Exploring central and South America	Central and South American Civilizations and Empires (Aztecs, Mayans, Incas) Charles Darwin and his voyage on the Beagle Origins of Cocoa Beans and chocolate	2020-21	Summer 2021	What makes a journey so fascinating?

Ancient Greeks	Greek Gods – story of Hercules (overview only)	2020-21	Summer 2021	What makes a Journey so fascinating?
History of America	Key events in American history (Overview only)	2019-20	Summer 2020	Remote learning session to support work on slavery
	America in the 1800s. The Wild West, Pioneers and American Gold rush	2022-23	Spring 2023 (half term 1)	Shall we go up above or down under?
A Timeline of Medical Milestones	What ideas did certain civilisations have about medicines? Key scientific medical milestones eg. Alexander Fleming and penicillin	2020-21	Autumn term 2020	Is Plotting and Planning always marvellous?
Ancient Greece	Life in Ancient Greece Types of democracy Greek Gods and worship	2021-22	Spring 2022	Are Myths Merely Misconceptions
Polynesians	Wayfinding and discovery of New Zealand	2021-22	Spring 2022	Are Myths Merely Misconceptions
Vikings	Life as a Viking. Longhouses, food, use of dairy products, voyages, trade and settlements, Beliefs. Society: different roles. Slavery (thralls)	2022-23	Autumn 2022	Hoe cool is it to read Chris' Viking book?
History of Australia / British Colonisation	James Cook Impact of British colonization on native people of Australia (use of Australian teaching resources to include Australian perspectives) Transport of British people to Australia Goldrush	2022-23	Spring 2023 (half term 1)	Shall we go up above or down under?
The Great Powers of Europe Changes in Europe late 1700s and their impact on modern history	Empires, Houses of Europe. The changing map of Europe 1750 to today. Ottoman Empire, Austria Hungary, Russia, France. Late 1750-1800: cause and effect of what was happening globally (American revolution, French revolution, French revolution, 7 years war etc.) French revolution. Link to a Tale of Two Cities. Persecution of Jews throughout history as a background to a focus on 1930s in Germany and London (Cable Street)	2022-23	March – July 2023	What are Europe's awes and abominations?

History of Japan and Korea	Edo period. Samauris, Shoguns. Period of Isolation North and South Korea – history of the divide	2023-24	Oct – Nov 24	Is it All Elementary?
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Part 2: Abilities and skills to become a good historian (from 2021)

Green indicates foundation skills and blue higher level skills.

Area	To include:	Dates (term and year)	areas of focus (letters and any additional detail)
Chronological Understanding	a) Understand a timeline can be divided into BC and AD b) Use relevant dates, terms and period labels c) sequence several events, artifacts or historical figures on a timeline using dates, including those that are sometimes further apart d) Make comparisons between different times in the past e) Order an increasing number of events, movements and dates on a timeline (placing current study in relation to other studies) f) understand and describe in some detail the main changes to an aspect in a period in history g) understand how some historical events / periods occurred concurrently h) Understand how events in history were caused and study different factors leading up to events.	Summer 2021 Autumn 2021 Spring 2022 Summer 2022 Autumn 2023 Spring / summer 23 Autumn 23	Theories of Evolution a, b,c, Architecture of buildings – Tudors to Edwardian b, d b,c,d,e,f a,b,c,d,f c,d,e,f a,e c,d,e,f,g,h a,d,h
Range and depth of knowledge and understanding of events, people and changes in the past	a) Identify key features and events of a period of time studied b) Note key changes over a period of time and give reasons for changes c) Explain how people and events have influenced life today Use evidence to reconstruct life in a certain period d) Identify and understand reasons for and results of people's actions e) Describe connections and contrasts between aspects of history, people, events and artefacts. f) Study differences between different groups of people eg. men and women and describe the attitudes, beliefs, behaviour and characteristics of different groups of people, recognising that not everyone shares the same views	Spring 2021 Autumn 2021 Spring 2022 Summer 2022 Autumn 2023 Spring / summer 23 Autumn 23	Stuarts (history focused curriculum question): a, b, c, d, e, f, g, j a,b,c,d,e, g,f,j a,b,c,f,g,h,i,j,k a,f,g b,c,d,e,g,h,j,k d,h,j,k

	<p>g) Compare beliefs and behaviour with another time period Identify and note connections, contrasts and trends over time in the everyday lives of people</p> <p>h) Write an explanation of a past event using evidence to support and illustrate the explanation</p> <p>i) Examine causes and results of great events and the impact on people</p> <p>j) Describe how historical events and societal shifts affected the lives of people at the time and subsequently.</p> <p>k) Study the relationship between sections of institutions and sections of society across different historic periods.</p>		
Historical interpretations	<p>a) Look at more than 2 versions of the same event or story and identify differences</p> <p>b) Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p> <p>c) Find and analyse a wide range of evidence to offer reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>d) Consider different ways of checking accuracy of interpretations</p> <p>e) Start to understand the difference between primary and secondary evidence and how reliable this might be</p> <p>f) Start to understand the idea of bias and know that people represent events or ideas in a way that may persuade others</p> <p>g) Begin to evaluate the usefulness of different sources</p>	<p>Spring 2021</p> <p>Summer 2022 Spring / summer 23</p>	<p>Stuarts (history focused curriculum question): a,b,c,d,e,f</p> <p>e,g a,b,e,g</p>
Historical enquiry	<p>a) Use a wide range of sources to find out about the past and gather detail to build a clearer picture</p> <p>b) Construct informed responses about an aspect of life or a key event, carefully selecting and organising relevant historical information</p> <p>c) Begin to devise questions to find answers about the past</p> <p>d) Begin to undertake their own research</p> <p>e) Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>f) Use a wide range of evidence (ceramics, pictures, documents, posters, online material, photos, artefacts, statues and sculptures, historic sites</p> <p>g) Select relevant sections of information to address historically valid questions and to construct detailed, informed responses.</p> <p>h) investigate their own lines of enquiry by posing historically valid questions to answer</p>	<p>Spring 2021</p> <p>Autumn 2021 Spring 2022 Summer 2022</p> <p>Autumn 2022 Spring / summer 2023</p>	<p>Stuarts (history focused curriculum question): a,c,d,e,f,h</p> <p>b,f, a, b, c, d, e, h</p> <p>b,f a,b,d,e,f, d</p>

Presenting, organisation and communication	a) Use and understand appropriate historical vocabulary such as rules, reigned, empire, invasion, kingdoms.	Spring 2021	Stuarts (history focused curriculum question): b and e (roleplay and interviews filmed, posters, comic strips)
	b) Present, communicate and organise ideas using models, drama, role play and different genres of writing		c and f (research presented via TEAMS during lockdown 2)
	c) Start to present ideas based on their own research about a studied period		d democracy and forms of rule. revolution, civil war, bill of rights, monarchy, parliament
	d) Have a good understanding of historical vocabulary such as democracy, civilisation, social, political, economic, cultural and religious.	Autumn 2021	b
	e) Present, communicate and organise ideas using detailed discussions and debates and different genres of writing	Spring 2022	b,c, g
	f) Plan and present self-directed research about a period studied.	Summer 2022	a, b
	g) Begin to present and debate different points of view.	Autumn 2022	a,b,d
	Spring / summer 23	a,b,c,d,e,g	
	Autumn 23	b,f	