

History High Level Plan

	Autumn 1		Spring 1		Summer 1	
Nursery	Our Families and Our Community	Celebrations	Magic and Spells	Change for Life	On the Move	Fun at The Seaside
Reception	Me and My Community	Celebrations	Traditional Stories	Farm	Africa	Ocean
Y1	<p>Britain in the 1960's Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Housing-link to modern housing Fashion and trends Preservation of food Role of the NHS Changes in transport <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Similarity and difference Continuity and change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Innovation Social <p><u>Summative assessment:</u> How have the changes in the 1960s effected today?</p>		<p>Victorian Britain Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Types of houses Rich and poor clothing Common foods Mary Seacole Victorian inventions <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Similarity and difference Continuity and change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Innovation Culture Social Significant Figures <p><u>Summative assessment:</u> What do we know about the Victorian Period? How did the lives of significant individuals contribute to the present?</p>		<p>Britain in the Georgian Era Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Wealthy and poor housing Clothes and shoes Diets of the rich and poor Knowledge of diseases Canals First Prime Minister <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Similarity and difference Continuity and change Political and social development <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Innovation Culture Social <p><u>Summative assessment:</u> What do we know about the Georgian Period?</p>	
Y2	<p>Stuart Britain: The Great Fire of London Powerful knowledge <u>Content</u> (mostly substantive):</p>		<p>Roman Britain Powerful knowledge <u>Content</u> (mostly substantive):</p>		<p>Britain in the Stone Age Powerful knowledge <u>Content</u> (mostly substantive):</p>	

	<ul style="list-style-type: none"> • Problems during that time • What happened? • How do we know what happened? • How it spread • Causes and consequences <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Continuity and Change • Evidence • Cause and consequence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Civilisation • Community • Significant figures <p><u>Summative assessment:</u> What happened during the Great Fire of London? How do we know about the Great Fire and events that happened nearly 350 years ago?</p>	<ul style="list-style-type: none"> • Roman Empire • Clothes • Roman Diet • Medicines • Roman Roads • Hadrian's Wall <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and Difference • Continuity and Change • Significance <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Civilisation • Settlement • Community <p><u>Summative assessment:</u> What is the legacy of Roman Britain?</p>	<ul style="list-style-type: none"> • The Ice Age • Evolution of humans • Life in the Stone Age <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Interaction and the environment • Similarity and difference • Continuity and change • Evidence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Technology • Innovation • Civilisation • Culture <p><u>Summative assessment:</u> How was the prehistoric period different to life today?</p>
<p>Y3</p>	<p>Prehistoric Britain Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Ice Age • Evolution of humans and tools, humans arrival in Britain • Palaeolithic, Mesolithic and Neolithic eras • Discovery of metals • Skara Brae <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Evidence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Civilisation 	<p>Ancient Greece Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The establishment of Ancient Greece and its states • The cultural achievements of that period • Greek Gods • Alexander the Great • Greek society <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Evidence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Community 	<p>Local History- Jewellery Quarter Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Timeline of events • Impact of the Industrial revolution • Joseph Chamberlain • Different industries • Impact of WWII <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Significance <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Culture • Civilisation • Innovation

	<ul style="list-style-type: none"> • Migration • Innovation <p><u>Summative assessment:</u> What were the major differences between the different eras of the Stone Age?</p>	<ul style="list-style-type: none"> • Culture • Civilisation <p><u>Summative assessment:</u> Describe two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?</p>	<p><u>Summative assessment:</u> What has been the impact of the Jewellery Quarter over the years on Birmingham?</p>
Y4	<p>Roman Britain Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Birth and development of Rome • Roman invasion of Britain • Romanisation of Britain • Roman Gods • Fall of the Roman Empire <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Chronology • Significance • Cause and consequence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Community • Culture • Social <p><u>Summative assessment:</u> How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'</p>	<p>Anglo-Saxons Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Life in Saxon Britain • Invasions after the Romans • Society • The seven kingdoms of England • Pagan beliefs and the re-introduction of Christianity • Alfred the Great <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Continuity and change • Evidence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Culture • Social • Migration <p><u>Summative assessment:</u> How did the Anglo-Saxons change life in Britain?</p>	<p>Vikings Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The invasions of the Vikings • Lindisfarne • Significant explorers of that period • Norse gods • King Canute <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Cause and consequence • Chronology • Evidence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Culture • Migration • Settlement <p><u>Summative assessment:</u> 'The Vikings were not just bloodthirsty warriors.' What evidence do we have to support this view?</p>
Y5	<p>Benin Kingdom Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Golden age of Benin Kingdom (900-1897) • Daily life • Art & culture, craft, guilds and trade 	<p>Medieval Monarchs Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The Norman invasion • Death of Thomas Becket • Henry II, Richard, John, Edward I <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Significance 	<p>Changing Britain Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Civil rights in Britain • Bristol Bus Boycott • Grunwick Strike • Section 28 • Wheelchair Warriors

	<ul style="list-style-type: none"> Colonisation and the transatlantic slave trade <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Change and continuity Significance <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Community Culture <p><u>Summative assessment:</u> What are the achievements of the Benin Kingdom?</p>	<ul style="list-style-type: none"> Chronology Change and continuity <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Social Culture Community <p><u>Summative assessment:</u> Who was the greatest medieval monarch?</p>	<p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Change and continuity Significance <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Social Culture Community Diversity <p><u>Summative assessment:</u> What did the British civil rights protests in the twentieth century have in common?</p>
<p>Y6</p>	<p>Industrial Revolution Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Changing working conditions Changing living arrangements Technological developments Political changes Link to Jewellery Quarter <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Change and continuity Significance Cause and consequence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Technology Enterprise Innovation <p><u>Summative assessment:</u> What advantages and disadvantages did the Industrial Revolution have for working-class people?</p>	<p>Civil Rights Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Legal developments Civil disobedience: MLK, Rosa Parks Enduring struggle BLM movement <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Cause and consequence Evidence Significance <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Culture Diversity Significant Figures <p><u>Summative assessment:</u> Non-violent protest is not enough. Do you agree?</p>	<p>20th Century Conflict Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> World War I causes and conditions Treaty of Versailles Hitler's rise to power World War II causes and conditions <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Similarity and difference Cause and consequence Significance <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Social Cultural <p><u>Summative assessment:</u> Could the Second World War have been avoided?</p>