

Year 1			
Topic	Lessons	NC objectives	Historical Skills
Events within living memory – transport changes	1. How has transport changed from past to present? 2. When were cars invented and what were they like? 3. How have cars changed over time? 4. Who invented trains and how did they change peoples lives in the 19 th century? (Industrial rev) 5. How have humans tried to fly throughout history? (Include the Wright Brothers) 6. What has changed within the last 6 years of travel and what does future travel look like for us? (HS2, trams – Birmingham)	To develop an awareness of the past through finding out about changes within living memory.	Sequencing the past: <ul style="list-style-type: none"> The child can sequence independently on an annotated timeline a number of objects or events. The child can understand and use a wider range of time terms such as: nowadays, in the past, previously. Change and development: <ul style="list-style-type: none"> The children can identify a range of similarities and differences within a time period eg. Aeroplanes from different decades.
Life of significant individuals – David Attenborough?	1. Who is David Attenborough and why is he important? 2. How did David Attenborough become so successful?	To explore the lives of significant individuals in the past who have contributed to national and international history.	Constructing the past: <ul style="list-style-type: none"> The child can briefly describe features of a theme, events and people from family, local, historical or national history. Significance and interpretation:

	<p>3. How has David's knowledge helped us?</p> <p>4. How has David's knowledge changed the world we live in?</p> <p>5. Why are David's BAFTA awards so unique?</p>		<ul style="list-style-type: none"> The child can identify a range of significant aspects of theme, society, period or person and offer some comments on why they have selected these aspects. Eg. Give reasons why they have chosen aspects of the life of a famous explorer.
Local study – Mere School	<p>1. What is Mere Green like now and why do people want to live here?</p> <p>2. What changes have happened in Mere Green in the last ten years? (Two lessons).</p> <p>4. How has Mere Green changed in the past 100/150 years? (Transport, schools, homes, business, entertainment)</p> <p>5. What can we find out about schools in Mere Green?</p> <p>3. How and why have schools changed over time?</p> <p>4. How has transport changed in Mere Green and why?</p>	Events beyond living move, where appropriate should be used to reveal aspects of change in national life.	<p>Change and development:</p> <ul style="list-style-type: none"> The child can identify a range of similarities and differences within a specific time period. <p>Sequencing the past:</p> <ul style="list-style-type: none"> The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline. The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'. <p>Planning and carrying out a historical enquiry:</p> <ul style="list-style-type: none"> The child can plan questions and produce answers to a few historical enquires using historical enquires.

			Using sources as evidence: <ul style="list-style-type: none"> The child can select information independently from several different types of sources including written, visual and oral sources and artefacts.
Year 2			
Topic	Lessons	NC objectives	Historical skills
Events beyond living memory – Great fire of London.	1.What was everyday life like in 17 th century London? 2. How do sources of evidence help us understand what happened in the past? 3.Who was responsible for starting the Great Fire of London? 4. Why did the Great Fire of London spread to quickly? 5. How has the Great Fire of London caused change for the better? 6.How did London recover from the Great Fire of London? 7. Why was the Great Fire of London a significant event in history and what makes any historical event significant?	Events beyond living memory that are significant nationally or globally.	Constructing the past: <ul style="list-style-type: none"> The child can describe features of a theme, events, people from family, local, national and global history. Change and development: <ul style="list-style-type: none"> The child can identify a range of similarities and differences within a specific time period. Using sources as evidence: <ul style="list-style-type: none"> The child can select information from several different sources including written, text, visual and oral, artefacts to answer historical questions. Planning and carrying out historical enquiry: <ul style="list-style-type: none"> The child can plan questions and produce answers to a few historical enquiries using historical terminology
Life of significant individual – the NHS – Florence	1.What do we mean by significant people?	To explore the lives of significant individuals in the past who have contributed	Constructing the past:

<p>Nightingale, Mary Seacole? and Edith Cavell..</p> <p>Q. 2,3 and 4 will take more than 1 lesson.</p>	<p>2.How did Florence Nightingale improve nursing?</p> <p>3. Why was Mary Seacole so important in the history of nursing?</p> <p>4. Why was Edith Cavell a key individual for nursing?</p> <p>5. Why is the NHS so important today?</p>	<p>to national and international history.</p>	<ul style="list-style-type: none"> The child can briefly describe features of a theme, events and people from family, local, historical or national history. <p>Significance and interpretation:</p> <ul style="list-style-type: none"> The child can identify a range of significant aspects of theme, society, period or person and offer some comments on why they have selected these aspects. Eg. Give reasons why they have chosen aspects of the life of a famous explorer. <p>Change and development:</p> <ul style="list-style-type: none"> The child can identify a range of similarities and different within a given time period. Eg. How has health care changed in the UK? NHS. <p>Cause and effect:</p> <ul style="list-style-type: none"> The child can identify a few relevant causes and effects for some of the main issues covered. Eg. Why was the NHS invented?
<p>Captain Scott (link to Geography hot and cold)</p>	<p>1.Who is Captain Scott and why is he famous today?</p> <p>2.How did Scott get to the South Pole?</p> <p>3. Why did Scott risk his life going to the South Pole?</p>	<p>To explore the lives of significant individuals in the past who have contributed to national and international history.</p>	<p>. Constructing the past:</p> <ul style="list-style-type: none"> The child can briefly describe features of a theme, events and people from family, local, historical or national history. <p>Significance and interpretation:</p> <ul style="list-style-type: none"> The child can identify a range of significant aspects of theme, society,

	<p>4. How do we know what really happened on Scott's last journey? Diaries?</p> <p>5. Why did Scott not get to the South Pole first?</p> <p>6. Were his expeditions worth it?</p>		<p>period or person and offer some comments on why they have selected these aspects. Eg. Give reasons why they have chosen aspects of the life of a famous explorer.</p> <p>Planning and carrying out historical enquiry:</p> <ul style="list-style-type: none"> The child can plan questions and produce answers to a few historical enquiries using historical terminology. Eg. Plan and find information to write a paragraph about why an explorer was so successful.
Year 3			
Topic	Lessons	NC objectives	Historical skills
Changes in Britain from the Stone Age to Iron Age	<p>1. What is pre-history?</p> <p>2. When was the Stone Age, Bronze Age and Iron age?</p> <p>3. How did people survive in the Stone Age?</p> <p>4. What did people believe in the Bronze Age?</p> <p>5. How did people live in the Iron Age?</p> <p>6. What are the key changes between the 3 areas of pre-history?</p>	Changes from the Stone Age to Iron Age.	<p>Constructing the past:</p> <ul style="list-style-type: none"> The child can identify details from several themes, societies, events and significant people covered in national, local and global history. <p>Change and development:</p> <ul style="list-style-type: none"> The child can make valid statements about the main similarities and differences and changes occurring within topics. <p>Sequencing the past:</p> <ul style="list-style-type: none"> The child can sequence a number of the most significant events, objects, themes,

			<p>societies, period and people with some dates, labels and terms.</p> <p>Using sources as evidence:</p> <ul style="list-style-type: none"> The child can recognise possible uses of a range of sources for answering historical enquiries.
Ancient Egypt	1. When and where did the Egyptians live? 2. Why was the Nile important? 3. How can we discover what Egypt was like 5000 years ago? 4. Who built the pyramids? 5. What does evidence suggest about every day life in ancient Egypt? 6. What did ancient Egyptians believe in? 7. What can we learn about ancient Egyptian burial ceremonies? 8. How did Ancient Egyptians record their history?	The achievements of the earliest civilisations – an overview where and when the first appeared and an in-depth study of one of the following: ancient Sumer, Ancient Egypt, The Indus Valley, Shang Dynasty.	<p>Using sources as evidence:</p> <ul style="list-style-type: none"> The child can recognise possible uses of a range of sources for answering historical enquiries. <p>Planning and carrying out a historical enquiry:</p> <ul style="list-style-type: none"> The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.
Roman Empire	1. Why did the Roman Emperor Claudius leave Italy to invade Britain?	The Roman Empire and its impact on Britain.	<p>Significance and interpretation:</p> <ul style="list-style-type: none"> The child can explain reasons why particular aspects of a historical event,

	<p>2. The roman invasion: Have the books got it right?</p> <p>3. Should the Celts take on the Romans?</p> <p>4. Boudicca's rebellion: What image do we have of Boudicca today?</p> <p>5. How were the Romans able to keep control over such as vast empire?</p> <p>6. Why did the Romans spend so much time building roads?</p> <p>7. How can we solve the mystery of why this great empire suddenly came to an end?</p> <p>8. How is life in Roman Britain different to life in Britain today?</p>		<p>development, society or person were of a particular significance.</p> <p>Sequencing the past:</p> <ul style="list-style-type: none"> The child can sequence a number of the most significant events, objects, themes, societies, period and people with some dates, labels and terms. <p>Cause and effect:</p> <ul style="list-style-type: none"> The child can explain the role and significance of different causes and effects of a range of events and development.
Year 4			
Topic	Lessons	NC objectives	History skills
Saxons	<p>1. Who were the Anglo-Saxons?</p> <p>2. When and why did the Saxons invade?</p> <p>3. Where did the early Anglo-Saxons live and how do we know?</p> <p>4. What were Anglo-Saxon villages and houses like?</p>	<p>The Vikings and Anglo-Saxon struggle for the kingdom and England to the time of Edward the Confessor.</p> <p>Britain's settlements with the Anglo-Saxon.</p>	<p>Constructing the past:</p> <ul style="list-style-type: none"> The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. <p>Significance and interpretation:</p> <ul style="list-style-type: none"> The child can explain reasons why aspects of a historical event,

	<p>5.What did the Anglo-Saxons eat and drink? (Travel, growing)</p> <p>6. What religion did the Anglo Saxons follow?</p> <p>7.How was crime punished during Anglo – Saxon times?</p> <p>8. Who was Alfred-The-Great and how great was he?</p>		<p>development, society or person were of particular significance.</p> <ul style="list-style-type: none"> The child can explain how and why it is possible to have different interpretations of the same event or person. Eg. Explaining why some may think the justice system was effective and some may not. <p>Planning and carrying out historical enquiries:</p> <ul style="list-style-type: none"> The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions and development or improvement. Eg. Post a series of questions to investigate the success of the Saxons, select appropriate evidence and use this to produce a valid conclusion. <p>Sequencing the past:</p> <ul style="list-style-type: none"> The child can sequence a number of the most significant events, objects, themes, societies, period and people with some dates, labels and terms. <p>Change and development:</p> <ul style="list-style-type: none"> The child can make valid statements about the main similarities, differences and changes occurring within topics.
Viking	TBC		

Golden Age of Islam	<p>1. Why do you think it is important to study Islam in this period, c 900?</p> <p>2. How were the Arabs able to spread so far so quickly within a century of the prophet Muhammad's death?</p> <p>3. What can we learn about Islam from the way that set up the capital in Baghdad?</p> <p>4. In its golden age what was so special about Baghdad and how can we know?</p> <p>5. Just how amazing was daily life for rich people in Islamic cities?</p> <p>6. Which of the early Islamic achievements has most effect on our lives today?</p>	European society that provides contrast with British history – one study chosen from: early Islamic civilisation, Mayan civilisation, Benin	<p>Change and development :</p> <ul style="list-style-type: none"> The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. E.g. Provide some similarities and differences affecting different forms of communication. <p>Using sources as evidences:</p> <ul style="list-style-type: none"> The child can comment with confidence on the value or a range of different type of course for enquiries, including extended enquiries. Eg. Select evidence that supports their judgements. <p>Planning and carrying out historical enquiry:</p> <ul style="list-style-type: none"> The child can teach a valid and substantial conclusion to an independent planned and investigated enquiry with suggestions for development or improvement.
Year 5			
Topic	Lessons	NC objectives	Historical skills
Crime and punishment post 1066	1. How were criminals punished 800 years ago and how do we know?	A study of an aspect or theme in the British history that extends pupils' chronological knowledge beyond 1066.	<p>Constructing the past:</p> <ul style="list-style-type: none"> The child can provide overviews of the most significant features of different themes, individuals, societies and events

	<p>2.What does the legend of Robin Hood tell us about mediaeval justice?</p> <p>3.How did crime and punishments change between 1500 and 1705?</p> <p>4.Why did punishments become so bloody during the 18th century?</p> <p>5. Why did so much happen in the 19th century?</p> <p>6. Has the way we catch and punish criminals improved that much in the last 100 years?</p>		<p>covered. Eg. Give a summary of crime and punishment during Victorian times.</p> <p>Sequencing the past:</p> <ul style="list-style-type: none"> The child can sequence the key events, objects, themes, societies and people using labels and dates. <p>Change and development:</p> <ul style="list-style-type: none"> The child can compare similarities and differences and changed within and across some topics. <p>Using sources as evidence:</p> <ul style="list-style-type: none"> The child can comment on the value of a range of different types of sources for enquiries including extended enquiries. Eg. Select evidence that supports their judgements. <p>Cause and effect:</p> <ul style="list-style-type: none"> The child can explain the role of significance causes and effects of a range of events and developments. Eg. Why did prisons change crime and punishment?
Tudors	<p>1.Who are the kings and queens of English since 1066?</p> <p>2. Why was England in crisis again in the 15th century?</p>	Thematic study – roles of monarchs	<p>Change and development:</p> <ul style="list-style-type: none"> The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades.

	<p>3. Why was the battle of Bosworth a significant event to the British monarchy?</p> <p>4. Why and how did Henry VIII become the first divorced man in England?</p> <p>5. How did Henry VIII's actions impact on how people worshipped Christianity in England?</p> <p>6. What were the challenges for Elizabeth I, the first female ruler of England?</p> <p>7. How did Elizabeth lead the English Navy to victory against the Spanish Armada?</p> <p>8. How should we remember the Golden Age of Elizabeth?</p> <p>9. How was law and order maintained in Tudor times?</p> <p>10. What aspects of Tudor life are still in our lives today?</p>		<p>Using sources as evidence:</p> <ul style="list-style-type: none"> The child can comment on the value of a range of different types of sources for enquiries including extended enquiries. Eg. Select evidence that supports their judgements.
<p>Victorians</p> <p>Trip to back to back houses</p>	<p>1. Who were the Victorians and when did they live?</p> <p>2. What were the main changes during Victorian times and who was responsible for them?</p>	<p>Thematic study</p> <p>Local study – industrial revolution</p>	<p>Using sources as evidence:</p> <ul style="list-style-type: none"> The child can comment on the value of a range of different types of sources for enquiries including extended enquiries. Eg. Select evidence that supports their judgements.

	<p>3. What impact did the industrial revolution have on Birmingham?</p> <p>4. What was life like in Birmingham in the 1840s compared to the countryside?</p> <p>5. What were the main changes in transport during Victorian times and how did they effect Birmingham?</p> <p>6. Who were the most significant people in Victorian Britain and what made them significant? Queen, locals.</p> <p>7. How did the Victorian era impact on life today?</p>		<p>Significance and interpretation:</p> <ul style="list-style-type: none"> The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Eg. Give reasons why Victorian society has impacted life today. <p>Planning and carrying out historical enquiry:</p> <ul style="list-style-type: none"> The child can can a valid and substantiated conclusion to an independently planning and investigated enquiry. <p>Cause and effect:</p> <ul style="list-style-type: none"> The child can explain the role and significance of different causes and effects eg. How did the Victorians impact life today?
Year 6			
Topics	Lessons	NC objectives	Historical skills
Power and conflict – WWI	<p>1. What were the causes of WWI and how did they affect Britain?</p> <p>2. How did people communicate in WWI?</p> <p>3. How and why did Britain censor art in WWI?</p> <p>4. How did civilians become targets at home for the first time?</p>		<p>Constructing the past:</p> <ul style="list-style-type: none"> The child can provide overviews of the most significant features of different themes, individuals, societies and events. <p>Cause and effect:</p> <ul style="list-style-type: none"> The child can identify a few relevant cause affects for some of the main

	<p>5. Why did young men sign up to war in 1914?</p> <p>6. What was life really like in the front line?</p> <p>7. How do we remember the fallen?</p>		<p>events covered. Eg. Why did WWI begin? Debate.</p> <p>Significance and interpretation:</p> <ul style="list-style-type: none"> The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. <p>Planning and carrying out a historical enquiry:</p> <ul style="list-style-type: none"> The child can plan questions and produce answers to a few historical enquiries using historical terminology. Eg. Who was to blame for WWI breaking out? <p>Sequencing the past:</p> <ul style="list-style-type: none"> The child can sequence on an annotated timeline a number of objects or events relative to a particular theme, event, period, society or person.
Power and conflict – WWII	<p>1. When, why and how did WWII start?</p> <p>2. What was evacuation like and why was it necessary in Birmingham?</p> <p>3. What was the Blitz and why was Birmingham targeted?</p>	<p>Cause and effect</p> <p>Significance</p> <p>Source skills</p> <p>Chronology</p>	<p>Constructing the past:</p> <ul style="list-style-type: none"> The child can provide overviews of the most significant features of different themes, individuals, societies and events. <p>Cause and effect:</p> <ul style="list-style-type: none"> The child can identify a few relevant cause effects for some of the main events covered.

	<p>4. How was Birmingham impacted by the Blitz and how did it recover?</p> <p>5. How did women contribute to the war effort in Birmingham?</p> <p>6. What was rationing and how did it affect everyday life?</p> <p>7. How did life change after the war ended?</p>		<p>Significance and interpretation:</p> <ul style="list-style-type: none"> The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. <p>Sequencing the past:</p> <ul style="list-style-type: none"> The child can sequence a timeline with events, periods, societies or people. The child can understand and use a wider range of terms relating to a passage of time eg. In the past, previously, in the ____ century, decade, or a specific year/date. <p>Using source as evidence:</p> <ul style="list-style-type: none"> The child can comment on the value of a range of types of sources for enquiries. Eg. Select the evidence that supports their judgements of how WWII effected the local areas.
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