

Year 1		
Unit	Substantive Knowledge	Disciplinary Skills
<p>The Gunpowder Plot</p> <p>National Curriculum Objectives:</p> <p>To develop an awareness of the past through finding out about a nationally significant event</p>	<p>Why was The Gunpowder Plot a significant event?</p> <p>To know that England was ruled by a Protestant King, James I, in the 1600s and that parliament was the face of the English Government where the laws of Britain were created and enforced.</p> <p>To know that the country at the time was predominately Protestant and that Catholics were treated unfairly (unable to practice their religion) under the Protestant rule.</p> <p>Guy Fawkes and conspirators hoped to overthrow James I from the throne (by blowing up the House of Parliament) and place the Spanish King (who was more sympathetic to the Catholic cause) on the throne instead.</p> <p>The attempt failed because Guy Fawkes was caught and consequently he and his conspirators were put on arrested, tortured, put on trial and executed.</p>	<p>Sources and Evidence: To use one or more source of evidence to construct a view of the past.</p> <p>Source and Evidence: Ask and answer questions about sources of evidence</p> <p>Sources and Evidence: To discuss and identify purposes for why a source was produced.</p> <p>Significance: To explore why an event, person or time period was significant and say why.</p> <p>Interpretation: To study interpretations of the past and discuss why they were constructed.</p> <p>Cause: To explore and identify how and why events happened.</p> <p>Cause: To select information about potential causes</p> <p>Consequence: To look at one event and say what the Impact of that event was.</p> <p>Similarities and Differences: To discuss how historical events, people, groups were similar or different during the same time period.</p> <p>Change and continuity: To discuss how much things /events changed and say why.</p>

<p>Transport</p> <p>National Curriculum Objectives:</p> <p>To develop an awareness of the past through finding out about changes within living memory</p>	<p>How and why has transport changed?</p> <p>To identify and name a variety of forms of transport, saying which are older forms and which are more modern.</p> <p>To understand the impact of the invention of cars and say how they have changed over time and the benefits to this.</p> <p>To understand the current development of cars and know how this change impacts the environment.</p> <p>To know significant individuals responsible for the development of transport in Birmingham.</p>	
<p>Mere Green</p> <p>National Curriculum Objectives:</p> <p>Events beyond living memory, where appropriate should be used to reveal aspects of change in national life</p>	<p>How has Mere Green Changed?</p> <ol style="list-style-type: none"> 1. What is Mere Green like now and why do people want to live here? 2. How has Mere Green changed in the past 100/150 years? (Transport, schools, homes, business, entertainment) 3. How has Mere Green changed in the past 100/150 years? 4. What can we find out about how schools have changed in Mere Green? and 5. How have schools changed in the last 100 years? 	
<p>Year 2</p>		

Unit	Substantive Knowledge	Disciplinary skills
<p>Great Fire of London</p> <p>National Curriculum Objectives:</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Why is the fire of London known as the Great Fire of London?</p> <p>London was a big city. A lot of people lived and worked there, but it wasn't very clean so it was easy to get sick. About 350,000 people lived in London in the 1660s, making it one of the largest cities in Europe.</p> <p>The River Thames was an important part of the city as food, spices and materials were brought in on boats. Buildings were built close to the river to get water and access to the docks where the ships came in.</p> <p>The fire started on Pudding Lane, possibly in a Bakery Shop. The fire spread quickly due to: strong winds, houses (built from wood) being built close together, a long period of drought and there wasn't an established fire brigade.</p> <p>Samuel Pepys wrote a diary about every day events and his diary entries provide primary sources of evidence as to what happened when the fire broke out.</p> <p>To know the impact of the Great Fire on London. To be able to say the changes that took place including the introduction of a</p>	<p>Sources and Evidence: To use one or more source of evidence to construct a view of the past.</p> <p>Source and Evidence: Ask and answer questions about sources of evidence</p> <p>Sources and Evidence: To discuss and identify purposes for why a source was produced.</p> <p>Significance: To explore why an event, person or time period was significant and say why.</p> <p>Interpretation: To study interpretations of the past and discuss why they were constructed.</p> <p>Cause: To explore and identify how and why events happened.</p> <p>Cause: To select information about potential causes</p> <p>Consequence: To look at one event and say what the Impact of that event was.</p> <p>Similarities and Differences: To discuss how historical events, people, groups were similar or different during the same time period.</p> <p>Change and continuity: To discuss how much things /events changed and say why.</p>

	paid fire brigade, widening of streets and the spread of disease.	
Florence Nightingale, Mary Seacole and Edith Cavell National Curriculum Objectives: The lives of significant individuals	How have Florence Nightingale, Mary Seacole and Edith Cavell changed the face of nursing? 1. Who is Florence Nightingale and why is she significant? 2. How did Florence Nightingale improve nursing? 3. Why was Mary Seacole so important in the history of nursing? 4. Why was Edith Cavell a key individual for nursing? 5. Why was Edith Cavell considered a traitor?	
Captain Scott National Curriculum Objectives: The lives of significant individuals	Why do people risk their lives to explore inhospitable regions? 1. Who is Captain Scott and why is he famous today? 2. How did Scott get to the South Pole? 3. What happened when Scott got to the South Pole? 4. How would Scott have felt when he arrived at the SP after Amundsen and how do we know? 5. How did the expedition end?	
Year 3		
Unit	Substantive Knowledge	Disciplinary skills

<p>Stone Age to Iron Age</p> <p>National Curriculum Objectives:</p> <p>Changes in Britain from the Stone Age to Iron Age</p>	<p>How and why has Britain changed between the Stone Age and Iron Age?</p> <p>To know that the Stone Age started 3.3 million years ago and was characterised by people using tools made of stone. To know that Stone Age people were hunter gatherers.</p> <p>To know that as the people developed, they began forming settlements and farming. They started developing tools for specific purposes (other than weapons) and started trading goods.</p> <p>Bronze Age saw an advancement in the creation of weapons and farming tools which made them more efficient. People travelled longer distances to transport/trade goods.</p> <p>Iron Age products were made of iron and were significantly stronger than Bronze. This made tools stronger and more efficient.</p>	<p>Sources And Evidence: To use a source of evidence to test or challenge a claim about the past.</p> <p>Sources and Evidence: To use one or more source of evidence to construct a claim about the past.</p> <p>Source and Evidence: Ask and answer questions about sources of evidence</p> <p>Sources and Evidence: To discuss and identify purposes for why a source was produced.</p> <p>Sources and Evidence: To Discuss limitations in sources of evidence and identify what further evidence is required to build an accurate understand of an event/person/period in history.</p> <p>Source and Evidence: To extract informative from different types of sources and identify whether it shows bias.</p> <p>Significance: To explore and analyse factors that lead to historical significance.</p> <p>Significance: To explore why an event, person or time period was significant and say why.</p> <p>Interpretation: To study interpretations of the past and discuss why they were constructed.</p> <p>Interpretation: To discuss how and why different interpretations can be found for a historical event.</p> <p>Interpretation: To discuss how historical interpretations can change with the addition of new sources of evidence.</p> <p>Cause: To explore and identify How and why events happened.</p>
<p>Ancient Egypt</p> <p>National Curriculum Objectives:</p>	<p>Why were the Ancient Egyptians a significant civilisation?</p> <p>1. Who were the Egyptians and why was the Nile important?</p>	<p>Cause: To select information about potential causes and draw them together to shape an Explanation.</p> <p>Consequence:</p>

<p>The achievements of the earliest civilisations</p>	<ol style="list-style-type: none"> 2. Who built the pyramids? 3. What did ancient Egyptians believe in? 4. What can we learn about ancient Egyptian burial ceremonies? 5. How have historians been able to discover so much about Ancient Egypt? 	<p>To look at one or more than one event and say what the Impact of that event was</p> <p>Similarities and Differences: To discuss how historical events, people, groups were similar or different during the same time period.</p> <p>Change and continuity: To identify and discuss to what degree things/events stayed the same or changed.</p>
<p>Roman Empire</p> <p>National Curriculum Objectives:</p> <p>The Roman Empire and its impact on Britain</p>	<p>What was the impact of the Romans on Britain?</p> <ol style="list-style-type: none"> 1. Why did the Roman Emperor Claudius leave Italy to invade Britain? 2. Should the Celts take on the Romans? 3. Boudicca’s rebellion: What image do we have of Boudicca today? 4. How were the Romans able to keep control over such a vast empire? 5. How can we solve the mystery of why this great empire suddenly came to an end? 	<p>Change and continuity: To identify the pace or rate of change and continuity.</p> <p>Change and continuity: To identify the nature or type of change or continuity.</p> <p>Change and continuity: To explore how change of an event/period is a discrete series.</p>
<p>Year 4</p>		
<p>Unit</p>	<p>Substantive Knowledge</p>	<p>Disciplinary skills</p>

<p>Anglo-Saxons</p> <p>National Curriculum Objectives:</p> <p>Britain's Settlement by Anglo-Saxons and Scots</p>	<p>What was the impact of the Saxon invasion on Britain?</p> <p>The Anglo Saxons came from North Germany and Scandinavia on longships. They were both warriors and farmers, who were also skilled in hunting and textile work.</p> <p>To understand that we know about the Anglo Saxons and their way of life by the artefacts that have been found (Anglo Saxons were buried with their possessions.)</p> <p>To know that the Saxon hoard gives insight into the material culture of the earliest Christian Church. It contains crosses, precious metals and fittings that would have decorated religious books and even a priestly headdress.</p> <p>Anglo Saxons settled across England – many of the names of our towns and villages come from Saxon etymology. To know that the main kingdoms were Northumberland, Mercia, Wessex and East Anglia. To know that where we live today would have been known as Mercia.</p> <p>Saxons were pagans and brought paganism to England. Pagans worshiped lots of different gods. However, in 597 the Anglo</p>	<p>Sources And Evidence: To use a source of evidence to test or challenge a claim about the past.</p> <p>Sources and Evidence: To use one or more source of evidence to construct a claim about the past.</p> <p>Source and Evidence: Ask and answer questions about sources of evidence</p> <p>Sources and Evidence: To discuss and identify purposes for why a source was produced.</p> <p>Sources and Evidence: To Discuss limitations in sources of evidence and identify what further evidence is required to build an accurate understand of an event/person/period in history.</p> <p>Source and Evidence: To extract informative from different types of sources and identify whether it shows bias.</p> <p>Significance: To explore and analyse factors that lead to historical significance.</p> <p>Significance: To explore why an event, person or time period was significant and say why.</p> <p>Interpretation: To study interpretations of the past and discuss why they were constructed.</p> <p>Interpretation: To discuss how and why different interpretations can be found for a historical event.</p> <p>Interpretation: To discuss how historical interpretations can change with the addition of new sources of evidence.</p> <p>Cause: To explore and identify How and why events happened.</p> <p>Cause: To select information about potential causes and draw them together to shape an Explanation.</p> <p>Consequence: To look at one or more than one event and say what the Impact of that event was</p>
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	<p>Saxons were persuaded by the Pope to become Christian.</p>	<p>Similarities and Differences: To discuss how historical events, people, groups were similar or different during the same time period.</p> <p>Change and continuity: To identify and discuss to what degree things/events stayed the same or changed.</p> <p>Change and continuity: To identify the pace or rate of change and continuity.</p> <p>Change and continuity: To identify the nature or type of change or continuity.</p> <p>Change and continuity: To explore how change of an event/period is a discrete series.</p>
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<p>Vikings and Anglo-Saxon</p> <p>National Curriculum Objectives:</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p>Why is there a conflicting view of the Viking invasion?</p> <ol style="list-style-type: none"> 1.What image do we have of the Vikings? 2.How did the Vikings take over the country and how far did they get? 3.How have recent excavations changed our view of the Vikings? 4.Raiders or settlers. How should we remember the Vikings? 5.Just how dark were the dark ages really? 	
<p>Golden Age of Islam</p> <p>National Curriculum Objectives:</p> <p>A Non- European society that provides contrast with British history – early Islamic civilisation</p>	<p>How does the early Islamic civilisation of Baghdad compare to that of Anglo-Saxon and Viking Britain?</p> <p>Islam is the second largest religion in the world and followers of Islam are called Muslims. It is a monotheistic faith meaning Muslims believe there is only one God, Allah. Muslims believe that Islam was revealed in the 7th century in Mecca, Arabia to the Prophet Muhammad. Muslims base their laws on their holy book the Qur'an, and the Sunnah.</p>	

	<p>Baghdad was founded in 762 in Mesopotamia (modern day Iraq) by Caliph Al-Mansur. Baghdad was strategically located between Asia and Europe, on the River Tigris and near the River Eurphrates, which were very important for trade and food production, which could sustain a large population.</p> <p>It was built in a within circular walls and known as ‘The Round City’ formed of two large. semi-circles. Four main roads led from the caliph’s palace and the grand mosque at the centre to various parts of the empire. It also contained parks, gardens, squares and wide avenues and residential properties.</p> <p>At that time the Muslim world became a major intellectual.</p> <p>Mathematicians stopped using Roman numerals and started using the Hindi number system we use today (1,2,3,4) and the number 0. Al-Khwarizmi invented algebra.</p> <p>In Baghdad, they established the “House of Wisdom”, where scholars, both Muslim and non Muslim, sought to gather and translate the world’s knowledge into Arabic.</p>	
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Year 5		
Unit	Substantive Knowledge	Disciplinary skills
<p>Crime and punishment post 1066</p> <p>National Curriculum Objectives:</p> <p>A study of an aspect or theme in the British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>How has Crime and Punishment Changed Throughout History?</p> <p>800 years ago theft and violence were the most common crimes. Criminals (even for petty crimes) could be sentenced to death by hanging.</p> <p>Justice was delivered by the community 800 years ago.</p> <p>We learn from the Robin Hood Story that favour of the rich and powerful. If one ran away from justice, they would be declared an outlaw and could be killed on sight. Robin Hood robbed from the rich, including the church, to give to the poor because society was very unequal; sheriffs made sure the law was obeyed; he killed deer in the forest, against the law. et</p> <p>Punishments became bloody in the 18th century. The 'Bloody Code' was the name given to the English legal system from the late 17th Century to the early 19th Century. It was known as the Bloody Code because of the huge numbers of crimes for which the death penalty</p>	<p>Sources And Evidence: To use a source of evidence to test or challenge a claim about the past.</p> <p>Sources and Evidence: To use one or more source of evidence to construct a claim about the past.</p> <p>Source and Evidence: Ask and answer questions about sources of evidence</p> <p>Sources and Evidence: To discuss and identify purposes for why a source was produced.</p> <p>Sources and Evidence: To Discuss limitations in sources of evidence and identify what further evidence is required to build an accurate understand of an event/person/period in history.</p> <p>Source and Evidence: To extract informative from different types of sources and identify whether it shows bias.</p> <p>Significance: To explore and analyse factors that lead to historical significance.</p> <p>Significance: To explore why an event, person or time period was significant and say why.</p> <p>Interpretation: To study interpretations of the past and discuss why they were constructed.</p> <p>Interpretation: To discuss how and why different interpretations can be found for a historical event.</p> <p>Interpretation: To discuss how historical interpretations can change with the addition of new sources of evidence.</p>

	<p>could be imposed to deter people from committing crime.</p> <p>The paradox interestingly was that the number of crimes went up but the number of executions went down.</p>	<p>Cause: To explore and identify How and why events happened.</p> <p>Cause: To select information about potential causes and draw them together to shape an Explanation.</p> <p>Consequence: To look at one or more than one event and say what the Impact of that event was</p>
<p>Tudors</p> <p>National Curriculum Objectives:</p> <p>A study of an aspect or theme in the British history that extends pupils' chronological knowledge beyond 1066</p>	<p>What was the main legacy of the Tudors?</p> <ol style="list-style-type: none"> 1. Who are the kings and queens of English since 1066? 2. Why was England in crisis again in the 15th century? 3. Why was the battle of Bosworth a significant event to the British monarchy? 4. How did Henry VIII's actions impact on how people worshipped Christianity in England? 5. What were the challenges for Elizabeth I, the first female ruler of England? 	<p>Similarities and Differences: To discuss how historical events, people, groups were similar or different during the same time period.</p> <p>Change and continuity: To identify and discuss to what degree things/events stayed the same or changed.</p> <p>Change and continuity: To identify the pace or rate of change and continuity.</p> <p>Change and continuity: To identify the nature or type of change or continuity.</p> <p>Change and continuity: To explore how change of an event/period is a discrete series.</p>
<p>Victorians</p> <p>National Curriculum Objectives:</p> <p>A local History Study</p>	<p>What was Birmingham's involvement during the Industrial Revolution of the Victorian era?</p> <ol style="list-style-type: none"> 1. Who were the Victorians and what key events happened during this time? 2. What impact did the industrial revolution have on Birmingham? 3. How did Birmingham change during the Victorian era? 4. Who were the most significant people in Birmingham during this period? 	

	5. How did the Victorian era impact on life today?	
Year 6		
Unit	Substantive Knowledge	Disciplinary skills
<p>Impact of WWI</p> <p>National Curriculum Objectives:</p> <p>A study of an aspect or theme in the British history that extends pupils' chronological knowledge beyond 1066</p>	<p>What were the significant changes that took place in Britain post WWI?</p> <p>Developing unit, moving away from exploring the causes and consequence of WWI and instead focusing on the changes that took place post war. Exploring changes to women's right, the suffragette movement, changes in attitudes to marginalised groups. Exploring the the British Values of the Rules of Law, Freedom of Liberty and Democracy within this unit.</p>	<p>Sources And Evidence: To use a source of evidence to test or challenge a claim about the past.</p> <p>Sources and Evidence: To use one or more source of evidence to construct a claim about the past.</p> <p>Source and Evidence: Ask and answer questions about sources of evidence</p> <p>Sources and Evidence: To discuss and identify purposes for why a source was produced.</p> <p>Sources and Evidence: To Discuss limitations in sources of evidence and identify what further evidence is required to build an accurate understand of an event/person/period in history.</p> <p>Source and Evidence: To extract informative from different types of sources and identify whether it shows bias.</p> <p>Significance: To explore and analyse factors that lead to historical significance.</p> <p>Significance: To explore why an event, person or time period was significant and say why.</p> <p>Interpretation: To study interpretations of the past and discuss why they were constructed.</p> <p>Interpretation: To discuss how and why different interpretations can be found for a historical event.</p> <p>Interpretation: To discuss how historical interpretations can change with the addition of new sources of evidence.</p>
<p>Birmingham during WWII</p> <p>National Curriculum Objectives:</p> <p>A study of an aspect or theme in the British history that extends pupils' chronological knowledge beyond 1066</p>	<p>How was Birmingham affected and what was Birmingham's contribution to the war?</p> <ol style="list-style-type: none"> 1. When, why and how did WWII start? 2. What was evacuation like and why was it necessary in Birmingham? 3. How was Birmingham affected by the Blitz and how did it recover? 4. How did women contribute to the war effort in Birmingham? 5. What was rationing and how did it affect everyday life? 	<p>Significance: To explore and analyse factors that lead to historical significance.</p> <p>Significance: To explore why an event, person or time period was significant and say why.</p> <p>Interpretation: To study interpretations of the past and discuss why they were constructed.</p> <p>Interpretation: To discuss how and why different interpretations can be found for a historical event.</p> <p>Interpretation: To discuss how historical interpretations can change with the addition of new sources of evidence.</p>

	6. How did life change after the war ended?	<p>Cause: To explore and identify How and why events happened.</p> <p>Cause: To select information about potential causes and draw them together to shape an Explanation.</p> <p>Consequence: To look at one or more than one event and say what the Impact of that event was</p> <p>Similarities and Differences: To discuss how historical events, people, groups were similar or different during the same time period.</p> <p>Change and continuity: To identify and discuss to what degree things/events stayed the same or changed.</p> <p>Change and continuity: To identify the pace or rate of change and continuity.</p> <p>Change and continuity: To identify the nature or type of change or continuity.</p> <p>Change and continuity: To explore how change of an event/period is a discrete series.</p>
<p>Ancient Greeks</p> <p>National Curriculum Objectives:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>What was a significant legacy of the Ancient Greeks?</p> <p>New unit, substantive knowledge to be developed building on the introduction of democracy and the impact that had on the wider world and our society.</p>	