**History topic overview**

Assessment Note: You will need to adapt end of unit quizzes depending on which lessons you have chosen to teach as the quizzes include content from all lessons on maestro but not all of the lesson are taught in our curriculum. Assessments should be completed/stuck in Topic Books. An assessment needs to be completed at the end of each unit and should be based on the key knowledge and skills highlighted below.

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| **Year** | **Autumn** | **Summer** |
| **1** | **Childhood** | **School Days** |
| Key Knowledge:   * The meaning of the word decade * What historical artefacts are, their purpose and different types * The difference in everyday life in 1950s compared to today * Characteristics of a timeline and its purpose | Key Knowledge:   * How the Victorian Era was difference to today (rich people, big houses, servants, kids working, transportation of goods) * What was Victorian Schooling like (harsh punishment, boys and girls separated, different subjects) * How schools have changed over time (resources, subjects, people) * Timeline of Victorian Era to today |
| Key Skills:   * Use common words and phrases to describe passing of time * Use historical artefacts to learn about the past * Identify similarities and differences of today and the past * Understand the term ‘significant’ and explain how the Queen was siginicant * Order information on a timeline | Key Skills:   * Describing key events in the schools history * Describe changes beyond living memory * Identifying similarities and differences * Use artefacts to find out about the past * Express an opinion using a historical artefact * Describe an aspect of everyday life within or beyond living memory * Role play about historical events |
| Essential Learning:  Introductory knowledge Lesson  Engage Lessons: 2, 3  Develop Lessons: 1 – 4  Express: 2 (use this as an informal assessment students should be able to explain their answer using knowledge from the unit) | Essential Learning:  Memorable Expereince (T may need to do own research for this)  Engage Lessons: 1  Develop Lessons: 1, 2, 4, 5  Express Lessons: 2 (use this as an assessment students should be able to use what they have learnt to complete the task) |
| **2** | **Movers and Shakers** | **Magnificent Monarchs** |
| Key Knowledge:   * Timelines of significant peoples lives * The difference between fact and opinion/belief * Important achievements of significant British people * Significant activists * Significant explorers | Key Knowledge:   * Historical phrases linked to monarchs (king, queen, ruler, etc) * Monarchs could make their own rules and laws (complete power) * Today Britain uses a constitution monarch meaning laws are made by parliament instead * The definition of a historical period * At least 2 Monarchs |
| Key Skills:   * Sequence information in chronological order * Examine and discuss different artefacts * Describe the impact of a significant person on the world * Make judgements about historical people | Key Skills:   * Use historical terms (year, decade and century) * Describe how an aspect of life has changed over time (how rules and laws are made) * Describe the the term ‘hierarchy’ and give examples * Explain why an event from the past is signicant * Describe and explain importance of siginifcant individual |
| Essential Learning:  Introductory Knowledge Lesson  Engage Lessons: 4  Develop 1 Lessons: 1, 2, 3  Develop 2 Lessons: 1, 3, 4  Express Lessons: Assessment Quiz | Essential Learning:  Introductory Knowledge Lesson  Engage Lessons: 1  Develop Lessons: 4 (choose 3 of the following: 2, 3, 5, 6, 7, 8)  Express Lessons: Assessment Quiz |
| **3** | **Through the Ages**  (Changes in Britain – Stone Age to Iron Age) | **Emperors and Empires**  (Roman Empire and its impact on Britain) |
| Key Knowledge:   * Key changes in everyday life from Stone Age to Iron Age including Bronze Age * Tools and weapons used in each period * Impact of wealth, power and inventions * Discovery of new materials and impact on the invention of weaponry and tools | Key Knowledge:   * The impact of Romanisation on Britain (everyday life, materials, religion, worships, trading, power struggles) * Important Individuals (Julius Caesar, Claudius) * Roman way of living (rich and cultured life of feasting, music, dancing, gladiator tournaments and fashion). * Heirarchy of Roman Army and why it was successful * Significant dates and events of Roman Empire |
| Key Skills:   * Read and order different dates chronologically * Explain similarities and differences between different periods of time * Summarise how Britain has changed during the’Ages’ * Describe how human invention and creativity changed the way people live | Key Skills:   * Sequence dates on a timeline * Explain cause and effect of the first invasions of Britain * Describe everyday life and how it has been impacted (Romanisation on Britain) * Describe hierarchy and power struggles during Roman times |
| Essential Learning:  Engage Lessons: 1, 2, 3  Develop 1 Lessons: 1, 3, 5  Develop 2 Lessons: 1, 2, 4  Express: 2 | Essential Learning:  Introductory Lesson  Engage Lessons: 1, 2, 4, 6 and 7 to be merged into 1 lesson  Develop 1 Lessons: 1, 2  Develop 2 Lessons: 1, 2, 5, 9  Assessment Lesson |
| **4** | **Invasion**  (Anglo-Saxon and Viking Invasion) | **Ancient Civilisations**  (Ancient Egypt) |
| Key Knowledge:   * Sequence this period on a chronological timeline * What happened during Viking Invasions and what Viking warriors were like * Reasons for Viking invasions * Difference between Vikings and Anglo-Saxons livelihood * Primary and secondary sources and examples | Key Knowledge:   * The rise, life, achievents and end of Ancient Egypt * Hierarachy of Ancient Egypt * What was life like in Ancient Egypt * Siginifcant leaders * The impact of the discovery of Tutankhamun’s tomb |
| Key Skills:   * Sequence significant dates and events during AD 400 and 1066 * Study primary and secondary sources * Explain the cause, impact and consequence of invasion on Britain * Compare everyday lives of Vikings and Anglo-Saxon * Describe the impact of power struggles on Britain | Key Skills:   * Use historical sources * Present relevant historical information * Construct a profile of a Pharoah and explain their siginificance * Identify and explain how the design of artefacts can contribute to knowing the wealth, power and status of the owner |
| Essential Learning:  Engage Lesson: 1  Develop 1: 1, 5, 6  Develop 2: 1, 3, 4  Assessment Lesson | Essential Learning:  Develop Lessons: 1 – 5  Assessment Lesson |
| **5** | **Groundbreaking Greeks**  (Greek life and achievements) | **Local History**  (Borehamwood High Street)  Inquiry Question: How has Borehamwood High Street changed? |
| Key Knowledge:   * Consolidate understanding of primary and secondary sources * Life in Athens during Classical period * Ancient Greeks influence on the wider world * Mycenaeans and Minoans Civilisations * Significant periods of Greek History * Significant achievements in Greek Life | Key Knowledge:   * Changes of the high street since 1066 * Impacts of war and bombings * How the wider world has influenced local history |
| Key Skills:   * Locate and use appropriate evidence to form balanced arguments * Identify bias in sources * Compare and contrast Mycenaean’s and Minoans Civilisations * Use historical and abstract terms to describe the impact of achievements and influence of Ancient Greece on wider world | Key Skills:   * Use primary and secondary sources to identify changes * Sequencing of key events that contributed to change * Compare similarities and differences * Ask and answer historically valid questions about changes over a period of time |
| Essential Learning:  Engage Lessons: 1-4  (Develop lessons choose which ones you think will be most engaging/suitable for your students)  Develop 1 Lessons: choose any 3  Develop 2 Lessons: choose any 2  Assessment Lesson: adapted depending on what lessons you have chosen for develop | Essential Learning:  Suggestions of learning: bombings, difference in shops, newspaper reports  TRIP – Borehamwood High Street |
| **6** | **Unit: Maafa**  Kingdom of Benin (West Africa) (AD 900 – AD 1897) | **Britain at War**  (Choose either first or second world war to teach) |
| Key Knowledge:  Main concepts: power, invention, and trade   * Chronological order of world history * When Kingdom of Benin existed * Hierarchy of Benin * How do we know about the life of Benin * Legacies and inventions * What did they invent and trade to become wealthy | Key Knowledge:   * Cause, effect and consequences of the War on Britain today * Key dates and events during the war * Influence of new inventions on warfare * Warring nations |
| Key Skills:   * Ask questions to evaluate sources * Use historical terms to discuss the significance of historical figures and events, and historical ideas and information * Evaluate impact of past on everyday life * Critical thinking | Key Skills:   * Describe cause and consequences of a significant event in history * Sequence events chronologically beyond 1066 * Use relevant phrases and historical terms to present ideas and opinions * Evaluate impact of the war on everyday life * Create and present a historical narrative |
| Essential Learning:  Engage lessons: 1 – 4  Assessment Lesson | Essential Learning:  (Choose either all engage or all develop lessons)  Engage Lessons: all (WW1) OR Develop Lessons: all (WW2)  Visit to local War Museum  Assessment Lesson |