



Holy Family History Curriculum

Breadth	Threshold Concept	Milestone 1 Years 1 and 2	Required Knowledge	Wider Opportunities
Year 1 Autumn What was life like in the past?	Investigate and interpret the past: Build an overview of world history:	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented. <ul style="list-style-type: none">• Describe historical events.• Describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.	<p><u>Who – Key Figures:</u> Queen Victoria, Queen of England for 64 years.</p> <p>Guy Fawkes, a key figure in the plot to blow up the King and the British Parliament in 1605.</p> <p><u>When - Dates:</u> Queen Victoria – Reign 1837 – 1901, 63 years on the throne.</p> <p>Guy Fawkes - 1605 The Gunpowder Plot.</p> <p><u>Children should understand:</u></p> <ul style="list-style-type: none">• To understand what homes were like in the past and how they are different to those today.• To investigate and understand what it was like to go to school in the past and how schools have changed today.	<p>JM has contacts for Birmingham University who may be able to offer student talks on different topics</p> <p>Birmingham Art Gallery has a hall designated to different events in time</p> <p>Primary History Workshops</p> <p>History in a box</p> <p>Florence Nightingale Workshop Hartlebury Castle Worcestershire Council</p>



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	<p>Understand chronology:</p> <p>Communicate historically:</p>	<ul style="list-style-type: none">• Place events and artefacts in order on a timeline.• Label timelines with words or phrases such as: past, present, older and newer.• Recount changes that have occurred in their own lives.• Use dates where appropriate.• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.• Show an understanding of the concept of nation and a nation's history.• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	<ul style="list-style-type: none">• To understand what toys and games were like in the past and how they have changed.• To know the events of the Gunpowder plot and understand why Guy Fawkes acted as he did. Explain why we still remember this event today.• To be able to explain which Christmas customs and traditions started during the reign of Queen Victorian and are still around today.• The know the achievements of John Cadbury and the impact he had on Birmingham <p><u>Vocabulary:</u> Past, present, older, newer, Victorian, kindling, coal, hearth, courtyard, tin bath, slate, chalk, 'class dunce', spinning top, hopscotch, gun powder plot, treason.</p>	
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<p>Year 1 Spring How do you get into the history books?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<p><u>Who – Key Figures:</u> <u>Neil Armstrong</u> – First person to land on the moon <u>Florence Nightingale</u> – founded modern nursing and cared for soldiers during the Crimean War. <u>Winston Churchill</u> – Prime Minister of Great Britain during WWII <u>Captain Cook</u> – The man who discovered Australia <u>Queen Elizabeth II</u> – The current Queen of England</p> <p><u>When - Dates:</u> 20 July 1969 – Neil Armstrong is the first man to land on the moon. 1939-1945 – Most of the world is at war 1833 – The abolishment of slavery in United Kingdom 1966 – England win the football world cup 1837 – 1901 – The reign of Queen Victoria.</p> <p>Children should understand:</p> <ul style="list-style-type: none"> • I can talk about Famous people and order then on a timeline. 	<p>JM has contacts for Birmingham University who may be able to offer student talks on different topics</p> <p>Birmingham Art Gallery has a hall designated to different events in time</p> <p>Primary History Workshops</p> <p>History in a box</p> <p>Florence Nightingale Workshop Hartlebury Castle Worcestershire Council</p>
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<p>Year 1 Summer How has Small Heath changed over time?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented. <ul style="list-style-type: none">• Describe historical events.• Describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.	<p><u>Who – Key Figures:</u></p> <p><u>When - Dates:</u></p> <p><u>Children should understand:</u></p> <ul style="list-style-type: none">• How have shops and trading has changed in Small Heath over the last hundred years?• How has transport changed in small Heath over the last hundred years?• How has faith and culture changed in Small Heath over the last hundred years?• How has the way people dress in Small Heath changed over the last hundred years?• Understand the importance of the BSA factory <p><u>Vocabulary:</u></p>	
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<p>Year 2 Autumn What can we learn from The Great Fire of London?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<p><u>Who – Key Figures:</u> Thomas Farriner – A baker and the owner of the bakery where the GFoL started. Samuel Pepys – A man who saw the fire and recorded the account in his diary. King Charles II – The Kings of England at the time and decided, from then on, houses should be made of stone, not timbre.</p> <p><u>When - Dates:</u> Sunday 2nd September 1666 – A fire starts at Thomas Farriner’s bakery in Pudding Lane and people run for safety. Monday 3rd September 1666 – The fire spreads and fire-fighters try to tackle the fire. People use horses, carts and boats on The River Thames to flee with their possessions. Tuesday 4th September 1666 – Houses are pulled down to try and prevent the fire from spreading. Saint Paul’s Cathedral is also destroyed. Wednesday 5th September 1666 – The wind dies down and the fire begins to spread much more slowly.</p>	<p>JM has contacts for Birmingham University who may be able to offer student talks on The Great Fire of London</p> <p>Primary History Workshops may offer a session on GFoL</p> <p>History in a box https://www.youtube.com/watch?v=JZGEIzxTBCg</p>
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<p>Year 2 Spring How has life changed within living memory and what does it tell us about Britain's history? (Florence Nightingale/ NHS focus)</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented. <ul style="list-style-type: none">• Describe historical events.• Describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.	<p><u>Who – Key Figures:</u> Florence Nightingale – The founder of modern and professional nursing</p> <p><u>When – Dates:</u> 12 May 1820 – Florence Nightingale was born in Florence, Italy 5 October 1853 – The Crimean war broke out involving Great Britain, France, Turkey and Russia. October 1854 – Florence and a team of nurses set sail to Crimea to look after injured soldiers. May 1855 – Florence becomes very ill from Crimean fever July 1860 – The Nightingale Home and Training School for nurses opened. 1877 – Worked for district nurses in England 1883 – Florence was awarded The Royal Red Cross by Queen Victoria</p>	<p>JM has contacts for Birmingham University who may be able to offer student talks on different topics</p> <p>Primary History Workshops may be able to offer a workshop</p> <p>History in a box</p> <p>Florence Nightingale Workshop Hartlebury Castle Worcestershire Council</p>
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Holy Family History Curriculum

<p>Year 2 Summer How has Holy Family changed over the last 100 years?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented. <ul style="list-style-type: none">• Describe historical events.• Describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.	<p><u>Who – Key Figures:</u></p> <p><u>When - Dates:</u></p> <p><u>Children should understand:</u></p> <ul style="list-style-type: none">• When Holy Family church was built and how it has changed over the last one hundred years• When Holy Family school was built and how it has changed over the last one hundred years• How daily life and equipment in school has changed over the last one hundred years• How houses and roads around Holy Family have changed over the last one hundred years• How the children of Holy Family are different to those in the past. <p><u>Vocabulary:</u></p>	
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Holy Family History Curriculum

Breadth	Threshold Concept	Milestone 2 Years 3 and 4	Required Knowledge	Wider Opportunities
<p>Year 3 Autumn Did humans make much progress between The Stone age and The Iron age?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Who – Key Figures: Archaeologist –A person who learns about the past by digging up and studying artefacts. Tribe – A group of people living together for protection. Homo-sapiens – The type of human species we are today.</p> <p>When - Dates: <u>Stone Age</u> 13,000BC – Humans were making cave paintings 4,500 – 3,500BC – Farming starts and begins to spread</p> <p><u>Bronze Age</u> 4,500 – 3,500BC – Pottery is being made and used. 4,000 – 3,000BC – People are starting to ride and use horses for farming. 2,500BC – Metal is being made and used. 1,800BC – Copper is mined and used. 1,200 – 800BC – Metal is being commonly used for tools and weapons. 1,200 – 800BC – Tribal kingdoms and cultures and beginning to develop.</p>	<p>Birmingham Art Gallery has a hall designated to early civilisation in Birmingham around Digbeth</p> <p>Primary History Workshops?</p> <p>History in a box</p> <p>Class read The Stone Age Boy The Iron Age Boy</p>



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<p>Year 3 Spring Were the Ancient Egyptians a great civilization?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Who – Key Figures:</p> <p>Pharaohs – Kings and Queens who ruled over Egypt. Tutankhamun – Known as The Boy King who ruled over Egypt at its height. Queen Cleopatra – Ruler of Egypt at a crucial period and married Mark Antony. Augustus – Defeated The Egyptians and made Egypt part of Rome. Ra – The God of sun Isis – The mother Goddess Osiris – The ruler of the underworld Horus – The God of the sky Thoth – The God of knowledge Hathor – The Goddess of Love and Joy Anubis – The God of the Dead Descendants – People who are related and born after you.</p> <p>When - Dates:</p> <p>7500BC – The first settlers arrived in The Nile River Valley. 3200BC – Hieroglyphics were being used to record information. 2555BC – The Great Pyramids of Giza were constructed 2250BC – The Great Sphinx of Giza is constructed 2200BC – Oxen are now being used to plough fields for farming.</p>	<p>JM has contacts for Birmingham University who offer student talks</p> <p>Birmingham Art Gallery has a hall designated to The Ancient Egyptians</p> <p>Primary History Workshops</p> <p>History in a box</p> <p>Class read The Life of Egyptians The Egyptian Cinderella</p> <p>Article The Egyptian Echo</p>
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<p>Year 3 Summer How has the city of Birmingham changed over time?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history. <ul style="list-style-type: none">• Describe changes that have happened in the locality of the school throughout history.• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<p><u>Who – Key Figures:</u></p> <p><u>When - Dates:</u></p> <p><u>Vocabulary:</u></p> <p><u>Children should understand:</u></p> <ul style="list-style-type: none">• How the population of Birmingham changed over the last one hundred years• How transport links in the city of Birmingham have changed over the last one hundred years and are continuing to change• How factories, shops and buildings have changed in the city of Birmingham over the last one hundred years• How religion and culture in Birmingham has changed and has been celebrated over the last one hundred years• How Birmingham is unique to other cities around the country.	
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<p>Year 4 Autumn How did The Romans impact life in Britain?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history. <ul style="list-style-type: none">• Describe changes that have happened in the locality of the school throughout history.• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<p><u>Who – Key Figures:</u> Emperor Claudius – First Roman emperor to successfully invade Britain Julius Caesar – Famous Roman leader who attempted to invade Britain Boudicca – Saxon queen who fought back against the Romans Paulinus – Roman governor (ruler) of Britain in AD60 Romulus and Remus – Twin brothers, and founders of Rome</p> <p><u>When - Dates:</u> 55-54 BC – Julius Caesar’s attempted invasion 43 AD – Romans invade Britain and Britain becomes part of the Roman Empire 60-61AD – Boudicca leads the Iceni in revolt against the Romans 122-128AD – Emperor Hadrian builds a wall on the Scottish Border 306AD – Constantine the Great declared Emperor at York 401-410AD – The Romans withdraw from Britain: Anglo Saxons migrants begin to settle</p> <p><u>Vocabulary:</u> Invasion, conquest, Roman road, Camber, rebellion, turret, Fort, Ritual, Bath-house Cavalry, Celts, Boudicca, Centurion, Forum, Infantry, Roman villa, pict.</p>	<p>JM has contacts for Birmingham University who offer student talks</p> <p>Birmingham Art Gallery may have a hall designated to The Romans in Britain</p> <p>Primary History Workshops</p> <p>History in a box</p>
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Holy Family History Curriculum

<p>Year 4 Spring Was life better under The Anglo-Saxons or The Vikings?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history.• Describe changes that have happened in the locality of the school throughout history.• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<p><u>Who – Key Figures:</u> Augustine – A monk who was sent by The Pope to spread Christianity King Ethelbert – The first Christian King Offa – King of Mercia King Alfred – King of Wessex Aethelred – The next King of Mercia who ordered all Danish men to be killed King Cnut – The Danish King of all of England Edward The Confessor – King of England who died in 1066. Harold II – Becomes King when Edward The Confessor died. Duke William of Normandy – Become King of England after the Battle of Hastings.</p> <p><u>When - Dates:</u> 410AD – The Romans leave Britain 459AD – The Angles and Saxons invade Britain. 597AD – The Pope sends Augustine to spread the word of Christianity. 793AD – The attack of Lindisfarne. 871AD – Alfred The Great becomes King of Wessex 928AD – Athelstan becomes king of all of England 1066AD – The Battle of Hastings takes place 1100AD – The end of The Viking era</p>	<p>JM has contacts for Birmingham University who could possibly offer student talks</p> <p>Birmingham Art Gallery has a hall designated to early settlements in Britain and Birmingham</p> <p>Primary History Workshops</p> <p>History in a box</p>
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Holy Family History Curriculum

	<p>Understand chronology:</p> <p>Communicate historically:</p>	<ul style="list-style-type: none">• Place events, artefacts and historical figures on a timeline using dates.• Understand the concept of change over time, representing this, along with evidence, on a timeline.• Use dates and terms to describe events.• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• change• chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<p><u>Vocabulary:</u> Monastery, missionaries, Scandinavia, Settlement, Conquer, Pagan, Kingdom, Runes, Long-ship, Danelaw, Realm, Ritual, Treaty, Massacre, Valhalla, Berserker,</p> <p><u>Children should understand:</u></p> <ul style="list-style-type: none">• Children will learn that when The Romans left Britain, The Scots and Saxon took their place. Also, who they were and where they came from• What life was like for The Saxons and how life was in a typical village.• Who The Saxons worshiped and how they later converted to Christianity• Then, how and the reasons for which The vikings raided Britain• That The Saxons and Viking didn't always get along and the purpose behind 'Danegeld'• What life as a Viking would have been like• How the era of Saxons and Vikings ended with battles of Stamford Bridge and Hasting	
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Holy Family History Curriculum

<p>Year 4 How did Birmingham contribute to the Industrial Revolution?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history. <ul style="list-style-type: none">• Describe changes that have happened in the locality of the school throughout history.• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<p><u>Who – Key Figures:</u></p> <p><u>When - Dates:</u></p> <p><u>Vocabulary:</u></p> <p><u>Children should understand:</u></p> <ul style="list-style-type: none">• Who Matthew Boulton and James Watt were and the role they played in the Industrial Revolution• That people moved for the countryside to the cities during the Industrial Revolution• How machinery changed the way in which we travel and how things were manufactured.• The role children played in factories and daily work during the Industrial Revolution• Understand what The Black Country is and the importance it played during the Industrial Revolution	
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Holy Family History Curriculum

	<p>Understand chronology:</p> <p>Communicate historically:</p>	<ul style="list-style-type: none">• Place events, artefacts and historical figures on a timeline using dates.• Understand the concept of change over time, representing this, along with evidence, on a timeline.• Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• change• chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		
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Holy Family History Curriculum

	<p>Understand chronology:</p> <p>Communicate historically:</p>	<ul style="list-style-type: none">• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.• Use dates and terms accurately in describing events. <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas	<p>Democracy, Myth, politics, Architecture, philosophy, Artefact, Legacy, Troy, Marathon,</p> <p><u>Tier two vocabulary</u> Examine, analysis, evaluate</p> <p><u>Children should know:</u></p> <ul style="list-style-type: none">• What democracy is and how it relates to our life today• Some of Ancient Greek myths and legends• Greek architecture and how it has influenced buildings today.• How the Greek alphabet was made and used.• History of the Olympic Games and how they have changed over time.	
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Holy Family History Curriculum

<p>Year 5 Spring Did The Early Islamic Civilization make much of an impact?</p>	<p>Investigate and interpret the past:</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p><u>Who - Key Figures:</u></p> <p>Al-Zahrawi – Early Islamic doctor and known as the father of surgery.</p> <p>Al-Khwarizmi – Worked at the House of Wisdom. Famous for his contributions to the development of Algebra</p> <p>Ibn Al-Haytham – Made the world’s first camera/ pin-hole camera.</p> <p>Muhammad Ibn Zakariya-Razi – Made a significant contribution to the history of medicine.</p> <p><u>When - Dates:</u></p> <p>570AD - Prophet Muhammed is born in Mecca</p> <p>752AD – Baghdad was built by The Caliph Al-Mansur as the new capital of the Islamic Empire.</p> <p>Baghdad become the cultural and learning capital of the world and the world’s first hospital and universities were built there.</p> <p>830AD – Bayt Al-Hikma or The House of Wisdom was built in Baghdad. It was founded by Caliph Harun Al-Rashid</p> <p>The House of Wisdom was a library and a research facility which collected and translated scientific writing from many languages</p>	<p>JM has contacts for Birmingham University who offer student talks</p> <p>The Islamic Centre, Small Heath</p> <p>Primary History Workshops</p> <p>History in a box</p>
	<p>Build an overview of world history:</p>	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 		



Holy Family History Curriculum

			<ul style="list-style-type: none">• Understand why the early Islamic civilisation became a major power• Know and explain pieces of art from the early Islamic civilisation.	
Year 5 Summer How have British people changed the world?	Investigate and interpret the past:	<ul style="list-style-type: none">• Use sources of evidence to deduce information about the past.• Select suitable sources of evidence, giving reasons for choices.• Use sources of information to form testable hypotheses about the past.• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.• Understand that no single source of evidence gives the full answer to questions about the past.• Refine lines of enquiry as appropriate.	<p><u>Who - Key Figures:</u></p> <p><u>When - Dates:</u></p> <p><u>Vocabulary:</u></p> <p><u>Children should know:</u></p> <ul style="list-style-type: none">• Know a range of important British individuals and their contributions around the world (Charles Dickens, Anita Neil, Edward Elgar)• Understand the impact of individual's contributions and how it shaped the future of the world (William Wilberforce)• How to compare two professionals from different eras understand their uniqueness. (Sir Isaac Newton & Professor Stephen Hawking)• British people have competed with others round the world for the common good (Robert Falcon Scott & Roald Amundsen)	
	Build an overview of world history:	<ul style="list-style-type: none">• Identify continuity and change in the history of the locality of the school.• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.• Compare some of the times studied with those of the other areas of interest around the world.		



Holy Family History Curriculum

	<p>Understand chronology:</p> <p>Communicate historically:</p>	<ul style="list-style-type: none">• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.• Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.		
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Holy Family History Curriculum

		<ul style="list-style-type: none">• Use original ways to present information and ideas		
<p>Year 6 Autumn How did World War II affect daily life in Birmingham/ Small Heath?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none">• Use sources of evidence to deduce information about the past.• Select suitable sources of evidence, giving reasons for choices.• Use sources of information to form testable hypotheses about the past.• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.• Understand that no single source of evidence gives the full answer to questions about the past.• Refine lines of enquiry as appropriate. <ul style="list-style-type: none">• Identify continuity and change in the history of the locality of the school.• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.• Compare some of the times studied with those of the other areas of interest around the world.	<p>Who - Key Figures: Neville Chamberlain, British Prime Minister (1937 – 1940) Winston Churchill, British Prime Minister (1942 – 1945) and (1951 – 1955) Adolf Hitler, Chancellor of Germany (1933 – 1945) Charles De Gaulle, Led France resistance against Nazi Germany Franklin Roosevelt, President of United States of America (1933 – 1945) Benito Mussolini, Italian Prime Minister (1922 – 1943) Joseph Stalin, led the Soviet Union, (Mid 1920's – 1953)</p> <p>When - Dates: 1/9/1939 - Germany invade Poland 3/9/1939 - Great Britain and France declare war on Germany and Axis powers 26/5/1940 - Evacuation of British and French troops from Dunkirk 10-31/ 7/1940 - The Battle of Britain 7/9/1940 - The Blitz begins in London</p>	<p>The museum of Cannock Chase – WWII experience</p> <p>The Arboretum – Cemetery and experience days</p> <p>The Imperial War Museum – WWII experiences and guided tours.</p> <p>Primary History Workshops</p> <p>History in a box</p> <p>Birmingham Art Gallery has a section on Birmingham during WWII</p>



Holy Family History Curriculum

	<p>Understand chronology:</p> <p>Communicate historically:</p>	<ul style="list-style-type: none">• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.• Use dates and terms accurately in describing events.• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	<p>7/12/1941 - Japan bomb Pearl Harbour 8/12/1941 - The United States of America declare war on Japan 6/6/1944 - The D-Day landings begin 8/5/1945 - Germany surrender and there is victory in Europe 2/9/1945 - Japan surrender and WW2 ends</p> <p>Tier Two Vocabulary: Evaluate, Compare, Analyse, Discuss, Interpret, Describe</p> <p>Tier three Vocabulary: Axis powers, Allied Powers, The Blitz, Evacuee, Rationing, Refugee, Invasion, Chancellor, Home Guard, Holocaust</p> <p>Children should understand:</p> <ul style="list-style-type: none">• How and why WWII started• Key figures who were involved• The reasons for evacuation• Why rationing was introduced• The effects of propaganda• The role women played• What the Holocaust was• What the Blitz was• How D-day changed the course of the war• How victory in Europe is celebrated	
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Holy Family History Curriculum

		<ul style="list-style-type: none"> • Use original ways to present information and ideas 		
<p>Year 6 Spring How has immigration changed British History and impacted Small Heath?</p>	<p>Investigate and interpret the past:</p> <p>Build an overview of world history:</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. 	<p>Who – Key Figures: Jewish people fleeing Nazi Germany Citizens of the British Empire Irish people escaping famine</p> <p>When - Dates: 22/6/2020 - Windrush passengers set sail for England</p> <p>Vocabulary: Segregation, Prejudice, Integration, Diversity, Identity, Isolation, Extremism, Discrimination, Compare, Analyse, Discuss, Interpret, Describe, classify, categorise, distinguish, justify.</p> <p>Children should understand:</p> <ul style="list-style-type: none"> • What immigration is reasons why people/ families emigrate. • Understand some of the push and pull factors behind immigration. • How immigration has impacted society in Britain • Understand how life in Small Heath was in the past (religion, houses, transport, schools, language, culture) 	<p>Trips to Small Heath Park – identify continuity and change.</p> <p>Islamic Exhibition Centre – What people have brought to Small Heath and The UK.</p> <p>Carl Chinn?</p> <p>Primary History Workshops</p> <p>History in a box</p> <p>Birmingham Art Gallery has a section on immigration to Birmingham</p>



Holy Family History Curriculum

	<p>Understand chronology:</p> <p>Communicate historically:</p>	<ul style="list-style-type: none">• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.• Use dates and terms accurately in describing events.• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	<ul style="list-style-type: none">• Identify clear influences in Small Heath that are from around the world.	
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Holy Family History Curriculum

		<ul style="list-style-type: none">• Use original ways to present information and ideas		
Year 6 Summer What were the effects of the British Empire?	Investigate and interpret the past: Build an overview of world history:	<ul style="list-style-type: none">• Use sources of evidence to deduce information about the past.• Select suitable sources of evidence, giving reasons for choices.• Use sources of information to form testable hypotheses about the past.• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.• Understand that no single source of evidence gives the full answer to questions about the past.• Refine lines of enquiry as appropriate.• Identify continuity and change in the history of the locality of the school.• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.• Compare some of the times studied with those of the other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.	<u>Who – Key Figures:</u> <u>When - Dates:</u> <u>Vocabulary:</u> <u>Children should understand:</u> <ul style="list-style-type: none">• What the British empire was and the how it was formed• Know some countries and territories that formed the British Empire• How people’s lives were impacted from being in the British Empire• The positive and negatives to the British Empire• How the British Empire has changed to The Commonwealth	



Holy Family History Curriculum

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Holy Family History Curriculum