

Breadth	Threshold Concept	Milestone 1	Required Knowledge	Wider Opportunities
Variation Andrews	to continue and intermed	Years 1 and 2	Miles Kar Figures	INA hara santa da fan Dinnain ah ana Hair sanida sa h
Year 1 Autumn	Investigate and interpret	Observe or handle	Who – Key Figures:	JM has contacts for Birmingham University who
What was life like in the	the past:	evidence to ask questions	Queen Victoria, Queen of	may be able to offer student talks on different
past?		and find answers to	England for 64 years.	topics
		questions about the past.		
		• Ask questions such as:	Guy Fawkes, a key figure in the	Birmingham Art Gallery has a hall designated to
		What was it like for	plot to blow up the King and the	different events in time
		people? What happened?	British Parliament in 1605.	
		How long ago?		Primary History Workshops
		 Use artefacts, pictures, 	When - Dates:	
		stories, online sources	Queen Victoria – Reign 1837 –	History in a box
		and databases to find out	1901, 63 years on the throne.	
		about the past.		Florence Nightingale Workshop
		Identify some of the	Guy Fawkes - 1605 The	Hartlebury Castle Worcestershire Council
		different ways the past	Gunpowder Plot.	
		has been represented.		
			<u>Children</u> <u>should</u> <u>understand</u> :	
	Build an overview of	Describe historical		
	world history:	events.	 To understand what homes 	
		 Describe significant 	were like in the past and	
		people from the past.	how they are different to	
		 Recognise that there 	those today.	
		are reasons why people		
		in the past acted as they	To investigate and	
		did.	understand what it was like	
			to go to school in the past	
			and how schools have	
			changed today.	



Communicate historically:	 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 	 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 	
	such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	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	
	of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Past, present, older, newer, Victorian, kindling, coal, hearth, courtyard, tin bath, slate, chalk, 'class dunce', spinning top, hopscotch, gun powder plot, treason.	



Year 1 Spring	Investigate and interpret	Observe or handle	Who - Key Figures:	JM has contacts for Birmingham University who
How do you get into the	the past:	evidence to ask questions	Neil Armstrong – First person to	may be able to offer student talks on different
history books?		and find answers to	land on the moon	topics
		questions about the past.	Florence Nightingale – founded	
		 Ask questions such as: 	modern nursing and cared for	Birmingham Art Gallery has a hall designated to
		What was it like for	soldiers during the Crimean War.	different events in time
		people? What happened?	Winston Churchill – Prime	
		How long ago?	Minister of Great Britain during	Primary History Workshops
		 Use artefacts, pictures, 	wwii	
		stories, online sources	<u>Captain</u> <u>Cook</u> – The man who	History in a box
		and databases to find out	discovered Australia	
		about the past.	Queen Elizabeth II – The current	Florence Nightingale Workshop
		Identify some of the	Queen of England	Hartlebury Castle Worcestershire Council
		different ways the past		
		has been represented.	When - Dates:	
			20 July 1969 – Neil Armstrong is	
	Build an overview of	 Describe historical 	the first man to land on the	
	world history:	events.	moon.	
		 Describe significant 	1939-1945 – Most of the world is	
		people from the past.	at war	
		 Recognise that there 	1833 – The abolishment of	
		are reasons why people	slavery in United Kingdom	
		in the past acted as they	1966 – England win the football	
		did.	world cup	
			1837 – 1901 – The reign of	
			Queen Victoria.	
			Children should understand:	
			I can talk about Famous page 1 and order then an a	
			people and order then on a	
			timeline.	



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Understand chronology:	 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. 	 I know how Florence Nightingale's work improved conditions in hospitals. I Know why we remember Florence Nightingale today. I can talk about the contribution that Mary Seacole made during the Crimean war. I know who Neil Armstrong is and what he did. I know what Neil Armstrong is famous for. 	
Communicate historically:	 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. 	Vocabulary: Famous, Inspirational, Impact, historic, life-changing,	



Year 1 Summer	Investigate and interpret	Observe or handle	Who – Key Figures:	
How has Small Heath	the past:	evidence to ask questions		
changed over time?		and find answers to	When - Dates:	
		questions about the past.		
		 Ask questions such as: 	<u>Children should understand</u> :	
		What was it like for		
		people? What happened?	How have shops and trading	
		How long ago?	has changed in Small Heath	
		 Use artefacts, pictures, 	over the last hundred	
		stories, online sources	years?	
		and databases to find out	How has transport changed	
		about the past.	in small Heath over the last	
		Identify some of the	hundred years?	
		different ways the past	How has faith and culture	
		has been represented.	changed in Small Heath	
	Build an overview of	Describe historical	over the last hundred	
	world history:	events.	years?	
	world illstory.	Describe significant	How has the way people does in Constitution to	
		people from the past.	dress in Small Heath	
		Recognise that there	changed over the last hundred years?	
		are reasons why people	Understand the importance	
		in the past acted as they	of the BSA factory	
		did.	of the BSA factory	
			Vocabulary:	
			vocabaiai y.	



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Communicate historically:			
	• Use dates where		
	such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe		



Year 2 Autumn	Investigate and interpret	Observe or handle	Who – Key Figures:	JM has contacts for Birmingham University who
What can we learn from	the past:	evidence to ask questions	Thomas Farriner – A baker and	may be able to offer student talks on The Great
The Great Fire of		and find answers to	the owner of the bakery where	Fire of London
London?		questions about the past.	the GFoL started.	
		Ask questions such as:	Samuel Pepys – A man who saw	Primary History Workshops may offer a session
		What was it like for	the fire and recorded the	on GFoL
		people? What happened?	account in his diary.	
		How long ago?	King Charles II – The Kings of	History in a box
		 Use artefacts, pictures, 	England at the time and decided,	https://www.youtube.com/watch?v=JZGEIzxTBCg
		stories, online sources	from then on, houses should be	
		and databases to find out	made of stone, not timbre.	
		about the past.		
		 Identify some of the 	When - Dates:	
		different ways the past	Sunday 2nd September 1666 – A	
		has been represented.	fire starts at Thomas Farriner's	
			bakery in Pudding Lane and	
	Build an overview of	Describe historical	people run for safety.	
	world history:	events.	Monday 3rd September 1666 –	
		 Describe significant 	The fire spreads and fire-fighters	
		people from the past.	try to tackle the fire. People use	
		 Recognise that there 	horses, carts and boats on The	
		are reasons why people	River Thames to flee with their	
		in the past acted as they	possessions.	
		did.	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.	



Understand chronology:	Place events and	Thursday 6th September 1666 –	
	artefacts in order on a	The fire is finally under control	
	timeline.	and put out, but many people	
	 Label timelines with 	are now left homeless.	
	words or phrases such as:		
	past, present, older and	Vocabulary:	
	newer.	Bakery, Baker, Eyewitness,	
	 Recount changes that 	Embers, Flammable, Escape,	
	have occurred in their	River Thames,	
	own lives.		
	 Use dates where 	Children should understand:	
	appropriate.		
		 When and where the Great 	
Communicate	 Use words and phrases 	Fire of London took place.	
historically:	such as: a long time ago,		
	recently, when my	 Sequence the events of the 	
	parents/carers were	GFoL using different sources.	
	children, years, decades		
	and centuries to describe	 know about Thomas Farriner 	
	the passing of time.	and why he is part of the GFoL.	
	 Show an understanding 		
	of the concept of nation	 Know the importance of 	
	and a nation's history.	Samuel Pepys and his diary	
	 Show an understanding 	which details what happened.	
	of concepts such as		
	civilisation, monarchy,	Use different sources to find	
	parliament, democracy,	out about the GFoL.	
	and war and peace.		



Year 2 Spring
How has life changed
within living memory
and what does it tell us
about Britain's history?
(Florence Nightingale/
NHS focus)

Investigate and interpret the past:

- 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.
- Build an overview of world history:
- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

Who - Key Figures:

Florence Nightingale – The founder of modern and professional nursing

When - Dates:

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

JM has contacts for Birmingham University who may be able to offer student talks on different topics

Primary History Workshops may be able to offer a workshop

History in a box

Florence Nightingale Workshop Hartlebury Castle Worcestershire Council



Understand chronology: 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. Communicate historically: 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,



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Year 2 Summer	Investigate and interpret	Observe or handle	Who – Key Figures:	
How has Holy Family	the past:	evidence to ask questions		
changed over the last		and find answers to	When - Dates:	
100 years?		questions about the past.		
		 Ask questions such as: 	<u>Children</u> <u>should</u> <u>understand</u> :	
		What was it like for		
		people? What happened?	When Holy Family church	
		How long ago?	was built and how it has	
		 Use artefacts, pictures, 	changed over the last one	
		stories, online sources	hundred years	
		and databases to find out	When Holy Family school	
		about the past.	was built and how it has	
		 Identify some of the 	changed over the last one	
		different ways the past	hundred years	
		has been represented.	How daily life and	
			equipment in school has	
	Build an overview of	 Describe historical 	changed over the last one	
	world history:	events.	hundred years	
		 Describe significant 	How houses and roads	
		people from the past.	around Holy Family have	
		 Recognise that there 	changed over the last one	
		are reasons why people	hundred years	
		in the past acted as they	How the children of Holy	
		did.	Family are different to	
			those in the past.	
			·	
			Vocabulary:	



understand chronology: 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. Communicate historically: 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		
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. Communicate historically: • 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	Understand chronology:	
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. Communicate historically: 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		
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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		words or phrases such as:
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		past, present, older and
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		newer.
own lives. • Use dates where appropriate. Communicate historically: • 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		Recount changes that
Use dates where appropriate. Communicate historically: 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		have occurred in their
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		own lives.
Communicate historically: • 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		Use dates where
historically: 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		appropriate.
historically: 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		
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	Communicate	Use words and phrases
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	historically:	such as: a long time ago,
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		recently, when my
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		parents/carers were
the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as		children, years, decades
Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as		and centuries to describe
of the concept of nation and a nation's history. • Show an understanding of concepts such as		the passing of time.
and a nation's history. • Show an understanding of concepts such as		Show an understanding
• Show an understanding of concepts such as		of the concept of nation
of concepts such as		and a nation's history.
		Show an understanding
		of concepts such as
civilisation, monarchy,		
parliament, democracy,		
and war and peace.		



Breadth	Threshold Concept	Milestone 2	Required Knowledge	Wider Opportunities
		Years 3 and 4		
Year 3 Autumn	Investigate and	Use evidence to ask questions and find	Who - Key Figures:	Birmingham Art
Did humans make	interpret the past:	answers to questions about the past.	Archaeologist –A person who learns about	Gallery has a hall
much progress		 Suggest suitable sources of evidence for 	the past by digging up and studying	designated to early
between The Stone		historical enquiries.	artefacts.	civilisation in
age and The Iron		 Use more than one source of evidence for 	Tribe – A group of people living together for	Birmingham around
age?		historical enquiry in order to gain a more	protection.	Digbeth
		accurate understanding of history.	Homo-sapiens – The type of human species	
		 Describe different accounts of a historical 	we are today.	Primary History
		event, explaining some of the reasons why the		Workshops?
		accounts may differ.	When - Dates:	
		 Suggest causes and consequences of some of 	Stone Age	History in a box
		the main events and changes in history.	13,000BC – Humans were making cave	
			paintings	Class read
	Build an overview of	 Describe changes that have happened in the 	4,500 – 3,500BC – Farming starts and begins	The Stone Age Boy
	world history:	locality of the school throughout history.	to spread	The Iron Age Boy
		Give a broad overview of life in Britain from		
		ancient until medieval times.	<u>Bronze Age</u>	
		Compare some of the times studied with	4,500 – 3,500BC – Pottery is being made and	
		those of other areas of interest around the	used.	
		world.	4,000 – 3,000BC – People are starting to ride	
		Describe the social, ethnic, cultural or	and use horses for farming.	
		religious diversity of past society.	2,500BC – Metal is being made and used.	
		Describe the characteristic features of the	1,800BC – Copper is mined and used.	
		past, including ideas, beliefs, attitudes and	1,200 – 800BC – Meatal is being commonly	
		experiences of men, women and children.	used for tools and weapons.	
			1,200 – 800BC – Tribal kingdoms and	
			cultures and beginning to develop.	



• Place events, artefacts and historical figures Iron Age	
chronology: on a timeline using dates. 800 – 700BC – Hill forts are being created	
• Understand the concept of change over time, and occupied.	
representing this, along with evidence, on a 700 – 500BC – Iron is being commonly used	
time line. for tools and weapons.	
• Use dates and terms to describe events. 100 – Coins are being used to buy and sell	
items.	
Communicate • Use appropriate historical vocabulary to 43AD – The Romans invade Britain and the	
historically: communicate, including: Iron age ends.	
• dates	
• time period <u>Vocabulary:</u>	
• era Archaeologist, Artefact, Monument, Site,	
• change Winter and Summer Solstice, Preserve,	
• chronology. Tribe, Flint, Settlement, Homo-Sapiens,	
Use literacy, numeracy and computing skills Agriculture, Era/ Period, Hill Fort.	
to a good standard in order to communicate	
information about the past. Children should understand:	
Children will learn about how people	
survived during this harsh period.	
Where Skara Brae is and why it was so	
important at that time.	
Why copper mining was so important and	
how it was used.	
What Stonehenge is and why is was so	
important to people at that time.	
Who Druids were/ are and the role they	
played during the Iron Age	
What hill forts are and why they were	
built.	
Duit.	



Year 3 Spring	Investigate and	Use evidence to ask questions and find	Who – Key Figures:	JM has contacts for
Were the Ancient	interpret the past:	answers to questions about the past.	Pharaohs – Kings and Queens who ruled	Birmingham
Egyptians a great	interpret the past.	Suggest suitable sources of evidence for	over Egypt.	University who offer
civilization?		historical enquiries.	Tutankhamun – Known as The Boy King who	student talks
orringation.		Use more than one source of evidence for	ruled over Egypt at its height.	Stadent tanks
		historical enquiry in order to gain a more	Queen Cleopatra – Ruler of Egypt at a crucial	Birmingham Art
		accurate understanding of history.	period and married Mark Antony.	Gallery has a hall
		Describe different accounts of a historical	Augustus – Defeated The Egyptians and	designated to The
		event, explaining some of the reasons why the	made Egypt part of Rome.	Ancient Egyptians
		accounts may differ.	Ra – The God of sun	7B) p
		Suggest causes and consequences of some of	Isis – The mother Goddess	Primary History
		the main events and changes in history.	Osiris – The ruler of the underworld	Workshops
		,	Horus – The God of the sky	'
	Build an overview of	Describe changes that have happened in the	Thoth – The God of knowledge	History in a box
	world history:	locality of the school throughout history.	Hathor – The Goddess of Love and Joy	,
	•	Give a broad overview of life in Britain from	Anubis – The God of the Dead	Class read
		ancient until medieval times.	Descendants – People who are related and	The Life of Egyptians
		Compare some of the times studied with	born after you.	The Egyptian
		those of other areas of interest around the	·	Cinderella
		world.		
		Describe the social, ethnic, cultural or	When - Dates:	Article
		religious diversity of past society.	7500BC – The first settlers arrived in The Nile	The Egyptian Echo
		 Describe the characteristic features of the 	River Valley.	
		past, including ideas, beliefs, attitudes and	3200BC – Hieroglyphics were being used to	
		experiences of men, women and children.	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.	



I	,,	
Understand	Place events, artefacts and historical figures	1539 – Pharaohs are being buried in The
chronology:	on a timeline using dates.	Valley of Kings with the treasures and
	 Understand the concept of change over time, 	possessions.
	representing this, along with evidence, on a	1322BC – The reign of Pharaoh
	time line.	Tutankhamun begins
	 Use dates and terms to describe events. 	51BC – Cleopatra's rule over Egypt begins.
		40BC – Cleopatra is ruling Egypt with the
Communicate	Use appropriate historical vocabulary to	help and support of The Roman, Mark
historically:	communicate, including:	Antony.
	• dates	30BC – August defeats The Egyptians and
	• time period	Egypt falls under The Roman Empire.
	• era	
	• change	<u>Vocabulary:</u>
	• chronology.	Pyramids, Giza, Coffin, Cartouche, Cleopatra,
	Use literacy, numeracy and computing skills	Hieroglyphs, Sphinx, Pharaoh, Valley of
	to a good standard in order to communicate	Kings, Tutankhamun, Mummification,
	information about the past.	Mummy, Canopic Jars, River Nile.
		Children should understand:
		Achievements the Ancient Egyptians
		made
		How and where Ancient Egyptians lived
		and the importance of their daily lives.
		Who Tutankhamun was and why he was
		different to other Pharaohs.
		What mummification was and what why it
		was used.
		The importance of hieroglyphics and how
		they were used.
		Understand some of the Egyptian Gods
		who were worshiped, including their
		powers and importance.
		portion and importance.



Year 3 Summer	Investigate and	• Use evidence to ask questions and find	Who – Key Figures:	
How has the city of	interpret the past:	answers to questions about the past.	<u> </u>	
Birmingham changed over time?	interpret the past.	Suggest suitable sources of evidence for historical enquiries.	When - Dates:	
		Use more than one source of evidence for historical enquiry in order to gain a more	Vocabulary:	
		accurate understanding of history.Describe different accounts of a historical	<u>Children should understand</u> :	
	Dutted on accompliance of	 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. 	 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 	
	Build an overview of world 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. 	 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. 	



Understa	nd • Place events, artefacts and historical figures	
chronolo	· · · · · · · · · · · · · · · · · · ·	
Cinonolo	• Understand the concept of change over time,	
	representing this, along with evidence, on a	
	time line.	
	Use dates and terms to describe events.	
	• Ose dates and terms to describe events.	
Commun		
historica	lly: communicate, including:	
	• dates	
	• time period	
	• era	
	• change	
	• chronology.	
	Use literacy, numeracy and computing skills	
	to a good standard in order to communicate	
	information about the past.	



Year 4 Autumn	Investigate and	Use evidence to ask questions and find	Who - Key Figures:	JM has contacts for
How did The Romans	interpret the past:	answers to questions about the past.	Emperor Claudius – First Roman emperor to	Birmingham
impact life in Britain?		 Suggest suitable sources of evidence for 	successfully invade Britain	University who offer
		historical enquiries.	Julius Caesar – Famous Roman leader who	student talks
		Use more than one source of evidence for	attempted to invade Britain	
		historical enquiry in order to gain a more	Boudicca – Saxon queen who fought back	Birmingham Art
		accurate understanding of history.	against the Romans	Gallery may have a
		 Describe different accounts of a historical 	Paulinus – Roman governor (ruler) of Britain	hall designated to The
		event, explaining some of the reasons why the	in AD60	Romans in Britain
		accounts may differ.	Romulus and Remus – Twin brothers, and	
		 Suggest causes and consequences of some of 	founders of Rome	Primary History
		the main events and changes in history.		Workshops
			When - Dates:	
	Build an overview of	 Describe changes that have happened in the 	55-54 BC – Julius Caesar's attempted	History in a box
	world history:	locality of the school throughout history.	invasion	
		Give a broad overview of life in Britain from	43 AD – Romans invade Britain and Britain	
		ancient until medieval times.	becomes part of the Roman Empire	
		 Compare some of the times studied with 	60-61AD – Boudicca leads the Iceni in revolt	
		those of other areas of interest around the	against the Romans	
		world.	122-128AD – Emperor Hadrian builds a wall	
		 Describe the social, ethnic, cultural or 	on the Scottish Border	
		religious diversity of past society.	306AD – Constantine the Great declared	
		Describe the characteristic features of the	Emperor at York	
		past, including ideas, beliefs, attitudes and	401-410AD – The Romans withdraw from	
		experiences of men, women and children.	Britain: Anglo Saxons migrants begin to	
			settle	
I			<u>Vocabulary</u> :	
			Invasion, conquest, Roman road, Camber,	
			rebellion, turret, Fort, Ritual, Bath-house	
			Cavalry, Celts, Boudicca, Centurion, Forum,	
			Infantry, Roman villa, picts.	





Year 4 Spring	Investigate and	Use evidence to ask questions and find	Who – Key Figures:	JM has contacts for
Was life better under	interpret the past:	answers to questions about the past.	Augustine – A monk who was sent by The	Birmingham
The Anglo-Saxons or		 Suggest suitable sources of evidence for 	Pope to spread Christianity	University who could
The Vikings?		historical enquiries.	King Ethelbert – The first Christian King	possibly offer student
		Use more than one source of evidence for	Offa – King of Mercia	talks
		historical enquiry in order to gain a more	King Alfred – King of Wessex	
		accurate understanding of history.	Aethelred – The next King of Mercia who	Birmingham Art
		 Describe different accounts of a historical 	ordered all Danish men to be killed	Gallery has a hall
		event, explaining some of the reasons why the	King Cnut – The Danish King of all of England	designated to early
		accounts may differ.	Edward The Confessor –King of England who	settlements in Britain
		 Suggest causes and consequences of some of 	died in 1066.	and Birmingham
		the main events and changes in history.	Harold II – Becomes King when Edward The	
			Confessor died.	Primary History
	Build an overview of	 Describe changes that have happened in the 	Duke William of Normandy – Become King of	Workshops
	world history:	locality of the school throughout history.	England after the Battle of Hastings.	
		Give a broad overview of life in Britain from		History in a box
		ancient until medieval times.	When - Dates:	
		 Compare some of the times studied with 	410AD – The Romans leave Britain	
		those of other areas of interest around the	459AD – The Angles and Saxons invade	
		world.	Britain.	
		Describe the social, ethnic, cultural or	597AD – The Pope sends Augustine to	
		religious diversity of past society.	spread the word of Christianity.	
		Describe the characteristic features of the	793AD – The attack of Lindisfarne.	
		past, including ideas, beliefs, attitudes and	871AD – Alfred The Great becomes King of	
		experiences of men, women and children.	Wessex	
			928AD – Athelstan becomes king of all of	
			England	
			1066AD – The Battle of Hastings takes place	
			1100AD – The end of The Viking era	





Year 4	Investigate and	Use evidence to ask questions and find	Who – Key Figures:	
How did Birmingham	interpret the past:	answers to questions about the past.		
contribute to the		Suggest suitable sources of evidence for	When - Dates:	
Industrial		historical enquiries.		
Revolution?		Use more than one source of evidence for	Vocabulary:	
		historical enquiry in order to gain a more		
		accurate understanding of history.	<u>Children should understand</u> :	
		Describe different accounts of a historical	Who Matthew Boulton and James Watt	
		event, explaining some of the reasons why the accounts may differ.	were and the role they played in the Industrial Revolution	
		Suggest causes and consequences of some of	That people moved for the countryside	
		the main events and changes in history.	to the cities during the Industrial Revolution	
	Build an overview of	Describe changes that have happened in the	How machinery changed the way in	
	world history:	locality of the school throughout history.	which we travel and how things were	
	•	Give a broad overview of life in Britain from	manufactured.	
		ancient until medieval times.	The role children played in factories and	
		Compare some of the times studied with	daily work during the Industrial	
		those of other areas of interest around the	Revolution	
		world.	Understand what The Black Country is	
		Describe the social, ethnic, cultural or	and the importance it played during the	
		religious diversity of past society.	Industrial Revolution	
		Describe the characteristic features of the		
		past, including ideas, beliefs, attitudes and		
		experiences of men, women and children.		



Under	stand	Place events, artefacts and historical figures	
chrone		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.	
Comm	nunicate	Use appropriate historical vocabulary to	
histori	ically:	communicate, including:	
		• dates	
		• time period	
		• era	
		• change	
		• chronology.	
		Use literacy, numeracy and computing skills	
		to a good standard in order to communicate	
		information about the past.	



Breadth	Threshold Concept	Milestone 3	Required Knowledge	Wider Opportunities
		Years 5 and 6		
Year 5 Autumn	Investigate and	 Use sources of evidence to deduce 	Who - Key Figures:	JM has contacts for
Were the Ancient Greeks	interpret the past:	information about the past.	Alexander the Great	Birmingham University
ahead of their time?		 Select suitable sources of evidence, giving 	Plato	who offer student
		reasons for choices.	Aristotle	talks
		• Use sources of information to form testable	Parmenides	
		hypotheses about the past.	Acrhimedes	Birmingham Art
		 Seek out and analyse a wide range of 	Pythagoras	Gallery has a hall
		evidence in order to justify claims about the		designated to The
		past.	When - Dates:	Ancient Greeks
		 Show an awareness of the concept of 	776BC – The first Olympic Games are	
		propaganda and how historians must	held	Primary History
		understand the social context of evidence	650BC – Kypselos takes over Corinth	Workshops
		studied.	472BC – Theatres are becoming popular	
		 Understand that no single source of 	in Athens	History in a box
		evidence gives the full answer to questions	432BC – The Parthenon is built in	
		about the past.	Athens	
		 Refine lines of enquiry as appropriate. 	388BC – King Philip becomes takes	
			control of Greece	
	Build an overview of	• Identify continuity and change in the history		
	world history:	of the locality of the school.	336BC – Alexander The Great takes	
		Give a broad overview of life in Britain from	control of Greece	
		medieval until the Tudor and Stuarts times.	146BC – Greece falls under the control	
		 Compare some of the times studied with 	of The Roman Empire	
		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	Tier three vocabulary	
		experiences of men, women and children.		



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	nderstand	Describe the main changes in a period of	Democracy, Myth, politics, Architecture,
Co	ommunicate istorically:	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: • 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	philosophy, Artefact, Legacy, Troy, Marathon, Tier two vocabulary Examine, analysis, evaluate Children should know: 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.



Year 5 Spring	Investigate and	Use sources of evidence to deduce	Who - Key Figures:	JM has contacts for
Did The Early Islamic	interpret the past:	information about the past.		Birmingham University
Civilization make much of		Select suitable sources of evidence, giving	Al-Zahrawi – Eraly Islamic doctor and	who offer student
an impact?		reasons for choices.	known as the father of surgery.	talks
		• Use sources of information to form testable	Al-Khwarizmi – Worked at the House of	
		hypotheses about the past.	Wisdom. Famous for his contributions	The Islamic Centre,
		 Seek out and analyse a wide range of 	to the development of Algebra	Small Heath
		evidence in order to justify claims about the	Ibn Al-Haytham – Mad the world's first	
		past.	camera/ pin-hole camera.	Primary History
		 Show an awareness of the concept of 	Muhammad Ibn Zakariya-Razi – Made a	Workshops
		propaganda and how historians must	significant contribution to the history of	
		understand the social context of evidence	medicine.	History in a box
		studied.		
		 Understand that no single source of 	When - Dates:	
		evidence gives the full answer to questions	570AD - Prophet Muhammed is born in	
		about the past.	Mecca	
		 Refine lines of enquiry as appropriate. 	752AD – Baghdad was built by The	
			Caliph Al-Mansur as the new capital of	
	Build an overview of	Identify continuity and change in the history	the Islamic Empire.	
	world history:	of the locality of the school.	Baghdad become the cultural and	
		Give a broad overview of life in Britain from	learning capital of the world and the	
		medieval until the Tudor and Stuarts times.	world's first hospital and universities	
		Compare some of the times studied with	were built there.	
		those of the other areas of interest around	830AD – Bayt Al-Hikma or The House of	
		the world.	Wisdom was built in Baghdad. It was	
		Describe the social, ethnic, cultural or	founded by Caliph Harun Al-Rashid	
		religious diversity of past society.	The House of Wisdom was a library and	
		Describe the characteristic features of the	a research facility which collected and	
		past, including ideas, beliefs, attitudes and	translated scientific writing from many	
		experiences of men, women and children.	languages	



	Holy Family History Cul	riculum
Understand chronology:	Describe the main changes in a period of history (using terms such as: social, religious,	Calligraphy, some forms of Islamic art include calligraphy, vegetal and
	political, technological and cultural).	geometric patterns.
	Identify periods of rapid change in history	8 th Century onwards – known in Islamic
	and contrast them with times of relatively	history as the golden age of Islam.
	little change.	Mosques – Muslims go to mosques to
	 Understand the concepts of continuity and change over time, representing them, along 	pray five times a day Five pillars of Islam – Shahadah, Salah,
	with evidence, on a timeline.	Zakat, Saum and Hajj.
	Use dates and terms accurately in describing	Zakat, Saam ana najj.
	events.	Vocabulary:
		Architecture, philosophy, civilization
Communicate	Use appropriate historical vocabulary to	prophet, trade, religion, Muhammad,
historically:	communicate, including:	Islamic conquests, geometric, motifs
	datestime period	and patterns, Medina, Hajj, Mecca, scholars.
	• era	SCHOIDIS.
	• chronology	Children should know:
	• continuity	
	• change	
	• century	 Understand Baghdad's role in early
	• decade	Islamic civilisation
	• legacy	Understand similarities and differences
	 Use literacy, numeracy and computing skills to an exceptional standard in order to 	between the Islamic empire and Europe
	communicate information about the past.	 Understand why Baghdad was such a positive place to live
	Use original ways to present information	Understand and explain some of the
	and ideas	significant studies and discoveries that
		were led by early Islamic scholars.
		• Sequence events in early Islam including
		the actions of The Prophet Muhammad

and the first four caliphs



			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?	Build an overview of world history:	 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. 	When - Dates: Vocabulary: Children should know: 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 word for the common good (Robert Falcon Scott & Roald Amundsen)



	 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.	
Understand	Describe the main changes in a period of	
chronology:	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.	
	events.	
Communicate	Use appropriate historical vocabulary to	
historically:	communicate, including:	
mistoricany.	• 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		
Year 6 Autumn How did World War II affect daily life in Birmingham/ Small Heath?	Investigate and interpret the past:	 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. 	Who - Key Figures: Neville Chamberlain, British Prime Minister (1937 – 1940) Winston Churchill, British Prime Minister (1942 – 1945) and (1951 – 1955)	The museum of Cannock Chase – WWII experience The Arboretum – Cemetery and
		 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. 	Adolf Hitler, Chancellor of Germany (1933 – 1945) Charles De Gaulle, Led Frence 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)	experience days The Imperial War Museum – WWII experiences and guided tours. Primary History Workshops
	Build an overview of world history:	 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. 	When - Dates: 1/9/1939 - Germany invade Poland 3/9/1939 - Great Britain and Frances 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	History in a box Birmingham Art Gallery has a section on Birmingham during WWII



<u> </u>		
 Describe the social, ethnic, cultural or 	7/12/1941 - Japan bomb Pearl Harbour	
religious diversity of past society.	8/12/1941 - The United States of	
 Describe the characteristic features of the 	America declare war on Japan	
past, including ideas, beliefs, attitudes and	6/6/1944 - The D-Day landings begin	
experiences of men, women and children.	8/5/1945 - Germany surrender and	
	there is victory in Europe	
 Describe the main changes in a period of 	2/9/1945 - Japan surrender and WW2	
history (using terms such as: social, religious,	ends	
political, technological and cultural).		
 Identify periods of rapid change in history 	Tier Two Vocabulary:	
and contrast them with times of relatively	Evaluate, Compare, Analyse, Discuss,	
little change.	Interpret, Describe	
 Understand the concepts of continuity and 		
change over time, representing them, along	Tier three Vocabulary:	
·		
events.	Chancellor, Home Guard, Holocaust	
	·	
	, ,	
·		
5 ,		
· ·	. ,	
• change		
• century	What the Blitz was	
• decade	How D-day changed the course of the	
• legacy	war	
 Use literacy, numeracy and computing skills 	How victory in Europe is celebrated	
to an exceptional standard in order to		
	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: dates time period era chronology continuity change century decade legacy Use literacy, numeracy and computing skills	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: • dates • time period • era • chronology • continuity • change • century • decade • legacy

communicate information about the past.



		Use original ways to present information and ideas		
Year 6 Spring How has immigration changed British History and impacted Small Heath?	Investigate and interpret the past: Build an overview of world history:	 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. 	Who – Key Figures: Jewish people fleeing Nazi Germany Citizens of the British Empire Irish people escaping famine When - Dates: 22/6/2020 - Windrush passengers set sail for England Vocabulary: Segregation, Prejudice, Integration, Diversity, Identity, Isolation, Extremism, Discrimination, Compare, Analyse, Discuss, Interpret, Describe, classify, categorise, distinguish, justify. Children should understand: 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)	Trips to Small Heath Park – identify continuity and change. Islamic Exhibition Centre – What people have brought to Small Heath and The UK. Carl Chinn? Primary History Workshops History in a box Birmingham Art Gallery has a section on immigration to Birmingham



Understand chronology:	 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 	Identify clear influences in Small Heath that are from around the world.
Communicate historically:	• Use appropriate historical vocabulary to communicate, including: • 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	
Year 6 Summer What were the effects of the British Empire?	Investigate and interpret the past: Build an overview of world history:	 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 	Who – Key Figures: When - Dates: Vocabulary: Children should understand: 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
		 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. 	



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	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	
Understand	history (using terms such as: social, religious,	
chronology:	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	communicate, including:	
historically:	• 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	

