

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

**History Curriculum**



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School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

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| <p><b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b></p> | <ul style="list-style-type: none"> <li>• EYFS:- Statutory EYFS framework and Early Learning Goals. Use of Development Matters 2021- taken predominantly from the PSED and Understanding the World Sections.</li> <li>• Key stage 1 and 2: National Curriculum.</li> <li>• Use of the document “Teaching a Broad and Balanced Curriculum for Education Recovery”</li> <li>• Use of additional resources such as (but not limited to) Twinkl, Manic Street teachers, Prospectus Curriculum.</li> </ul>   |
| <p><b>PROVISION</b></p>  | <ul style="list-style-type: none"> <li>• History is part of our humanities approach but not limited to only linking with humanities subjects</li> <li>• In EYFS there are opportunities to learn history through discussion, play and exploration within half termly topics.</li> <li>• Each term (in key stage 1 and 2) a History aspect will be taught as part of a wider immersive thematic approach. Often History will be the main driver for the topic.</li> </ul>   |
| <p><b>KNOWLEDGE</b></p>  | <ul style="list-style-type: none"> <li>• Children need to know about the world in which they live in- knowing where they exist on the “timeline” starting with their personal history in their lifetime.</li> <li>• Through the history curriculum children should develop a coherent knowledge and understanding of Britain’s past and that of the wider world. In KS1 their knowledge mostly focuses on local history, building up to British history. In KS2 their knowledge will include local history, but have more of a focus on British history and that of the wider world.</li> <li>• Within their history children will develop a coherent and chronological narrative of British history from earliest times to present day. Through this narrative they will understand how people’s lives have shaped our history, and how Britain has influenced and been influenced by the wider world.</li> <li>• They will also learn and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>• They will also gain historical perspective by placing their growing knowledge in different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• The knowledge in the History curriculum intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive.</li> <li>• There is a focus on retention of knowledge and this is addressed in a number of ways such as quizzes.</li> </ul> |
| <p><b>SKILLS</b></p>   | <ul style="list-style-type: none"> <li>• There is a planned skills progression through identified key aspects of the subject.</li> <li>• These skills are categorised in the following key areas: Enquiry and investigation, using and interpreting sources, chronology.</li> <li>• The historical skills they are taught will allow children to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame</li> </ul>  |



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|                                 | <p>historically-valid questions and create their own structured accounts, including written narratives and analyses. Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <ul style="list-style-type: none"> <li>• Opportunities to practise skills in pure “skills” sessions before applying.</li> <li>• Transfer of skills encouraged across different subjects for example using presentation skills such as writing (English) graphs (maths) Sketching (art)</li> </ul>  |
| <b>MEANINGFUL START POINTS</b>  | <ul style="list-style-type: none"> <li>• Children need to know where subjects exist in real life. “We are Historians”. They need to understand what History is and when we are learning a History aspect within our topic.</li> <li>• Initial learning should link to the child and their part in the subject in real life. In History each theme or topic should always start with “When am I?.” ( so them knowing where they fit on a timeline)</li> <li>• Children will then move onto look at meaningful artefacts from the time they are studying so they understand they are looking at the past.</li> </ul>  |
| <b>VOCABULARY AND LANGUAGE</b>  | <ul style="list-style-type: none"> <li>• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context.</li> <li>• They should use language to question, enquire, compare, contrast, explain, justify and debate in a Historical context.</li> <li>• They should also gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> </ul>   |
| <b>ENRICHMENT OPPORTUNITIES</b> | <ul style="list-style-type: none"> <li>• To bring alive the knowledge aspects of history children should experience things first hand through trips and visitors.</li> <li>• Further aspects of history can be developed through the use of technology e.g. using Google Earth to see places we may not be able to visit.</li> <li>• Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example- studying local history and how local individuals have made their mark on history, including trips to the Black country museum and Bournville, or learning that the anchor from the Titanic was made in Netherton. Starting the World War topic children can see how it affected the local area (bomb shelters are being restored in the local area for schools to potentially use in the future), children could also speak to people who survived the war to hear first-hand accounts of life in the blitz/ evacuation. National events such as Queens Diamond Jubilee can be used to reflect on history in living memory, and participate in celebrations to mark the event.</li> <li>• Making the most of resources available- for example seeing the churchyard as an asset- looking at the graves to understand the past of people that lived locally.</li> <li>• Using the library service to provide children with artefacts they can hold and look at in detail to grasp a clearer focus of the historical period they are studying.</li> </ul> |



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### INDIVIDUAL DEVELOPMENT

- Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning
- Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about the world they live in.
- Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey for example- link to places they have visited.
- Nurture ambitions and aspirations- talk about careers where history learning can be useful.
- Develop a curiosity for what has happened in the past



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Knowledge Progression map

| Aspect                           | EYFS  | Key stage 1   | Lower key stage 2  | Upper key stage 2   |
|----------------------------------|---|---|--|---|
| <p><b>Periods of History</b></p> | <ul style="list-style-type: none"> <li>• Their own life-story and family's history.</li> <li>• Characters from the past through stories and celebrations e.g. Guy Fawkes at Bonfire Night.</li> <li>• Talk about the lives of people around them and their role in society/ history.</li> <li>• Know some similarities and differences between things in the past and now.</li> </ul> | <ul style="list-style-type: none"> <li>• Changes within living memory. Revealing aspects of change in national life               <ul style="list-style-type: none"> <li>○ Local Area</li> <li>○ Black Country</li> </ul> </li> <li>• Events beyond living memory that are significant nationally or globally               <ul style="list-style-type: none"> <li>○ The Great Fire of London</li> <li>○ Titanic</li> </ul> </li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods               <ul style="list-style-type: none"> <li>○ Explorers- Poles</li> <li>○ Queen Elizabeth II and the commonwealth</li> </ul> </li> <li>• Significant historical events, people and places in their own locality               <ul style="list-style-type: none"> <li>○ History of Black Country- Chain making</li> <li>○ Titanic</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study – [Bournville]</li> <li>• A non-European society that provides contrasts with British history – Mayan Civilization c AD 900.</li> </ul> | <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Battle of Britain</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Egypt</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> |



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Skills Progression map

| Aspect   | EYFS   | Key stage 1  | Lower key stage 2  | Upper key stage 2   |
|--|--|--|--|---|
| <p><b>Enquiry, Investigation and Communication</b></p> | <ul style="list-style-type: none"> <li>• Ask and answer questions related to different sources and objects</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Look at timelines (using 3D objects or sequential pictures- limited number)</li> <li>• Tell oral stories</li> <li>• Use drama and role play to tell stories about characters from the past.</li> <li>• Use time related language to show the passing of time e.g. first, then, next, after</li> </ul> | <ul style="list-style-type: none"> <li>• Ask questions – why, what, who, how, where and find answers.</li> <li>• Use annotated photographs.</li> <li>• Use library books and artefacts for research.</li> <li>• Use of time lines (using 3d objects or sequential pictures)</li> <li>• Identify reasons for and results of people’s actions</li> <li>• Communicate their knowledge and understanding in a variety of ways. Including: pictures, photos, annotations, posters, letters, diaries, drama, role play, class discussions.</li> <li>• Understand and use everyday historical terms e.g. past, present, years, age, before</li> </ul> | <ul style="list-style-type: none"> <li>• Address and devise historically valid questions- including changes (How has Bourneville changed since it was first built to how it now looks?); causes (Why did Romans need to build new roads in Britain?); similarities and differences (Can you compare Anglo-Saxon weapons and armour to those of the Vikings?); and significance (Why was George Cadbury such a significant person to Bourneville?)</li> <li>• Use the library/ books and the internet for research</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of a life in the past.</li> <li>• Select and record information relevant to the study.</li> <li>• Select data to organise so that historical questions can be answered</li> </ul> | <ul style="list-style-type: none"> <li>• Address and devise historically valid questions- including changes (What changes happened to the lives of everyday Britons during the Blitz?); causes (Why were Ancient Egyptians buried with all their treasures?); similarities and differences (Can you compare food during ration times to our diets today?) and significance (Why were the Ancient Greek Olympic games so significant? How have they impact on modern day sports?)</li> <li>• Confidently use the library and internet for research.</li> <li>• Select relevant sections of information</li> <li>• Bring knowledge from several sources together in a fluent account.</li> <li>• Use evidence to build up a picture of life in the time studied.</li> </ul> |



## Halesowen C of E Curriculum History Curriculum

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|  |  |  | <ul style="list-style-type: none"><li>• Offer a reasonable explanation for some events</li><li>• Look for links and effects in times studied.</li><li>• Communicate knowledge and understanding in a variety of ways - Including: pictures and sketches, diagrams, diaries, letters, reports, travel guides, brochures, posters, news reports, poems, discussions, drama and role play.</li><li>• Understand and use appropriate historical terms e.g. civilisation, conqueror, invade, kingdoms</li></ul> | <ul style="list-style-type: none"><li>• Examine cause and effects of great events and the impact on people.</li><li>• Understand that not everyone shares the same views and feelings when finding out about beliefs and behaviours of people.</li><li>• Compare beliefs with another time period studied.</li><li>• Record and communicate in a variety of different ways. Including: annotated sketches, diagrams, diaries, letters, reports, travel guides, brochures, posters, news reports, poems, debates, drama and role play.</li><li>• Understand and use appropriate historical terms e.g. civilisation, parliament, democracy</li></ul> |
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| <p><b>Chronology</b></p>                     | <ul style="list-style-type: none"> <li>Sequence photos or objects from different periods of their life.</li> <li>Begin to use common time phrases to show passing of time e.g. first, next, then...</li> <li>Describe memories of key events in their lives</li> <li>Begin to understand how their life story fits in to their family history.</li> </ul> | <ul style="list-style-type: none"> <li>Sequence photos/ objects from different periods of their life</li> <li>Sequence people, events or objects in chronological order</li> <li>Sequence artefacts closer together in time</li> <li>Describe memories of key events in their own lives.</li> <li>Begin to describe changes that have happened within their lifetimes.</li> <li>Use common words and phrase relating to the passing of time e.g. first, next, then, yesterday, last year, a long time ago, before was born...</li> </ul> | <ul style="list-style-type: none"> <li>Sequence events or artefacts</li> <li>Place the time studied on a time line</li> <li>Place events from period studied on a time line. Establish clear narratives/ progression with the period of study.</li> <li>Use dates related to the passing of time</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms e.g. BCE/AD</li> </ul> | <ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies. Establish clear narratives/ progression across periods of history they have previously studied.</li> <li>Begin to understand history as a “long arc of development”</li> <li>Make comparisons between different times in history</li> <li>Understand how some historical events/ periods happened concurrently in different locations e.g. Ancient Egyptian pharaohs ruled in the same time as the Bronze Age.</li> <li>Know and sequence key events of time studied</li> <li>Use relevant terms, periods labels and dates.</li> </ul> |
| <p><b>Using and interpreting sources</b></p> | <ul style="list-style-type: none"> <li>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</li> <li>Use a range of sources to find out feature of the past</li> <li>Sort artefacts “then” and “now”</li> </ul>   | <ul style="list-style-type: none"> <li>Handle a range of different sources e.g. artefacts (objects), photos, diary entries, letters</li> <li>Compare pictures or photographs of people or events in the past able to identify different ways to represent the past</li> </ul>  | <ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources and evaluate their usefulness</li> <li>Look at representations of the period – museum, use of</li> </ul>   | <ul style="list-style-type: none"> <li>Compare accounts of events from different sources. Evaluate which sources they think are more accurate and reliable. Justify their reasons.</li> <li>Offer some reasons for different versions of events</li> </ul>   |



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|  | <ul style="list-style-type: none"><li>• Compare pictures or photographs of characters from the past.</li><li>• Understand the past through stories they have read/ heard.</li></ul> | <ul style="list-style-type: none"><li>• Be able to identify different ways to represent the past.</li><li>• Begin to describe similarities and differences in artefacts</li><li>• Sequence a collection of artefacts</li><li>• Discuss the effectiveness of sources</li><li>• Begin to understand the difference between stories (fictional) and accounts (fact); and explain which ones are more historically valid.</li></ul> | <p>textbooks and historical knowledge.</p> <ul style="list-style-type: none"><li>• Look at the evidence available begin to evaluate the usefulness of different sources.</li><li>• Look at multiple sources describing the same event- begin to evaluate which sources are most useful and why.</li><li>• Use sources and evidence to reconstruct life and to find out a period.</li><li>• Observe the small details on artefacts and other sources.</li></ul> | <ul style="list-style-type: none"><li>• Link sources and work out how conclusions were arrived at</li><li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinions</li><li>• Be aware that different evidence will lead to different conclusions</li><li>• Recognise Primary and Secondary sources. Understand how this can impact on its reliability.</li><li>• Use a range of resources to find out about an aspect of the past- suggest omissions and the means of finding out.</li><li>• Begin to show an awareness of propaganda- why were some sources made? Think about how this might affect their validity.</li></ul> |
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Thematic overview

*Each History topic has been taken from the National Curriculum and is non-negotiable. In the thematic overview there are suggestions for ways in which these topics could be explored with the children. Staff could choose which ideas to explore based on children's interests, planned trips, visitors to school, artefacts available or links through stories. One or two ideas should be focused on and explored in depth, rather than covering all of the suggested ideas in less detail.*

|        | Autumn   | Spring  | Summer  |
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| Year 1 | <p style="text-align: center;"><b>Home and Away</b></p> <p>Changes within living memory- and aspects of change in national life (transport)</p> <ul style="list-style-type: none"> <li>Sequence images of different modes of transport and how they have changed over time. Look at materials used, designs and shapes, how they were produced.</li> <li>Timeline of key events, inventions and inventors e.g. Henry Ford, Stephenson.</li> </ul> <p>Potential areas of focus:</p> <ul style="list-style-type: none"> <li>CARS: when was the first car created? Who by? What was life like before cars? What was life like at the time when the car was created? How have cars changed over time? Children could have a visit from classic cars to investigate up close. How have cars changed to the modern day? Key events e.g. breaking land speed record...</li> </ul> | <p style="text-align: center;"><b>The Big Smoke</b></p> <p>Events beyond living memory that are significant nationally or globally – The great fire of London.</p> <ul style="list-style-type: none"> <li>What was the Great Fire of London? When did it happen?</li> <li>Life in the 17<sup>th</sup> century. What was it like? Look at aspects of daily life such as clothing, food, jobs etc.</li> <li>What was London like in the 17<sup>th</sup> century- what famous buildings/ landmarks would have been there that are still around today? What were houses and buildings like? (link to Art).</li> <li>The fire of London- how did it start? What caused it? Sequencing key events. What was the impact and consequences after the fire? Was anyone punished for the fire?</li> <li>Look at diaries e.g. Samuel Pepys and John Evelyn. Compare accounts- similarities and</li> </ul> | <p style="text-align: center;"><b>Poles Apart</b></p> <p>Investigating explorers: The lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>Look at key figures Sir Ranulph Fiennes, Robert Falcon Scott, Roald Amundsen and Ernest Shackleton. Compare modern day polar explorers to the early explorers.</li> <li>Sequence key dates /events for polar exploration.</li> <li>Compare and contrast resources explorers use e.g. maps, clothing, transport</li> </ul> |



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|                      | <ul style="list-style-type: none"> <li>TRAINS: when was the first train/ engine created? Look the history of Stephenson’s rocket. What were trains like in the past? Look at local resources such as Severn Valley Railway. Look at the old Halesowen train station (now trading estate on Mucklow Hill) what did it use to look like? Why did we have a train station? Why don’t we have one now? How have trains and stations changed over time?</li> </ul>  | <p>differences. why do you think they might differ?</p> <ul style="list-style-type: none"> <li>Fire service- how did they put out the fire? What equipment did they have? How would they contact someone in an emergency? Compare to modern fire service and equipment.</li> </ul>   |   |
| <p><b>Year 2</b></p> | <p><b>Bostin’ Black Country</b><br/>Significant historical events, people and places in their own locality –<br/>The Black Country</p> <ul style="list-style-type: none"> <li>Find out when and how the Black Country got its name</li> <li>Look at historical images from around the Black Country</li> <li>Trip to the Black Country Museum to explore primary sources and experience local history first hand (could be used to launch history learning or to consolidate at the end).</li> </ul> <p>Potential areas of focus to compare and contrast with modern life in the Black Country:</p> <ul style="list-style-type: none"> <li>JOBS: Find out about jobs in the Black Country e.g. nail makers, chain makers, coal miners. Compare to jobs we have now (wages, hours, who does the job, working</li> </ul> | <p><b>Iceberg Ahead!</b><br/>A Study of Titanic<br/>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> <li>Timeline of when the Titanic was made, sailed and sank</li> <li>Learn about its inventor- Thomas Andrews (DT link)</li> <li>What was the Titanic like? How does it compare to a modern cruise ship?</li> <li>What was life like aboard the Titanic? What did it look like inside? What was food like on the ship? What did people wear on board?</li> <li>Class systems on board the ship (link back to jobs covered in previous topic)</li> <li>How did the Titanic sink? Cause and consequence.</li> <li>Sources about the Titanic- photos, diary extracts, artefacts.</li> </ul> | <p><b>African Adventure</b><br/>Lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>Life of Queen Elizabeth II- chronology and key events.</li> <li>What was life like at the time when she was coronated? How is life in Britain different when she died?</li> <li>Her role- in Britain and globally.</li> <li>The Commonwealth- how was it created? How do we continue to work with and support the countries of the Commonwealth?</li> </ul> |



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|                      | <p>conditions). Create job adverts based on what they have found. Learn about the industrial revolution and how this impacted on the Black Country i.e. more factories, more canals. Find Out about key figures such as Mary MacArthur (chain maker)</p> <ul style="list-style-type: none"> <li>• SCHOOLS: look at Edwardian/ Victorian schools, and compare to their own school e.g. uniforms, classrooms, school work, teachers, ages, amount of time in school.</li> <li>• SHOPS: compare what shops looked like past and present (use sources from BCLM) e.g. types of shops, products sold, changes in money, when shops were open. Create a timeline of changes e.g. how shop tills have changed.</li> </ul> |   |  |
| <p><b>Year 3</b></p> | <p><b>The Chocolate Factory</b><br/>A Local history Study of Bournville.</p> <ul style="list-style-type: none"> <li>• What is Bournville? When was it created? Why was it created?</li> <li>• What was life like in Bournville? Compare to their lives and facilities available to us now. Link to Quakers.</li> <li>• Research George Cadbury as a key figure to local history.</li> <li>• Visit to Bournville (Cadbury World)</li> </ul> <p>Potential areas of focus to sequence or compare/ contrast changes:</p>   | <p><b>Why Rome wasn't built in a day!</b><br/>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>• Context of what Britain was like before the Romans- who was in charge of Britain? When was this period of time? What was life like for the Celts?</li> <li>• Roman invasion- sequence key events and characters. Which invasions were unsuccessful (Julius Caesar) and why? Which invasions were successful (Claudius) and why? When looking at the invasion, look at what the army would have looked like- armour and weapons, roles in the</li> </ul> | <p><b>Under the Canopy</b><br/>Geography focused topic- only incidental history.</p> |



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|                      | <ul style="list-style-type: none"> <li>• HOUSES: how have the houses in Bournville changed over time? (link to Art)</li> <li>• PACKAGING: package or adverts from Cadburys/ Dairy Milk (link to DT)</li> <li>• CADBURY FACTORY: how has life for the workers changed? What was the factory or machinery like compared to now? What was life like for a worker in the factory?</li> </ul>  | <p>army, marching formation. What made the Roman army so powerful at the time?</p> <ul style="list-style-type: none"> <li>• British resistance to the Roman invasion e.g. Boudica. Look at the building and use of Hadrian's wall.</li> <li>• Romanisation of Britain- what did they leave behind?</li> </ul> <p>Choose one area to focus on in detail:</p> <ul style="list-style-type: none"> <li>○ Road systems</li> <li>○ Baths</li> <li>○ Water- aqueducts and sewers</li> <li>○ Mosaics/ statues (link to Art)</li> <li>○ Towns and settlements e.g. Caerwent</li> </ul>   |   |
| <p><b>Year 4</b></p> | <p><b>Best of British</b></p> <p>A study of an aspect or theme in British history that extends pupil's knowledge beyond 1066- leisure and entertainment in the 20<sup>th</sup> Century</p> <ul style="list-style-type: none"> <li>• How has entertainment changed over the past 100 years?</li> <li>• Look at causation for changes e.g. advancement in air travel, WW2, Queens coronation, advances in technology</li> </ul> <p>Potential areas of focus to sequence or compare/ contrast changes:</p> <ul style="list-style-type: none"> <li>• HOLIDAYS: traditional beach holidays in the UK e.g. Weston-Super-Mare, Blackpool. Link to developments in</li> </ul> | <p><b>Raid, Invade and Stayed</b></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>• Timeline of invaders to Britain- from after Roman rule through Anglo Saxons into Vikings. Key events and characters. Put into context of when we are now.</li> <li>• Anglo-Saxon Britain- what was life like pre-invasion e.g. housing, farming, clothing, village life. Look at Sutton Hoo excavation and artefacts as a resource. Anglo Saxon laws and justice.</li> </ul> | <p><b>Mexico and the Mayans</b></p> <p>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900</p> <ul style="list-style-type: none"> <li>• Timeline of the Maya civilisation (in context to modern day where we are now, and key events)</li> <li>• Compare and contrast aspects of daily Maya life to their modern lives e.g. food, clothing/ fashion, routines.</li> </ul> <p>Potential areas of focus to sequence or compare/ contrast changes:</p> <ul style="list-style-type: none"> <li>• ARCHITECTURE: what do their houses look like? Think about structure, style, size, materials. Look at temples and pyramids</li> </ul> |



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|                      | <p>travel. Where do people choose to holiday now? How do they spend their holidays differently? Pros and cons for seaside towns.</p> <ul style="list-style-type: none"> <li>• FILM AND TV- how has film and TV changed? Black and white films, silent films through to animation and CGI. Coronation as turning point for the TV in the UK. Current trends for film and TV e.g. now more streaming.</li> <li>• THEATRE TO CINEMA- history of the theatre- different types of theatre e.g. plays, comedy, pantomime, musicals. How do people use the theatre?</li> <li>• MUSICAL CHANGES: chronology of different genres. What caused popularity of different genres? Significant musical events e.g. first festivals, Live Aid,</li> <li>• SPORTING EVENTS: key sporting events and their impact in history e.g. Olympic games around the war. Commonwealth games- should we still have the Commonwealth? Link to empire.</li> </ul> | <ul style="list-style-type: none"> <li>• Halesowen’s place in Anglo Saxon Britain- where it is listed in the Domesday book as larger than Birmingham. Look at the church history which was built on Anglo Saxon church site.</li> <li>• Viking invasion- Look at Lindisfarne. Why was this a significant raid? Potential areas to explore: boats, armour and weapons.</li> <li>• Viking settlements- what do they look like? How do they compare to Anglo Saxon settlements?</li> <li>• Monarchy and rulers- Look at Alfred the Great and Edward the Confessor. How did they get their names? Why are they remembered over other Saxon rulers? How did the Anglo-Saxon rule end?</li> </ul> | <p>built. What was their purpose and reasons for design?</p> <ul style="list-style-type: none"> <li>• RELIGION AND BELIEFS: What did the Mayans believe in? How does this compare to the religions we follow today? How did they worship or celebrate?</li> <li>• FAMRING/ TRADE: what did the Mayans farm and grow? Link chocolate to prior learning.</li> <li>• ART/ CULTURE: Look at the hieroglyphs and logograms used- purpose and style? Look at key images used. Investigate artefacts e.g. pottery, weaving (textiles), stonework, statues.</li> <li>• CALENDAR: how did the Mayans mark the passing of time? Think about days, months, years. How does their calendar compare to ours? Look at the long count.</li> </ul> |
| <p><b>Year 5</b></p> | <p><b>Rock and Roll</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> <li>• Timeline of stone age through to Iron age.</li> </ul>  | <p><b>Water of life</b></p> <p>Ancient Egypt -The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</p>   | <p><b>Battles, Blackout and Blitz</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The Battle of Britain</p>   |



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|  | <ul style="list-style-type: none"><li>• Compare, contrast, sequence different aspects of life through these ages and modern day. These 3 aspects should be explored in depth for each age:<ul style="list-style-type: none"><li>○ Farming and food</li><li>○ Tools</li><li>○ Houses (link to DT)</li></ul></li><li>• Compare to other historical empires happening concurrently- Roman empire (link to prior learning)</li></ul> | <ul style="list-style-type: none"><li>• When were the Ancient Egyptians alive?</li><li>• Farming focus (use of the Nile linking to Geography). What was farming like then compared to now? How else did they use the Nile e.g. for trading? How do Egyptians use the Nile now?</li></ul> <p>Potential areas of focus to sequence, compare/contrast, use of sources: loo</p> <ul style="list-style-type: none"><li>• TOMBS/ PYRAMIDS: what were the pyramids? Why did they build them? How did they build them? What is it like inside the pyramids? Research about mummies, sarcophagus, Canopic jars, death masks etc. Investigate Howard Carter excavating tomb of Tutankhamun. Hieroglyphics inside the tombs- what do they mean? How were they used?</li><li>• GODS: who were the Egyptian gods? What do they all represent? How did the Egyptians worship the gods? Compare to how people worship now.</li></ul> | <ul style="list-style-type: none"><li>• <b>CONTEXT OF THE WAR:</b> Who was involved in the war? Which countries were on each side? Who were the key figures (Hitler, Chamberlain, Churchill etc) What were the key reasons for the war beginning? Look at posters and propaganda used to support the war and encourage recruits- would they have been persuaded?</li><li>• <b>BATTLE OF BRITAIN-</b> why was the Battle of Britain necessary- look at context e.g. Dunkirk and previous defeats had left Germans very close to English borders. Why were the RAF so important to Britain winning the war? Compare RAF planes, uniform, resources to Luftwaffe. Look at where Battle of Britain took place. Consider consequences if Britain had not won the battle for the skies.</li></ul> <p>Potential areas they may choose to explore:</p> <ul style="list-style-type: none"><li>• <b>BLITZ:</b> What was the blitz? Where was affected by the bombing? Look at local examples such as Coventry cathedral. How did people cope in the Blitz e.g. blackouts, air raid shelters, sirens, wardens.</li><li>• <b>HOMEFRONT-</b> what was life like for the average person in the war? Consider things like rationing, dig for victory, clothing/ fashion, evacuation.</li><li>• <b>VE DAY-</b> how did the war end? Look at how people celebrated the end of the war e.g.</li></ul> |
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|        |   |   | street parties. What was life like for people at the end of the war?   |
| Year 6 | <p style="text-align: center;"><b>Groovy Greeks</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> <li>• Timeline and sequence- when were the Ancient Greeks? Key characters and events during the period.</li> <li>• Daily life for an Ancient Greek person e.g. food, clothing, lifestyle (what would they do)</li> </ul> <p>Potential areas to focus on compare and contrast to life now, look at the impact/ influence these have had on our Western World:</p> <ul style="list-style-type: none"> <li>• OLYMPIC GAMES: how did this originate? What sports did they compete in? What equipment did they use? What would they win? Compare to modern sporting events such as Olympic or Commonwealth games.</li> <li>• ARCHITECTURE: look at key Greek buildings such as the Parthenon (Athens), amphitheatre, market places, temples. What design features do they have? Are there any buildings styles or techniques we still use today? How have the ancient buildings stood the test of time?</li> </ul> | <p style="text-align: center;"><b>Peaks and Falls</b></p> <p>Geography focused topic- only incidental history</p> | <p style="text-align: center;"><b>Protect our planet</b></p> <p>This is an open-ended project led by the children, giving them independence and ownership of what they would like to learn about this period of history.</p> <ul style="list-style-type: none"> <li>• Life of a significant individual linked to conservation and wildlife e.g. David Attenborough.</li> <li>• Key events in his life.</li> <li>• Contextual changes that have impacted his work e.g. what else his happening in the world?</li> </ul> |



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|  | <ul style="list-style-type: none"><li>• <b>ART AND CULTURE:</b> look at famous sculptors, poets/ writers, philosophers. What did they create? How has this impacted on our modern life e.g. are any Greek stories retold as films or TV?</li><li>• <b>EDUCATION:</b> what was Greek school like? Who went to school? How long did they go for? What did they learn? Compare to our school system- is there anything the same?</li></ul> |  |  |
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Vocabulary Overview

*This vocabulary is a starting point for staff to use with their knowledge organisers. Additional vocabulary should be introduced to the children.*

|               | Autumn   | Spring  | Summer  |
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| <b>Year 1</b> | <p><b>Home and Away</b></p> <p>Who: Henry Ford, Karl Benz, Stephenson<br/>           What doing: travelling, transporting<br/>           When: 1800s,<br/>           Where: Severn Valley Railway, Halesowen train station,<br/>           What: cars, transport, vehicles, trains, boats, carts, carriages, The Rocket, canals, locomotives,<br/>           Description: steam powered, electronic, diesel/ petrol powered, combustion<br/>           Other: land speed record,</p> | <p><b>The Big Smoke</b></p> <p>Who: Samuel Pepys, John Evelyn, Thomas Farriner (baker), King Charles II, fire fighters,<br/>           What doing: burning, destroying, witnessing, writing (diary)<br/>           When: 2<sup>nd</sup> September 1666, 4 days,<br/>           Where: London, Pudding Lane, Bakery, River Thames, St Paul's Cathedral,<br/>           What: Fire, diary, fire hooks, fire bucket<br/>           Description: flammable,<br/>           Other: embers, fire break</p>              | <p><b>Poles Apart</b></p> <p>Who: Sir Ranulph Fiennes, Robert Falcon Scott, Roald Amundsen, Ernest Shackleton, Inuit,<br/>           What doing: exploring,<br/>           When: 1961 (Antarctic treaty), 1911 (race to the South Pole), 1914 (Shackleton)<br/>           Where: Antarctica, South Pole, North Pole, the Arctic circle,<br/>           What: maps, clothes<br/>           Description: dangerous, perilous, freezing, arctic,<br/>           Other: Expedition, Antarctic treaty,</p> |
| <b>Year 2</b> | <p><b>Bostin' Black Country</b></p> <p>Who: Mary Macarthur<br/>           What doing: chain making, nail making, inventing, mining,<br/>           When: Victorian era, Industrial Revolution, 1700s, 1800s<br/>           Where: Cradley, Netherton, Dudley, Black Country,<br/>           What: back to back houses, work house, machinery, factories, canals, smog, coal mining,<br/>           Description: dirty, polluted,</p>   | <p><b>Iceberg Ahead!</b></p> <p>Who: Thomas Andrews (designer) Noah Hingley and Sons, Edward Smith (Captain), passengers,<br/>           What doing: building, constructing, sailing,<br/>           When: 1909 (construction begins), April 10<sup>th</sup> 1912 (set sail), April 14<sup>th</sup> 1912 (Titanic hits iceberg), April 15<sup>th</sup> (Titanic sank)<br/>           Where: Netherton, Southampton, New York<br/>           What: iceberg, ship, anchor, survivor, look out, steamship, wreck</p> | <p><b>African Adventure</b></p> <p>Who: Queen Elizabeth II, Prince Phillip, King Charles<br/>           What doing: reigning, ruling, visiting, supporting,<br/>           When: 1926-2002, coronation 1952.<br/>           Where: Britain, Commonwealth and realms.<br/>           What: coronation, monarch, throne,<br/>           Description: royal, sovereign,<br/>           Other:</p>  |



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|               | Other: Industrial Revolution, industry, industrialists, “Workshop of the World”  | Description: unsinkable, maiden voyage, transatlantic,<br>Other: class system, White Star Line, bow (front), starboard (right side), hull   |   |
| <b>Year 3</b> | <p><b>The Chocolate Factory</b></p> <p>Who: George Cadbury, Quakers<br/>What doing: building, packaging,<br/>When: 1878 (Cadbury factory moved to Bournville), 1900 (Bournville Village Trust formed)<br/>Where: Halesowen, Bournville, Birmingham, Cadbury World, West Midlands<br/>What: chocolate, factory, package, houses, high wages, good working conditions, slums, back to back/ tunnel back housing,<br/>Description: “factory in a garden”, industrial, squalid, depressing, spacious,<br/>Other:</p> | <p><b>Why Rome wasn’t built in a Day</b></p> <p>Who: Romans, Celts, Julius Caesar, Claudius, Boudicca, Icenii,<br/>What doing: invading, marching, building, resisting, conquering, importing/ exporting,<br/>When: 55 BC (Julius Caesar failed invasion), 43AD (Claudius successful invasion), 60AD (Boudicca rebellion), 410 AD (Romans leave Britain)<br/>Where: Hadrian’s Wall, Britain, Caerwent, Londinium (London),<br/>What: Road system, baths, bath houses, armour, weapon, water, aqueduct, sewer, town, settlement, amphitheatre,<br/>Description: powerful<br/>Other: empire, territory, sanitation, tribe, slavery, romanisation, BC, AD,</p> | <p><b>Under the Canopy</b></p> <p>Who: Francisco De Orellana, Francisco Pizarro, Henry Walter Bates<br/>What doing: exploring, settling,<br/>When: 1500s (Orellana), 1800s (Bates),<br/>Where: Amazon Rainforest<br/>What: wildlife, vegetation, food<br/>Description:<br/>Other: explorer, naturalist, Royal Geographical Society,</p> |
| <b>Year 4</b> | <p><b>Best of British</b></p> <p>Who: British, tourists, actors/ actresses, athletes, musicians<br/>What doing: entertaining, watching, filming, recording, travelling,<br/>When: 20<sup>th</sup> century- 1900-2000<br/>Where: Britain, coastal areas/ seaside,</p>   | <p><b>Raid, Invade and stayed!</b></p> <p>Who: Anglo Saxons, Vikings, Scots, Edward the Confessor, Alfred the Great<br/>What doing: invading, conquering, settling, raiding,<br/>When: 459AD (Angles and Saxons invade), 789 AD (first Viking attack), 867- 878 AD (series of</p>   | <p><b>Mexico and the Mayans</b></p> <p>Who: Mayans<br/>What doing: farming, trading, weaving, worshipping,<br/>When: 1100BC (settlers arrive), 100BC (first pyramids built), 900 AD (Mayan cities deserted</p>  |



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|               | <p>What: cinema, film, tv, entertainment, leisure, industry, airplanes, holidays,<br/>Description: advancements, improvements<br/>Other:</p>   | <p>Viking attacks), 889 AD (Alfred dies), 1066AD (Battle of Hastings)<br/>Where: England, Halesowen, Birmingham, Lindisfarne, Scandinavia,<br/>What: artefacts, church, village, law, boat, armour, weapon, long ship,<br/>Description: significant, warriors,<br/>Other: invaders, settlers, Danegeld,</p>  | <p>due to natural causes), 1502 AD (first contact with Europe)<br/>Where: Mexico, South America, Mesoamerica, Chichen Itza,<br/>What: architecture, religion, belief, temple, pyramid, chocolate, festivals, hieroglyphics,<br/>Description: indigenous, polytheist,<br/>Other: Day of the Dead, civilisation, dynasty, empire, kingdom, rituals,</p>   |
| <b>Year 5</b> | <p><b>Rock and Roll</b><br/>Who: paleolithic people, Mesolithic people, neolithic people, archaeologists, druids,<br/>What doing: painting, tool making, house building, hunting, gathering,<br/>When: 3000BC- 2200 BC (Stone Age), 2200 BC- 800BC (Bronze Age), 800 BC- 43AD (Iron Age)<br/>Where: Europe, Stonehenge, Skara Brae,<br/>What: artefacts, cave paintings, hand axe, hammers, roundhouses, spears, fur pelts, jewellery, metal works, smelting, daggers, pottery, hillforts, coins, mammoth,<br/>Description: round, stone, wattle, daub, bronze, copper,<br/>Other: Roman invasion, nomadic, tribes, Bell Beaker culture,</p> | <p><b>Water of Life</b><br/>Who: Egyptians, Pharaohs, Cleopatra, King Tut, archaeologists, Egyptologist, Howard Carter, Gods and Goddesses (deities)<br/>What doing: farming, building, mummification, worshiping, trading<br/>When: 3500 BC (early settlers) 30 BC (Egypt becomes Roman province), 1922 (Tutankhamun tomb discovered)<br/>Where: Egypt, River Nile, Giza<br/>What: pyramids, canopic jars, mummies, plough, sickle, mattock, hieroglyphics, silt, irrigation, tomb, coffin, artefacts, hieroglyphics, sarcophagus,<br/>Description: hierarchical,<br/>Other: flooding, papyrus, civilisation, dynasty, slavery,</p> | <p><b>Battles, Blackout and Blitz</b><br/>Who: Adolf Hitler, Neville Chamberlain, Winston Churchill, Benito Mussolini, Franklin Delano Roosevelt, Joseph Stalin, Hideki Tojo, Nazi party,<br/>What doing: fighting, invading, persecuting, torturing,<br/>When: 1939-1945, VE day.<br/>Where: Europe - United Kingdom, Germany, France, Italy, Austria-Hungary, Russia, Poland, USA, Dunkirk (France), Pearl Harbour (USA)<br/>What: weapons, armies, uniform, planes, black outs, air raid shelters, sirens,<br/>Description: Dark, destruction, sorrow,<br/>Other: Concentration Camps, Kindertransport, Kristallnacht, Propaganda, Holocaust, The Blitz, Battle of Britain, Luftwaffe,</p> |
| <b>Year 6</b> | <b>Groovy Greeks</b>   | <b>Peaks and Falls</b>   | <b>Protect our Planet</b>   |



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|  | <p>Who: God and Goddesses – Zeus, Alexander the Great, citizens, Titans, Spartans, Pythagoras, Plato,<br/>What doing:<br/>When: 1200BC -146BC<br/>Where: Greece, Mount Olympus, Parthenon, Acropolis<br/>What: vase, alphabet, columns, tunic, architecture, pottery,<br/>Description: polytheists,<br/>Other: slave, nobleman, democracy, Battle of Marathon, civilisation, Olympics, mythology, philosophy, empire</p> | <p>Geography focused topic- only incidental history</p> | <p>Who: David Attenborough, naturalists, conservationists,<br/>What doing: discovering, exploring, conserving, protecting, filming, broadcasting<br/>When: 1926-present<br/>Where: UK, world,<br/>What: species, animals, TV programmes<br/>Description: endangered, protected<br/>Other: awareness</p> |
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