



Curriculum Map for History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
EYFS - Nursery	Year A & B Why do you love me so much?	Year A Where does snow go? Year B Why is water wet?	Year A Do dragons exist? Year B How do buildings stay up?	Year A Are eggs alive? Year B How are shadows made?	Year A How many colours in a rainbow? Year B Why can't I have chocolate for breakfast?	Year A How many pebbles on a beach? Year B How high can you jump?
	Autumn - 1: Birthdays, Family, 2: Growing up  Prime Areas - none Specific Areas - Begin to make sense of their own life-story and family's history		Spring - 1: Old & New, 2: Silhouettes  Prime Areas - none Specific Areas - none		Summer - 1: Chocolate History, 2: Olympic winners, Comparison old & new  Prime Areas - none Specific Areas - none	
	Visit to Cadbury's world - History focus					
EYFS - Reception	Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
	Do you want to be friends?	Will you read me a story?	What happens when I fall to sleep?	Who lives in a rock pool?	Why do ladybirds have spots?	Are we there yet?
	Autumn - 1: Growing Up, Birthdays, 2: Family  Prime Areas - none Specific Areas - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		Spring - 1: Stories from the past, Space visits, 2: History of pirates, Compare & Contrast figures from the past  Prime Areas - none Specific Areas - Comment on images of familiar situations in the past.		Summer - 1: Environments change, 2: Similarities & Differences  Prime Areas - none Specific Areas - none	

		Compare and contrast characters from stories, including figures from the past.	
		Visit National Space Centre -History focus	Beach themed party - Geography, History, EAD

Chronology	Research & Source Analysis	Comprehension & Enquiry
<p><b>A</b> - I can use words such as past and present to describe events.</p> <p><b>B</b> - I can recount changes in my own life.</p> <p><b>C</b> - I understand how to put people, places or events in order on a given scale.</p> <p><b>D</b> - I can use a basic timeline to order and place events from a given period of history.</p>	<p><b>E</b> - I can use textual sources to inform my understanding of history and discuss what it tells me.</p> <p><b>F</b> - I can use pictures and images to inform my understanding of history and discuss what it tells me.</p>	<p><b>H</b> - I can describe differences between 'then' and 'now'.</p> <p><b>I</b> - I can discuss how people from the past may have felt using source materials inform my viewpoints.</p> <p><b>J</b> - I can explain why people in the past may have acted in the way they did by using source materials to inform my viewpoints.</p> <p><b>K</b> - I can ask questions about the past.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>National Curriculum - KS1</b>  Pupils should develop an awareness of the past, <b>using common words and phrases relating to the passing of time</b>. They should know where the <b>people and events they study fit within a chronological framework</b> and <b>identify similarities and differences between ways of life in different periods</b>. They should use a <b>wide vocabulary of everyday historical terms</b>. They should <b>ask and answer questions, choosing and using parts of stories and other sources</b> to show that they know and understand key features of events. They should <b>understand some of the ways in which we find out about the past and identify different ways in which it is represented</b>.</p>					
KS1 - Year 1	<p><b><u>Superheroes</u></b>  <u>Mary Seacole &amp; Florence Nightingale</u>  <b>NC</b> - Events beyond living memory  <b>NC</b> - Lives of significant individuals</p> <ul style="list-style-type: none"> <li>➤ Sequence or place major events from a significant individual's life on a timeline (eg: Florence Nightingale). - <b>C</b></li> <li>➤ Use a variety of sources (books, artefacts, images, films, online) to investigate the lives of significant individuals (eg: Florence Nightingale). - <b>R&amp;SA</b></li> </ul>	<p><b><u>Dinosaur Planet</u></b>  <u>Prehistory - Dinosaurs - Mary Anning</u>  <b>NC</b> - Events beyond living memory  <b>NC</b> - Lives of significant individuals</p> <ul style="list-style-type: none"> <li>➤ Create basic sequence of prehistoric life showing the development from Triassic, Jurassic, Cretaceous Periods (dinosaurs) to later prehistoric life and the rise of mammals (mammoth etc). - <b>C</b></li> <li>➤ Investigate fossils as a source. What do they tell us? How are they limited as a source? Where can</li> </ul>	<p><b><u>Paws, Claws &amp; Whiskers</u></b></p>	<p><b><u>Enchanted Woodland</u></b></p>	<p><b><u>Beachcomber</u></b></p>	

	<ul style="list-style-type: none"> <li>➤ Ask questions of a significant individual. (Florence Nightingale visit.) - <b>R&amp;SA</b> &amp; <b>C&amp;E</b>.</li> <li>➤ Use a variety of sources (books, artefacts, images, films, online) to compare the lives of nurses in the past to modern day. Include a visit from the school nurse as an expert witness. - <b>R&amp;SA</b> &amp; <b>C&amp;E</b>.</li> <li>➤ Highlight the human qualities of nurses and use sources to justify why they act the way they do and how they may have felt during significant events. - <b>C&amp;E</b>.</li> <li>➤ <i>Visitor - 'Florence Nightingale' to introduce topic Black History Month Celebration - Mary Seacole</i></li> </ul>	<p>we find them? How are they made? Where are they shown on display? Who finds them? - <b>R&amp;SA</b></p> <ul style="list-style-type: none"> <li>➤ Directly compare dinosaurs to their fossils. What can fossils tell us? How do we discover information about dinosaurs? - <b>R&amp;SA</b></li> <li>➤ Use a variety of sources (books, artefacts, images, films, online) to investigate the life of a significant individual (Mary Anning). Ask questions of motivations and actions. Sequence life events in a timeline. - <b>C</b> &amp; <b>R&amp;SA</b> &amp; <b>C&amp;E</b>.</li> <li>➤ Discuss differences between then and now regarding the Mesozoic Era (time of the dinosaurs). Become aware that millions of years separate humans from dinosaurs and that dinosaurs are now extinct. - <b>C&amp;E</b>.</li> </ul> <p><i>Visitor - Mr Worwood's Fossil Museum</i></p> <p><u>Local History</u> The Dudley Bug</p>			
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Additional Lessons covering...	<p><b>Social History - Local History</b></p> <p><b>NC</b> - Events within living memory</p> <p><b>NC</b> - Significant Events, People &amp; Places in Locality</p> <ul style="list-style-type: none"> <li>➤ Create basic timeline of own lives recording significant events (inc. birth, nursery, reception, Y1). - <b>C</b></li> <li>➤ Discuss, 'What is a Memory?' - concept of past and present. Share own memory as a historical source. - <b>C</b></li> <li>➤ Reflect on changes throughout Y1 and place into a timeline. - <b>C</b></li> <li>➤ Order artefacts from the past to present day in chronological order. - <b>C</b></li> <li>➤ Investigate old objects / artefacts (toys) and compare them to modern toys and discuss what they tell us about the past (eg: no electricity, plastics etc). - <b>C</b> &amp; <b>R&amp;SA</b> &amp; <b>C&amp;E</b>.</li> <li>➤ Discuss how toys have changed from the past up to present day. - <b>C</b> &amp; <b>R&amp;SA</b> &amp; <b>C&amp;E</b>.</li> <li>➤ Explore changes in transportation from past to present day. - <b>C</b> &amp; <b>R&amp;SA</b> &amp; <b>C&amp;E</b>.</li> </ul>
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Chronology	Research & Source Analysis	Comprehension & Enquiry
<p><b>A</b> - I can use words such as past and present to describe events.</p> <p><b>B</b> - I can recount changes in my own life.</p> <p><b>C</b> - I understand how to put people, places or events in order on a given scale.</p> <p><b>D</b> - I can use a basic timeline to order and place events from a given period of history.</p>	<p><b>E</b> - I can use textual sources to inform my understanding of history and discuss what it tells me.</p> <p><b>F</b> - I can use pictures and images to inform my understanding of history and discuss what it tells me.</p> <p><b>G</b> - I can use artefacts to inform my understanding of history and discuss what it tells me.</p>	<p><b>H</b> - I can describe differences between 'then' and 'now'.</p> <p><b>I</b> - I can discuss how people from the past may have felt using source materials inform my viewpoints.</p> <p><b>J</b> - I can explain why people in the past may have acted in the way they did by using source materials to inform my viewpoints.</p> <p><b>K</b> - I can ask questions about the past.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>National Curriculum - KS1</b></p> <p>Pupils should develop an awareness of the past, <b>using common words and phrases relating to the passing of time</b>. They should know where the <b>people and events they study fit within a chronological framework</b> and <b>identify similarities and differences between ways of life in different periods</b>. They should use a <b>wide vocabulary of everyday historical terms</b>. They should <b>ask and answer questions, choosing and using parts of stories and other sources</b> to show that they know and understand key features of events. They should <b>understand some of the ways in which we find out about the past and identify different ways in which it is represented</b>.</p>					
KS1 - Year 2	<p><b><u>Wriggle &amp; Crawl</u></b></p>	<p><b><u>Bright Lights, Big City</u></b></p> <p><b><u>London - The Queen - The Great Fire of London</u></b></p> <p><b>NC</b> - Lives of significant individuals</p> <p><b>NC</b> - Events beyond living memory</p> <p><b>NC</b> - Events within living memory</p> <p><b>NC</b> - Significant Places (comparing locality)</p> <ul style="list-style-type: none"> <li>➤ Place key events from the Great Fire of</li> </ul>	<p><b><u>Towers, Tunnels and Turrets</u></b></p> <p><b><u>Castles - Buildings Throughout History</u></b></p> <p><b>NC</b> - Events beyond living memory</p> <p><b>NC</b> - Significant Places</p> <p><b>NC</b> - Significant Individuals</p> <ul style="list-style-type: none"> <li>➤ Place time period on basic chronological timeline and demonstrate changes in types of castles / fortifications over</li> </ul>	<p><b><u>Muck, Mess &amp; Mixtures</u></b></p>	<p><b><u>Land Ahoy! Pirates - Explorers</u></b></p> <p><b>NC</b> - Events beyond living memory</p> <p><b>NC</b> - Lives of significant individuals</p> <ul style="list-style-type: none"> <li>➤ Place key people (and their achievements) on a timeline of ocean explorers and pirates. (eg: Marco Polo, Christopher Columbus, Sir Francis Drake, Sir Walter Raleigh, Edward Teach [Blackbeard], Captain Kidd, Henry Hudson, Captain Cook, Ellen MacArthur). - <b>C</b></li> <li>➤ Use a range of sources (books, artefacts, films, online) to complete a case study investigation of a specific explorer or pirate and discuss their motivations and highlight similarities and</li> </ul>	

		<p>London in order on a basic timeline - <b>C</b></p> <ul style="list-style-type: none"> <li>➤ Use a variety of sources (books, artefacts, images, films, online) to investigate the Great Fire of London - <b>R&amp;SA</b></li> <li>➤ Use a variety of sources (books, artefacts, images, films, online) to investigate a significant individual that crosses the past and living memory (the Queen) - <b>R&amp;SA</b></li> <li>➤ Investigate a specific recount (source). Samuel Pepys diary and discuss the feelings of the individual. - <b>R&amp;SA &amp; C&amp;E.</b></li> <li>➤ Study a specific historical place or location (London) using a range of sources (books, artefacts, films, online) and compare to Wolverhampton. - <b>C&amp;E.</b></li> <li>➤ <i>Visitor -Fire Service - link to Great Fire of London</i></li> <li>➤ <i>Visitor - the 'Queen'</i></li> <li>➤ <i>Visit - Warwick Castle</i></li> <li>➤</li> </ul>	<p>time and their locations. - <b>C</b></p> <ul style="list-style-type: none"> <li>➤ Use images to identify and match features of a castle using technical vocabulary (eg: keep, moat etc) - <b>R&amp;SA</b></li> <li>➤ Use sources to complete a case study of a specific castle or tower structure (eg: Warwick / Tower of Pisa) and discuss changes over time or differences between then and now. - <b>R&amp;SA &amp; C&amp;E.</b></li> <li>➤ Investigate individuals who have lived in castles (significant English/British monarchs) and add on a timeline or family tree. - <b>C &amp; R&amp;SA &amp; C&amp;E.</b></li> <li>➤ Case study of 'Knights' and their role in medieval / castle history. Make comparisons with modern military forces. - <b>R&amp;SA &amp; C&amp;E.</b></li> <li>➤ <i>Visitor - Archery</i></li> </ul> <p><u>Local History</u> Dudley Castle</p>		<p>differences to modern day. Why did they act in a certain way? - <b>R&amp;SA &amp; C&amp;E.</b></p> <ul style="list-style-type: none"> <li>➤ Use a range of sources (books, artefacts, films, online) to make comparisons between more than one explorer or pirate. - <b>R&amp;SA &amp; C&amp;E.</b></li> <li>➤ Use a range of sources to investigate the life pirates. - <b>R&amp;SA &amp; C&amp;E.</b></li> </ul> <p><i>End of Topic Celebration with parents</i></p>
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Chronology	Research & Source Analysis	Comprehension & Enquiry
<p><b>A</b> - I can place dates in a chronological order.</p> <p><b>B</b> - I can place events in a chronological order.</p> <p><b>C</b> - I understand that a timeline can be divided between BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era) and CE (Common Era).</p>	<p><b>D</b> - I can use a wide range of source materials to inform my understanding of history.</p> <p><b>E</b> - I can use online / digital media to inform my understanding of history.</p> <p><b>F</b> - I have an understanding of the difference between primary and secondary sources.</p> <p><b>G</b> - I can compare sources against each other and discuss their usefulness.</p>	<p><b>H</b> - I understand that the motivations of people from the past may be different to the motivations of people today (inc. culture).</p> <p><b>I</b> - I understand that history can be presented in different ways.</p> <p><b>J</b> - I can discuss some similarities and differences between people, places and events from different historical periods.</p> <p><b>K</b> - I can ask questions about the past and attempt to seek answers.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>National Curriculum - KS2</b>  Pupils should continue to <b>develop a chronologically secure knowledge and understanding</b> of British, local and world history, <b>establishing clear narratives within and across the periods they study</b>. They should note <b>connections, contrasts and trends over time</b> and develop the <b>appropriate use of historical terms</b>. They should regularly address and sometimes <b>devise historically valid questions about change, cause, similarity and difference, and significance</b>. They should construct <b>informed responses that involve thoughtful selection and organisation of relevant historical information</b>. They should understand how our <b>knowledge of the past is constructed from a range of sources</b>.</p>					
KS2 - Year 3	<p style="text-align: center;"><b><u>Tribal Tales</u></b>  <b><u>Stone Age Britain</u></b>  <b>NC</b> - Changes in Britain from Stone Age to Iron Age</p> <ul style="list-style-type: none"> <li>➤ Place key events on a timeline (&amp; explain BC/BCE - AD/CE) - <b>C</b></li> <li>➤ Discuss differences between Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. - <b>C</b></li> <li>➤ Examine a well-known archaeological find as a Primary source (Lindow Man) - (discuss the difference between primary and secondary sources). What does it tell us? - <b>R&amp;SA</b></li> </ul>	<p style="text-align: center;"><b><u>Tremors</u></b></p>	<p style="text-align: center;"><b><u>Flow</u></b></p>	<p style="text-align: center;"><b><u>Mighty Metals</u></b></p>	<p style="text-align: center;"><b><u>I am Warrior</u></b>  <b><u>Roman Britain</u></b>  <b>NC</b> - Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>➤ Place key events on a timeline (and explain BC/BCE - AD/CE) - <b>C</b></li> <li>➤ Examine a variety of sources presented as primary (artefacts) &amp; secondary (discuss the difference). - <b>R&amp;SA</b></li> <li>➤ Use a range of sources (books, artefacts, films, online) to investigate the lives of Roman peoples in a range of ways (could include housing, diet, warfare, soldiers, childhood, communities, gladiators, settlements, religious beliefs, clothing, tools). Compare lives (similarities &amp; differences) and motivations of people vs today. <b>R&amp;SA &amp; C&amp;E</b>.</li> <li>➤ Make comparisons between Roman Britain and other parts of the Roman Empire. - <b>R&amp;SA &amp; C&amp;E</b>.</li> <li>➤ Discuss the usefulness of sources (and their limitations). What does this sources tell us? What doesn't it tell us? Where can we find the information we want? Why is it useful to have a range of sources? - <b>R&amp;SA</b></li> </ul>	

- Use a range of sources (books, artefacts, films, online) to investigate the lives of Stone Age peoples in a range of ways (could include housing, diet, tribes, communities, trading, settlements, religious beliefs, clothing, tools). Compare lives (similarities & differences) and motivations of people vs today. **R&SA & C&E.**
- Discuss the usefulness of sources (and their limitations). What does this sources tell us? What doesn't it tell us? Where can we find the information we want? Why is it useful to have a range of sources? - **R&SA**
- Investigate prehistoric animals and their impact on Stone Age peoples. - **C&E.**
- Study a specific historical place or location (eg: Stonehenge) using a range of sources (books, artefacts, films, online). - **C&E.**

*Visit -Wyre Forest  
(Stone Age settlement)*

- Investigate sources describing a key historical figure (eg: Boudicca). Why are there different accounts from different perspectives? Which is more reliable or useful? Where does the source come from? Why is history presented in different ways? Viewpoints. - **R&SA & C&E.**

- *Visitor - Roman Day*
- *Celebration of Learning with Parents - Roman Museum*

Local History  
Roman Roads of Wolverhampton

Chronology	Research & Source Analysis	Comprehension & Enquiry
<p><b>A</b> - I can place dates in a chronological order.</p> <p><b>B</b> - I can place events in a chronological order.</p> <p><b>C</b> - I understand that a timeline can be divided between BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era) and CE (Common Era).</p>	<p><b>D</b> - I can use a wide range of source materials to inform my understanding of history.</p> <p><b>E</b> - I can use online / digital media to inform my understanding of history.</p> <p><b>F</b> - I have an understanding of the difference between primary and secondary sources.</p> <p><b>G</b> - I can compare sources against each other and discuss their usefulness.</p>	<p><b>H</b> - I understand that the motivations of people from the past may be different to the motivations of people today (inc. culture).</p> <p><b>I</b> - I understand that history can be presented in different ways.</p> <p><b>J</b> - I can discuss some similarities and differences between people, places and events from different historical periods.</p> <p><b>K</b> - I can ask questions about the past and attempt to seek answers.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>National Curriculum - KS2</b>  Pupils should continue to <b>develop a chronologically secure knowledge and understanding</b> of British, local and world history, <b>establishing clear narratives within and across the periods they study</b>. They should note <b>connections, contrasts and trends over time</b> and develop the <b>appropriate use of historical terms</b>. They should regularly address and sometimes <b>devise historically valid questions about change, cause, similarity and difference, and significance</b>. They should construct <b>informed responses that involve thoughtful selection and organisation of relevant historical information</b>. They should understand how our <b>knowledge of the past is constructed from a range of sources</b>.</p>					
KS2 - Year 4	<p><b><u>Gods and Mortals</u></b>  <b><u>Ancient Greece - Greco-Roman Gods</u></b>  <b>NC - Ancient Greece</b>  &gt; Place key events on a timeline such as the Ancient Olympic Games (and explain BC/BCE - AD/CE) - <b>C</b>  &gt; Examine a variety of sources presented as primary and secondary (discuss the difference). - <b>R&amp;SA</b>  &gt; Use a range of sources to investigate the lives of everyday Ancient Greeks (could include housing or soldiers). Compare lives (similarities &amp; differences) and</p>	<p><b><u>Misty Mountain Sierra</u></b></p>	<p><b><u>Traders and Raiders</u></b>  <b><u>Anglo-Saxons and Vikings</u></b>  <b>NC - Saxon Settlement in Britain</b>  <b>NC - Struggle for the Saxon Kingdoms</b>  <b>NC - Viking Raids</b>  &gt; Place key events on a timeline from circa AD 400 to 1066 - <b>C</b>  &gt; Place important Viking events on a timeline. - <b>C</b>  &gt; Use a range of sources to investigate the life of a significant individual (eg: St Bede) and place events within a chronological framework - <b>C</b> &amp; <b>R&amp;SA</b></p>	<p><b><u>Bottoms, Burps &amp; Bile</u></b></p>	<p><b><u>Blue Abyss</u></b></p>	

	<p>motivations of people vs today. - <b>R&amp;SA</b> &amp; <b>C&amp;E</b>.</p> <ul style="list-style-type: none"> <li>➤ Use a range of sources (books, artefacts, films, online) to investigate the life of a significant individual (eg: Plato / Aristotle) and place events within a chronological framework - <b>C</b> &amp; <b>R&amp;SA</b></li> <li>➤ Compare and discuss the usefulness of sources and the limitations of what they tell us. - <b>R&amp;SA</b></li> <li>➤ Research a specific historical event (eg: Battle of Marathon) and selectively use sources to give a more accurate / complete account. - <b>R&amp;SA</b> &amp; <b>C&amp;E</b></li> <li>➤ <i>Visitor - Ancient Greek Day</i></li> <li>➤ <i>Ancient Greek Celebration Day / Museum Showcase - Celebration Assembly for Parents</i></li> </ul>		<ul style="list-style-type: none"> <li>➤ Use a range of sources (books, artefacts, films, online) to investigate the lives of everyday Anglo-Saxons (could include housing) or the lives of Viking raiders. Compare lives (similarities &amp; differences) and motivations of people vs today. <b>R&amp;SA</b> &amp; <b>C&amp;E</b>.</li> <li>➤ Independent research about the topic investigating their own questions (including online resources). Discuss the usefulness and trustworthiness of resources. - <b>R&amp;SA</b> &amp; <b>C&amp;E</b></li> <li>➤ <i>Visitors - Viking Day Viking Feast - Celebration Assembly for Parents</i></li> </ul> <p style="text-align: center;"><u>Local History</u> Lady Wulfruna's capture at the hands of Vikings</p>		
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<b>Chronology</b>	<b>Research &amp; Source Analysis</b>	<b>Comprehension &amp; Enquiry</b>
<p><b>A</b> - I can place dates and events (inc. day, month, year) in a chronological order.</p> <p><b>B</b> - I can place events in a sequence where dates might not be given but there is a logical chronological order.</p> <p><b>C</b> - I can describe changes within a period of history.</p>	<p><b>D</b> - I can evaluate and discuss the trustworthiness and usefulness of sources (inc. online sources).</p> <p><b>E</b> - I can identify primary and secondary sources and discuss their relevance in deepening a historical understanding.</p>	<p><b>I</b> - I can refer to source materials to justify my opinions (inc. reference to the sources used).</p> <p><b>J</b> - I recognise that sources are open to interpretation by historians and there is often not a single answer to historical questions.</p>

**F** - I can deepen my understanding of history with my own independent research.

**G** - I can identify bias in sources and understand how it impacts the source's usefulness.

**H** - I can discuss the purpose of propaganda and identify its message.

**K** - I recognise that there can be different accounts of history and suggests reasons for this.

**L** - I can investigate my own questions.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>National Curriculum - KS2</b></p> <p>Pupils should continue to <b>develop a chronologically secure knowledge and understanding</b> of British, local and world history, <b>establishing clear narratives within and across the periods they study</b>. They should note <b>connections, contrasts and trends over time</b> and develop the <b>appropriate use of historical terms</b>. They should regularly address and sometimes <b>devise historically valid questions about change, cause, similarity and difference, and significance</b>. They should construct <b>informed responses that involve thoughtful selection and organisation of relevant historical information</b>. They should understand how our <b>knowledge of the past is constructed from a range of sources</b>.</p>						
KS2 - Year 5	<p><b>Stargazers</b> <u>Space Exploration</u></p> <p><b>NC</b> - Significant Individuals</p> <ul style="list-style-type: none"> <li>➤ Place key historical moments of the 'Space Race' in order and describe the changes in the period of history up to present time - <b>C</b></li> <li>➤ Discuss how the 'Space Race' was used for propaganda by the USA &amp; USSR - <b>R&amp;SA</b></li> <li>➤ Use a range of sources to investigate significant individuals (eg: Galileo/Neil Armstrong) - <b>R&amp;SA</b> &amp; <b>C&amp;E</b></li> <li>➤ Independent research about the topic investigating their own questions - <b>R&amp;SA</b> &amp; <b>C&amp;E</b></li> <li>➤ <i>Space (Neil Armstrong) Celebration Assembly for Parents</i></li> </ul>	<p><b>Revolution</b> <u>The Victorians</u> <u>The Industrial Revolution</u></p> <p><b>NC</b> - British history beyond 1066</p> <p><b>NC</b> - Local history links</p> <ul style="list-style-type: none"> <li>➤ Place key events on a timeline - <b>C</b></li> <li>➤ Use a range of primary and secondary sources to compare and contrast life in Victorian times to modern day (eg: crime &amp; punishment, school, the daily lives of rich &amp; poor children). - <b>C</b> &amp; <b>R&amp;SA</b></li> <li>➤ Investigate the usefulness of primary sources (photos) to explain the past - looking at Queen Victorian and her family (ask: how are they limited as a source of information, how are they open to interpretation). - <b>R&amp;SA</b> &amp; <b>C&amp;E</b></li> </ul>	<p><b>Frozen Kingdom</b></p>	<p><b>Pharaoh</b> <u>The Egyptians</u></p> <p><b>NC</b> - Achievements of Early Civilisations</p> <ul style="list-style-type: none"> <li>➤ Place Pharaohs and key events of Ancient Egypt on a timeline - <b>C</b></li> <li>➤ Use a selection of sources to investigate the life, work and achievements of a pharaoh - <b>R&amp;SA</b> &amp; <b>C&amp;E</b></li> <li>➤ Use a range of sources to investigate the treasures of Tutankhamun's tomb and the purpose of such a burial - <b>R&amp;SA</b> &amp; <b>C&amp;E</b></li> <li>➤ Analyse the validity of sources to investigate mummification in Ancient Egypt. - <b>R&amp;SA</b> &amp; <b>C&amp;E</b></li> </ul>	<p><b>Scream Machine</b></p>	

		<ul style="list-style-type: none"> <li>➤ Investigate how the Industrial Revolution shaped our <b>local history</b> and led to changes over a period of time. - <b>C</b></li> <li>➤ Use a range of sources to investigate the life of Queen Victoria which show a range of interpretations (discuss differing accounts and suggest reasons for this). - <b>C</b> &amp; <b>C&amp;E</b></li> <li>➤ <i>Trip to Blists Hill (local history links)</i></li> </ul> <p style="text-align: center;"><u>Local History</u> The History of a local Victorian Monument</p>		<p><b>Egyptian Museum</b> (celebration of work with parents)</p>	
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Chronology	Research & Source Analysis	Comprehension & Enquiry
<p><b>A</b> - I can place dates and events (inc. day, month, year) in a chronological order.</p> <p><b>B</b> - I can place events in a sequence where dates might not be given but there is a logical chronological order.</p> <p><b>C</b> - I can describe changes within a period of history.</p>	<p><b>D</b> - I can evaluate and discuss the trustworthiness and usefulness of sources (inc. online sources).</p> <p><b>E</b> - I can identify primary and secondary sources and discuss their relevance in deepening a historical understanding.</p> <p><b>F</b> - I can deepen my understanding of history with my own independent research.</p> <p><b>G</b> - I can identify bias in sources and understand how it impacts the source's usefulness.</p> <p><b>H</b> - I can discuss the purpose of propaganda and identify its message.</p>	<p><b>I</b> - I can refer to source materials to justify my opinions (inc. reference to the sources used).</p> <p><b>J</b> - I recognise that sources are open to interpretation by historians and there is often not a single answer to historical questions.</p> <p><b>K</b> - I recognise that there can be different accounts of history and suggests reasons for this.</p> <p><b>L</b> - I can investigate my own questions.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>National Curriculum - KS2</b></p> <p>Pupils should continue to <b>develop a chronologically secure knowledge and understanding</b> of British, local and world history, <b>establishing clear narratives within and across the periods they study</b>. They should note <b>connections, contrasts and trends over time</b> and develop the <b>appropriate use of historical terms</b>. They should regularly address and sometimes <b>devise historically valid questions about change, cause, similarity and difference, and significance</b>. They should construct <b>informed responses that involve thoughtful selection and organisation of relevant historical information</b>. They should understand how our <b>knowledge of the past is constructed from a range of sources</b>.</p>					

<p>KS2 - Year 6</p>	<p><b><u>Hola México</u></b>  <u>Historical Figure</u>  <u>Ancient Maya</u>  <b>NC</b> - Non-European society</p> <ul style="list-style-type: none"> <li>➤ Investigate the life of a famous figure (Frida Kahlo). - <b>R&amp;SA &amp; C&amp;E</b></li> <li>➤ Pupils to complete independent research about the topic investigating their own questions - <b>R&amp;SA &amp; C&amp;E</b></li> <li>➤ Investigate different source materials which give clues to Mayan Civilisation. Use to discuss how sources can be limited and open to interpretation. Pupils to justify opinions using sources. - <b>C&amp;E</b></li> <li>➤ <b>Mexico Experiential Day (introduction)</b></li> <li>➤ <b>Mexico Celebration Day with Parents (fab finish)</b></li> </ul>	<p><b><u>A Child's War</u></b>  <u>World War II</u>  <b>NC</b> - British history beyond 1066  <b>NC</b> - Local history links</p> <ul style="list-style-type: none"> <li>➤ Place key historical events in order - <b>C</b></li> <li>➤ Identify key powers of the Axis &amp; Allies sides</li> <li>➤ Investigate events (&amp; changes) within given time period (eg: Evacuation, The Blitz, Home Guard) - <b>C</b></li> <li>➤ Examine the usefulness and trustworthiness of sources (evacuation) - <b>R&amp;SA &amp; C&amp;E</b></li> <li>➤ Investigate primary and secondary sources (identifying bias and usefulness) - <b>R&amp;SA</b></li> <li>➤ Investigate WWII Propaganda posters - <b>R&amp;SA</b></li> <li>➤ Examine bias within written sources (the Home Guard) and suggest reasons for it - <b>R&amp;SA</b></li> <li>➤ Investigate different accounts of events (eg: Anne Frank story &amp; VE Day - with <b>local history</b> links for VE Day celebrations in Wolverhampton) - <b>C&amp;E</b></li> <li>➤ Investigate different interpretations of history (and a specific historical question) and refer</li> </ul>	<p><b><u>Off With Her Head</u></b>  <u>The Tudors</u>  <b>NC</b> - British history beyond 1066</p> <ul style="list-style-type: none"> <li>➤ Use sources to interpret how the Tudor dynasty began (Bosworth Field 1485) - <b>C &amp; C&amp;E</b></li> <li>➤ Place Tudor Monarchs in order on a family tree / timeline - <b>C</b></li> <li>➤ Investigate primary and secondary sources describing Henry VIII which show a bias / range of opinions - <b>R&amp;SA</b></li> <li>➤ Investigate woodcut (propaganda) of Henry VIII regarding The Reformation. - <b>R&amp;SA</b></li> <li>➤ Investigate the historical relevance of Tudor portraits and the intentions of the subject and artist to serve a purpose as propaganda. - <b>R&amp;SA &amp; C&amp;E</b></li> <li>➤ Investigate viewpoints of a range of historical figures regarding The Reformation - <b>C&amp;E</b></li> </ul> <p><i>Visit -Hampton Court</i></p> <p><u>Local History</u>  <b>Why are there so few Tudor Buildings left in Wolverhampton?</b></p>	<p><b><u>Mini Volcano Topic/</u></b>  <u>Visual Literacy</u>  <b>(Alma, Titanium, Francis)</b></p>	<p><b><u>Gallery Rebels</u></b></p>
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		<p>to source materials used (eg: Anne Frank story) - <b>C&amp;E</b></p> <ul style="list-style-type: none"><li>➤ <i>Memorable Experience - Air Raid and Evacuation Day (WWII simulation)</i></li><li>➤ <i>Visit -RAF Cosford (local history links)</i></li></ul>			
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