



Hill West History Curriculum Overview

Year ONE Outcomes

- Children have understood changes within living memory (and talk about and sequence events in their childhood).
- Demonstrates an understanding of terms relating to the passing of time, such as before, after, then, now and a long time ago.
- Can talk about events beyond living memory. They can describe what it was like when their parents and grandparents were children; the types of toys they played with then; the transport they used.
- Demonstrate knowledge about the lives of significant individuals in the past who have contributed to national and international achievements.
- Understand chronology (oldest to newest); the concepts of continuity and change; cause and consequence and similarity and difference
- Demonstrate historical enquiry and interpretation skills through the use of primary and secondary sources

My Childhood	Toys Past and Present	Grace Darling and the RNLI
Homes in the Past	Castles	Famous Queens

Year TWO Outcomes

- Can articulate their knowledge about events beyond living memory that are significant nationally or globally, and understand the terms century and decade and use a wider range of vocabulary such as recently, before, afterwards, later
- Demonstrate in-depth knowledge of the lives of significant individuals in the past who have contributed to national and international achievements.
- Understand and retrieve knowledge about significant historical events, people and places.
- Demonstrate an understanding of chronology; the concepts of continuity and change; cause and consequence and similarity and difference
- Demonstrate historical enquiry and interpretation skills to answer questions about the past by looking at historical sources.
- Understand and articulate how the local area has changed over time supported by a visit to the **Black Country Museum**.

The Great Fire of London	Guy Fawkes and The Gunpowder Plot	Neil Armstrong
Florence Nightingale	Changes within Living Memory	Communication Then and Now

Year THREE Outcomes



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- Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Begin to show an understanding of connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Thoughtfully select and organise relevant historical information from a range of sources.
- Demonstrate an understanding about the changes in Britain from the Stone Age to the Iron Age including (late Neolithic hunter-gathers and early farmers, Iron Age hill forts: tribal kingdoms, farming, art and culture); Ancient Egypt and know the achievements of this early civilizations (Pharaohs, tombs, the Nile, Gods, trade, communication)
- Use historical subject specific terminology.

The Stone Age	The Stone Age	Ancient Egyptians
Ancient Egyptians	Bronze Age to the Iron Age	Bronze Age to the Iron Age

Year FOUR Outcomes

- Continue to demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Has a secure understanding of change, cause, similarity and difference, and significance.
- Demonstrated an understanding that our knowledge of the past is constructed from a range of sources.
- Combine information from a range of sources about historical times and events, namely; The Roman Empire (Julius Caesar's attempted invasion; The Roman Army; Claudius' invasion and conquest; British resistance – Boudica; Romanisation of Britain); The Tudor Period (Henry VIII and his wives; life in Tudor England; The dissolution of the monasteries; rich and poor; succession to the throne – Elizabeth I; The Spanish Armada) and World War Two (the outbreak; life during the war; the impact on Coventry and Coventry's significance; evacuation)
- Begin to understand some of the reasons why there are different accounts and interpretations of the past.

Early Civilisations	The Maya	World War II
The Battle of Britain and Local Impact	Invaders and Settlers: Romans	Invaders and Settlers: Romans



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Year FIVE Outcomes

- Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Can note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Can address and devise historically valid questions about change, cause, similarity and difference, and significance.
- Can talk about a significant local archaeological discovery, for example **The Staffordshire Hoard** (Anglo-Saxons), and specify what we can learn as a result.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information, supported by a visit to **Birmingham Museum and Art Gallery**.
- Understand how our knowledge of the past is constructed from a range of sources.
- Demonstrate an understanding of significant events from before living memory, namely; Ancient Greek Civilisation (Dark Ages, Archaic, Classical, Hellenistic Period; Myths and Legends; Alexander the Great; art, architecture and literature's influence on the western world); The Anglo Saxons (invaders and settlers; settlements; place names; beliefs, art and culture; Kings and Laws); The Vikings (Scandinavia; Viking warriors; long ships; farm settlements; trade; mythology, art and culture)

Ancient Greece	The legacy of Greek and Roman Culture (including locally)	Anglo Saxons and Scots
Anglo Saxons and Scots	Vikings	Vikings

Year SIX Outcomes

- Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.
- Show independence in lines of enquiry using their knowledge and understanding to identify, evaluate and use sources of information critically.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Through a visit to the **Imperial War Museum in London**, reflect on achievements and follies of mankind and how this has impacted our world today.



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- Understand how our knowledge of the past is constructed from a range of sources.
- Demonstrate an understanding of: The Victorians (Victoria and Albert; The Great Exhibition; Industrialisation; Crime and Punishment, law and democracy). Canals and the Railways and their influence on our city during the Industrialisation; World War One (causes; western front – Somme battlefields, home front; end of the war; remembrance) supported to a **visit to The Somme**; How life has changed in modern Britain (difference in decades, sources of information, main events of the 1950s, 1960s, 1970sm 1980s and 1990s).

The Victorians	Crime and Punishment (from Anglo-Saxons to the present)	Canals and the Railways; A local study
World War I	How Life in Britain has changed since 1948	How Life in Britain has changed since 1948