

MHSF History Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p><u>Year 3</u></p> <p><u>Interpretation of History:</u></p> <ul style="list-style-type: none"> - I can sequence sources, events, images and artefacts. - I can use dates and terms related to the passing of time. - I can place key events and developments on a timeline and I am aware where this fits with present times. - I can identify and give reasons for different ways in which the past is represented. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - I can identify similarities and differences between past and present. - I can identify and give reasons for different ways in which the past is represented. - I can distinguish between different sources and say which is more useful. - I can build a picture of 	<p><u>Finchley Now & Then</u></p> <p><u>Migration & Diversity:</u></p> <p><u>How and why has Finchley changed over time?</u></p> <p><i>A local history study</i></p> <ul style="list-style-type: none"> - I know how Finchley began as part of a small rural community and can place this on a timeline. - I know how our location and developments in transport have enabled Finchley to be established and its population to grow. - I know the significance of local landmarks and can use them to build a picture of the past. - I know some significant people who lived in Finchley. - I know how the demography of Finchley has changed over time and can suggest causes. - I am beginning to 		<p><u>Stone Age to Iron Age</u></p> <p><u>Society: Which society was better and why?</u></p> <p><i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p><u>Stone Age:</u></p> <ul style="list-style-type: none"> - I know some of the key features of Stone Age society. - I know the changes that occurred in farming and the domestication of animals and can explain how they enabled communities to develop. - I can explore technological advances in the Neolithic period of the Stone Age and learn about the significance of Stonehenge. <p><u>Bronze Age:</u></p> <ul style="list-style-type: none"> - I know the key features of daily life in the Bronze Age. - I know how bronze replaced stone to make 		<p><u>Ancient Egypt</u></p> <p><u>Civilisation: Were the Pyramids the greatest achievement of the earliest civilisations?</u></p> <p><i>The achievements of the Ancient Egyptian Civilisation</i></p> <ul style="list-style-type: none"> - I know where and when some of the first civilisations appeared. - I understand the key features of the earliest civilisations. - I know where Ancient Egyptian civilisation took place and understand the significance of the Nile in its establishment. - I know the structure of Ancient Egyptian societies and can use hieroglyphs and tomb paintings to find out about daily life in Ancient Egypt. - I can investigate the role, rights and responsibilities of the pharaohs and explore the lives of some of the

<p>the past.</p> <ul style="list-style-type: none"> - I can use a range of primary and secondary sources. - I know the part archaeology has played in developing our knowledge. - I can observe small details in artefacts to learn about the past. - I can ask questions about the earliest civilisations and suggest ways to answer them. - I can begin to use the library and internet for research. 	<p>understand that this situation can be typical of the wider area of Britain.</p>		<p>tools and can explain the impact this had.</p> <p><u>Iron Age:</u></p> <ul style="list-style-type: none"> - I know the key features of daily life in the Iron Age. - I understand where iron comes from and how iron weapons and tools were made. - I am beginning to know who the Celts were and how they lived. <p><u>Comparison:</u></p> <p>I can explain the impact changes during this time in agriculture and the use of metal made to life and society.</p>		<p>most famous pharaohs.</p> <ul style="list-style-type: none"> - I know why and how the pyramids were built and the role peasants played in their construction. - I can investigate other inventions and achievements of the ancient Egyptians. - I know about some of the Ancient Egyptian beliefs and views of the afterlife.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p><u>Year 4</u></p> <p><u>Interpretation of History:</u></p> <ul style="list-style-type: none"> - I can evaluate the usefulness of different sources. - I can use evidence and sources to answer questions about the past. - I can use primary and secondary sources to explain and compare. - I can use text books and historical knowledge to learn about the past and draw conclusions. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> - I can infer what life was like from artefacts and other primary and secondary sources. - I can use the library and internet for research. - I can use evidence to build a picture of the past and evaluate the sources. - I can select evidence (e.g. old burial grounds, artefacts and literature) to present a picture of 	<p><u>Ancient Greece</u></p> <p>Democracy: Was democracy the biggest gift from the Ancient Greeks to modern-day Britain?</p> <p><i>A study of Greek life and achievements and their influence on the western world.</i></p> <ul style="list-style-type: none"> - I know where and when the Ancient Greek civilization existed and understand that it was made from many different states. - I can reconstruct daily life in Ancient Greece including the role of women in Ancient Greek society. - I know the difference between a democracy, an oligarchy and a monarchy in ancient Greece. - I understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. - I can explain how modern life has been 			<p><u>The Roman Empire</u></p> <p>Empire & Invasion: How successful was the Romans' invasion of Britain?</p> <p><i>The Roman Empire and its impact on Britain.</i></p> <ul style="list-style-type: none"> - I know who the Romans were and can briefly describe the expansion of the Roman Empire. - I know that prior to the Romans, Britain largely consisted of tribal groups, predominantly rural. - I know when and why the Romans invaded Britain including Julius Caesar in 55 BC/BCE and 54 BC to establish Roman links and Claudius in 43 AD/CE to control minerals and exports from this country. - I understand the difference between 'migration and immigration' and 'invasion and conquest'. - I know why the Roman army was so successful and what life was like for 	<p><u>Anglo-Saxons & Scots</u></p> <p>Power & Monarchy: Who ruled better: the Romans or the Anglo Saxons?</p> <p><i>Britain's settlement by Anglo-Saxons and Scots.</i></p> <ul style="list-style-type: none"> - I know the causes of the Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire. - I know who the Scots and Anglo- Saxons were and where they came from. - I know why the Scots and Anglo-Saxons wanted to invade Britain and can compare this with Roman motives. - I know key features of Anglo-Saxon kingdoms and settlements and can use evidence to build a picture of daily life in an Anglo Saxon village. - I know the roles people played at different levels of

<p>life in a different time period.</p> <ul style="list-style-type: none"> - I can ask a variety of questions regarding changes, causes, similarities and differences and offer valid responses. 	<p>influenced by the Ancient Greeks, considering democratic principles of rule, maths, science, religion and architecture.</p>			<p>a Roman soldier.</p> <ul style="list-style-type: none"> - I understand why there was resistance to the Roman army, including why Boudicca stood up to the Romans and how we remember her today. - I can identify what we can tell about the Roman way of life from villas or forts. <p>I understand how the Romans influenced the culture and lives of those living in Britain.</p>	<p>Anglo-Saxon society.</p> <ul style="list-style-type: none"> - I know how Anglo-Saxon Britain was ruled. - I know features of Anglo-Saxon culture. - I can explain how Britain was converted to Christianity, exploring places such as Canterbury, Iona and Lindisfarne.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p><u>Year 5</u></p> <p><u>Interpretation of History:</u></p> <ul style="list-style-type: none"> - I can compare accounts of events from different sources - fact or fiction. - I can offer some reasons for different versions of history. - I can use the library or the internet for research. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> - I can ask historically-valid questions about cause, similarity/difference and 	<p><u>Early Islamic Civilisation</u></p> <p>Civilisation: What's the biggest achievement of this civilisation?</p> <p><i>A non-European society that provides contrast with British history.</i></p> <ul style="list-style-type: none"> - I understand the legacy left for the world by early Islamic civilisation in Baghdad. - I can contrast the achievements of early Islamic civilisation with those of British society at this time (Dark Ages 	<p><u>The Vikings</u></p> <p>Empire & Invasion: Vikings - ruthless killers or peaceful settlers?</p> <p><i>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</i></p> <ul style="list-style-type: none"> - I understand why the Vikings invaded England. - I can explain resistance to the Vikings by Alfred the Great and Athelstan. 		<p><u>The Changing Power of Monarchs</u></p> <p>Power & Monarchy: Which monarch gave up the most power in his or her reign?</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <ul style="list-style-type: none"> - I understand the difference between absolute and constitutional monarchy. - I can explain the balance of power 	

<p>significance.</p> <ul style="list-style-type: none"> - I can begin to identify primary and secondary sources. - I can use sources to build up a picture of a past event. - I can select relevant sections of information. - I can use the library or the internet for research. - I understand the difference between primary and secondary sources. - I can use a range of sources to find out about an aspect of the past. - I can bring knowledge gathered from several sources together in a fluent account. 	<ul style="list-style-type: none"> - from fall of Roman Empire to 1066) - I understand what was in the House of Wisdom (what was it? What was it for? Who used it?). - I understand the importance of medical progress to early Islamic civilisation and the role of Al Zahrawi (comparison with medicine in Europe at the time). - I know who Ibn Battuta was and how his Rihla (documenting different and new civilisations through his travels) helped us. 	<ul style="list-style-type: none"> -I understand what the Danegeld was. - I can explain some key features of Viking life in England/ the contributions made by the Vikings to life in England. -I can explain the succession crisis of 1066. 		<p>between monarchy and the people at different stages in UK history (Magna Carta; Civil War; Glorious Revolution; Reform Acts).</p> <ul style="list-style-type: none"> -I can compare these different balances of power and note a shift from monarchy to people/parliament. - I can explain the causes and effects of these events -I can explain the effects these events had on people's lives in Britain. 	
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<p><u>Year 6</u></p> <p><u>Interpretation of History:</u></p> <ul style="list-style-type: none"> - I can link sources and work out how conclusions were arrived at. - I can think of ways to check the accuracy of interpretations (fact/fiction/opinion). - I am aware that different evidence leads to different conclusions. - I can confidently use the library or the internet for research. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> - I can ask historically valid questions about similarity, difference and significance. - I understand the difference between primary and secondary sources. - I can use a range of sources to find out about an aspect of the past. - I can suggest omissions and ways of filling the gaps. 	<p><u>UK Immigration Migration & Diversity:</u></p> <p>Should Britain encourage immigration?</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in an aspect of social history.</i></p> <ul style="list-style-type: none"> - I understand that many different peoples, with a multiplicity of different beliefs and backgrounds, have migrated to the UK over time. - I understand how some of these immigrants were treated when they arrived in the UK. - I can understand some of the problems caused by immigration. - I know some of the contributions made to the UK by immigrants. 		<p><u>Pandemics through the ages</u></p> <p>Society: How does Covid 19 compare to other pandemics in history?</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in an aspect of social history.</i></p> <ul style="list-style-type: none"> - I understand that there have been several pandemics that affected Britain from 14thC to the present - I know the key features of the Bubonic Plague - I can compare how the Bubonic Plague affected English people in the countryside and in London in the 17thC. - I know the key features of the Spanish Flu. - I can compare the effects of the Bubonic Plague and the Spanish 	<p><u>Women/ WWII Rights:</u></p> <p>Have women's lives in Britain improved over time?</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in an aspect of social history.</i></p> <ul style="list-style-type: none"> - I understand that women were expected to take on traditional roles from the Middle Ages to the beginning of the 20th Century. - I know the achievements and dates of some individual 'amazing women' who broke the mould in their day despite prevailing traditions. - I know that pressure for women's rights was built in late Victorian times. - I understand the contribution of the Suffragettes to women's rights in the UK - I understand that not everyone shared 	

			Flu.	<p>suffragettes' views</p> <ul style="list-style-type: none">- I can compare (similarities, differences, significance) the women's suffrage movement from late 19thC to the Chartist movement.- I can explain how World War I and World War II changed the roles of and attitudes to women in the UK.	
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