

Year	Specific Outcomes	End of Year
<u>Year 1</u>	<p><u>Autumn- Victorians</u></p> <ul style="list-style-type: none"> -Know the main differences between modern schools and Victorian schools -Know who Queen Victoria was and when she ruled. -Know that Greenholm School has changed over time -Know some differences between life in Victorian times and modern day, eg mobile phones. <p><u>Spring-Race to the poles</u></p> <ul style="list-style-type: none"> -Know that Amundsen & Scott were the first to reach the poles, albeit five weeks apart. -Understand why the race to the poles was an historic event. -Know that Amundsen's team were better prepared for the journey to the South Pole. -Know that the different routes taken might be reasons for the difficulties faced by Amundsen & Scott. -Know the different challenges faced by Amundsen & Scott on their journeys. -Know that The Jungle Book was inspired by Kipling's time in India. <p><u>Summer- The Great Fire of London</u></p> <ul style="list-style-type: none"> -Ask and answer basic relevant questions about the past. -Talk, draw or write about aspects of the past. -Know how we fight fires today and how this is different to fighting fires in 1666. -Know the differences between materials used in the past and those used today. -Know how the Great Fire of London started, spread and was put out. -Know important buildings that were damaged during the Great Fire eg St Pauls Cathedral. -Recount changes within living memory -Know that everyday aspects of life have changed eg transport, schools, games. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Place events and significant individuals in chronological order. -Place changes within living memory in chronological order. -Use common words and phrases relating to the passing of time. -Ask relevant questions about elements of the past. -Use different sources to learn about the past. -Sort artefacts between then and now. -Use stories and sources to understand significant national and global events. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -To know why reaching the South Pole was an international achievement. -To know why The Great Fire was a significant national event. -To know similarities and differences between the Victorian period and modern day. -To know about the life of a significant individual for example Queen Victoria

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<u>Year 2</u>	<p><u>Autumn - Heroes</u></p> <ul style="list-style-type: none"> -Know the significance of the jobs of Florence Nightingale and Edith Cavell. -Know why Edith Cavell was arrested. -Know the differences in medicine available to Nightingale and Cavell. -Know when the Crimean War and first world war took place. -Know that Neil Armstrong was the first man on the moon. -Recognise that landing on the moon was a great historical achievement and to know how it was achieved. -Know the differences in transport and travel between the times of Columbus and Armstrong. <p><u>Spring – Our World</u></p> <ul style="list-style-type: none"> -Know Mother Theresa's legacy and her impact on India. -Know that Mahatma Gandhi was a pacifist and lead the Indian independence movement. -Know the impact of the invention of the printing press by Johannes Gutenberg and William Caxton. -Know how the invention of the internet by Tim Berners-Lee has changed the world. -Describe events that are beyond living memory that are significant nationally or globally. <p><u>Summer – Industrial Revolution</u></p> <ul style="list-style-type: none"> -Know how holidays and travel for leisure has changed since the Victorian period to modern day. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Sort events and people in a chronological framework including changes within memory.. -Identify the differences between 'then ' and ' now'. -Use stories and sources to understand the key features of significant event. i.e Edith Cavell's arrest and the moon landing. -Use common words and phrases relating to the passing of time. -Ask relevant questions about elements of the past. -Use different sources to learn about the past. i.e articles, stories and artefacts. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -To know the impact Mother Theresa and Gandhi had on India. -Know why the moon land was a significant global event. -Know the impact of Florence Nightingale in the Crimean war. -Know who created the printing press and internet and why that was of global significance. -Know how holidays have changed over time.

	<ul style="list-style-type: none"> -Know how the Victorians created the 'seaside holiday'. -Know the achievements of Isambard Kingdom Brunel and how they impacted travel. -Describe significant historical events, people and places in his/her own locality. -Know that James Watt and Matthew Boulton pioneered engineering during the Industrial Revolution. -Know how the legacy of Watt/ Boulton/ Brunel is shown today. 	<ul style="list-style-type: none"> -Know the impact the Industrial Revolution had on Britain today. -Know why the inventions of local inventors Watt and Boulton were significant.
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<u>Year 3</u>	<p><u>Autumn- Britain through the Ages</u></p> <ul style="list-style-type: none"> -Know that the Stone Age is broken into three different periods. -Describe changes in Britain from the Stone Age to the Iron Age. -Know that hunter-gatherers came to Britain from Europe around 450,000 BC and how they hunted for food. -Know that Skara Brae is a Neolithic farming settlement built over 2,500 years ago. -Know how tools advanced from the Stone Age to the Iron Age. -Know that Stonehenge was built during the Bronze Age. -Know how the discovery of bronze and iron changed life in Celtic Britain. -Know when the Celts lived in Britain and their way of life. <p><u>Spring – Romans</u></p> <ul style="list-style-type: none"> -Describe the Roman Empire and its impact on Britain -Know when and why the Romans arrived in Britain. -Know how Rome was governed and key individuals. -Know the story of the founding of Rome. -Know the legacy of the Romans in Britain. -Know about the fall of the Roman Empire and why the Romans left Britain. -Know how daily life changed for the Celts under Roman rule. <p><u>Summer – Anglo Saxons and Vikings</u></p> <ul style="list-style-type: none"> -Describe Britain's settlement by Anglo-Saxons and Scots. -Know what life was like for Britons before the Vikings arrived. -Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. -Know how and why the Vikings invaded Britain and where they came from. -Know about Viking settlements in England. -Know what life was like for Vikings in Britain. -Know how Viking Britain came to an end. -Know about the Battle of Hastings and its importance in British History. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Place key eras across different periods on a chronological framework. -Place significant individuals and events on a chronological framework. -With support, produce work in a variety of formats that uses historical information. -Use sources to construct historical knowledge.. -With support, develop questions to support understanding about cause, similarity and difference over time. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -Know how the Roman legacy has impacted Britain today. -Know how Britain evolved through the ages and note similarities and differences between the ages. -Know significant events and people within the Roman Empire and their impact. -Know the role of the Anglo-Saxons and Scots of establishing Britain. -Know about key elements of life in different eras. -Have a chronological understanding of a key period of British history including key events. -Know a British event of significance and its national impact.

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<u>Year 4</u>	<p><u>Autumn – Ancient Sumer</u></p> <ul style="list-style-type: none"> -Know when and where the Ancient Sumer civilisation took place. -Know how the Ancient Sumer civilisation began and ended. -Understand how the Ancient Sumerian people lived and practised religion. -Describe the achievements of the earliest civilisations. -Understand what and how the Sumerians traded. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Have a chronological understanding of a key period of British history. -To have a chronological understanding of a key period of World History. -Note connections and contrasts between different periods studied.

	<p><u>Spring – Aztecs</u></p> <ul style="list-style-type: none"> -Know when and where the Mayans took place. -Know how religion played an important part of Mayan daily life. -Know how the Mayans cultivated their land and the Aztec calendar, which how it differs to our own. -Know what life was like for children during Aztec times. -Know about the Spanish conquest of Mexico and the fall of Tenochtitlan. -Understand what and how the Mayans traded produce. <p><u>Summer – Tudors</u></p> <ul style="list-style-type: none"> -Know about the War of the Roses and the beginning of the Tudor line. -Know the different Tudor monarchs. -Know about the life of Henry VIII. -Know about the formation of the Church of England. -Know how a Tudor diet differed to our own. -Know when the Tudors take place in British history. -Understand what life was like in the Tudor court. -Learn about the key events of the Battle of Bosworth. 	<ul style="list-style-type: none"> -With support, produce a range of work in a variety of formats that uses historical information and appropriate terminology. -Use sources to construct historical knowledge. -Ask questions to support understanding about how and why eras have evolved and the differences between British and non-European civilisations. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -To know the achievements of the earliest civilisations. -Know significant individuals from British History and why they were significant during that era. -Know the key features of an event from early civilisation. -Know how people lived in different eras and how non-European societies contrast -Know a significant event from British History.
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<u>Year 5</u>	<p><u>Autumn- Ancient Greeks</u></p> <ul style="list-style-type: none"> -Describe a study of Ancient Greek life and achievements and their influence on the western world. -Know the location of important Greek historical sites eg Olympia/ the Parthenon. -Know the origin and legacy of the Olympic Games. -Know some of the inventions and discoveries of the Ancient Greeks. -Know how the Greeks used religion to explain natural phenomena eg the seasons. -Know about the legacy of the Ancient Greeks. -Know about the differences in lifestyles in city-states. -Know what life was like as an Ancient Greek soldier. <p><u>Spring- Egyptians</u></p> <ul style="list-style-type: none"> -Know the location of Egypt and how the Egyptian Kingdom was born. -Know about Egyptian gods and how they worshipped them. -Know about Egyptian daily life. -Know about the Ancient Egyptian's relationships with the subject of life after death. -Know how the Ancient Egyptian's communicated. -Recognise the importance of the discovery of the tomb of Tutankhamun. -Know about the rulers of Ancient Egypt. <p><u>Summer – Early Bagdad</u></p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Understand key events from British history in a chronological framework. -Understand key events from non-British history in a chronological framework. -Discuss and identify connections and contrasts between different periods studied. -Mostly independently, produce a range of work in a variety of formats that uses historical information and appropriate terminology. -Use sources to draw own conclusions and construct historical knowledge. With support, develop and ask questions to understand how and why eras have evolved and the differences between British and European civilisations. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -Know about key elements of life in different eras. -Have a chronological understanding of a key period of global history including key events.

	<ul style="list-style-type: none"> -Understand how early civilisations began. -Look at the religion, culture and trade in early Bagdad. -Know about the rise of Islam. -Know about the day to day life in Bagdad. -Know about the rise and fall of Bagdad. -Understand the Legacy of Bagdad. 	<ul style="list-style-type: none"> -Know a world event of significance and its impact. -Know the achievements and legacy of the Ancient Greeks and the global impact on modern day. -Know a significant individual and their global impact. -Have a chronological understanding of a key period in World History.
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<u>Year 6</u>	<p><u>Autumn - World War Two</u></p> <ul style="list-style-type: none"> -Know how the Second World War began. -Know key dates and events within the Second World War and how they connect to each other. -Know about technological advancements during the war. -Know about life in Britain for those who didn't go to war eg women and children. -Know the differences between the lives and uniforms of soldiers during the Second World War and modern day. -Know how and why the war ended and its impact on world history. -Know how the city of Birmingham was affected by the Second World War. <p><u>Spring – Local History</u></p> <ul style="list-style-type: none"> -Know how Birmingham evolved post Anglo-Saxons. -Know the key events in the history of the local area. -Understand the legacy of Birmingham and what it is famous for. -Understand how Birmingham developed from a market town to the major city it is today. -Know key areas of Birmingham their landmarks, features, significance and history including how they developed over time to modern day. <p><u>Summer- World Chronology</u></p> <ul style="list-style-type: none"> -Recognise sources from different periods and justify why they fit that era. -Know the history of Britain and how key eras fit chronologically. -Know chronologically global history and how this fits alongside British history. -Know significant individuals and events from each era and the impact and legacy they had. -Understand how as individuals we have the power to leave our own legacy and know the steps to leaving an impact on the community. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Understand key events from British history and their impact within a chronological framework. -Understand key events from non-British history and their impact within a chronological framework. -Discuss and identify connections and contrasts between different periods studied. -Independently, produce a range of work in a variety of formats that uses historical information and appropriate terminology. -Use sources to independently draw own conclusions and construct historical knowledge. -Independently, ask questions to understand how and why eras have evolved and the differences between British and non-European civilisations. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> -Have a chronological understanding of a key period of local history including key events. -Know the global impact of key events in WW2. -Know about key elements of life during a significant period of local and national British history. -Have a chronological understanding of a key event in British history. -To know the global significance of key figures in British history.