

# History Curriculum – 2 Year Cycle

## Years 5 & 6



### Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

### Implementation

History is taught through the 'Threshold Concepts' of Understanding Chronology, World History, Investigate and Interpret the Past and Communicate Historically. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise artefacts, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of history so that it is in their long-term memory.

### Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to inspire in pupils a curiosity and fascination to know more about the past. Teaching will equip children to ask perceptive questions, think critically and explore evidence.

Through the continued development of oracy skills, we will expand pupil's historical vocabulary which will deepen as they progress through school.

Through our history curriculum, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

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Year Group	Cycle	Autumn	Spring	Summer
5/6	<b>A</b>	<b>Local History</b>	<b>World War 2</b>	<b>The Aztecs</b>
		<b>Key Concepts</b> To Build an Overview of world history Chronology Communicate historically Investigate and interpret  <b>Knowledge Categories</b> Location, Main events, Society, Travel & exploration, Artefacts, Culture & Pastimes, Settlements	<b>Key Concepts</b> To Build an Overview of world history Chronology Communicate historically Investigate and interpret  <b>Knowledge Categories</b> Location, Conflict, Main Events, Society, Beliefs,	<b>Key Concepts</b> To Build an Overview of world history Chronology Communicate historically Investigate and interpret  <b>Knowledge Categories</b> Main events, Beliefs, Food & Farming, Location, Settlements, Culture & Pastimes, Society, Conflict
	<b>B</b>	<b>Ancient Greece</b>	<b>The Tudors</b>	<b>The Mayans</b>
		<b>Key Concepts</b> To Build an Overview of world history Chronology Communicate historically Investigate and interpret  <b>Knowledge Categories</b> Settlements, Beliefs, Culture & Pastimes, Location, Main events, Society, Artefacts	<b>Key Concepts</b> To Build an Overview of world history Chronology Communicate historically Investigate and interpret  <b>Knowledge Categories</b> Beliefs, Culture and Pastimes, Main events, Travel & exploration, Conflict, Society, Artefacts	<b>Key Concepts</b> To Build an Overview of world history Chronology Communicate historically Investigate and interpret  <b>Knowledge Categories</b> Settlements, Beliefs, Culture & Pastimes, Location, Main Events, Food & Farming, Society, Artefacts
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Years 5/6 Teaching Sequence for History (Milestone 3) CYCLE A			
Weeks	Autumn Term	Spring Term	Summer Term
<b>Topic Title:</b>	<b>Local History</b> -Census Data -Industrialisation -Victorians	<b>World War 2</b>	<b>The Aztecs</b>
<b>1</b>	<b>To Build an Overview of world history Chronology</b>  Location, Main events, society Local History of Black Country	<b>Build an overview of world history Chronology</b>  Location, Conflict, Main events  Describe, locate	<b>Build an overview of world history Chronology</b>  Main events, beliefs, Food and farming, Location  The Aztecs
<b>2</b>			
<b>3</b>	<b>To Build an Overview of world history Chronology</b>  Main events, society Industrialisation	<b>Build an overview of world history Investigate &amp; Interpret</b>  Conflict  Weapons	<b>Investigate &amp; Interpret Communicate historically</b>  Settlements, Culture & Pastimes  Builders & Makers
<b>4</b>			
<b>5</b>	<b>Investigate &amp; Interpret the past</b>  Travel & exploration  Industrialisation	<b>Investigate and Interpret</b>  Conflict, society, beliefs  Propaganda-sources	<b>Build an Overview of world history Chronology</b>  Society, settlements, beliefs

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			Settlements-compare & contrast with Britain during same period
<b>6</b>			
<b>7</b>	<b>Investigate &amp; Interpret the past</b> <b>To Build an Overview of world history</b>  <b>Society, artefacts</b>  Census	<b>To build an overview of world history</b> <b>Chronology</b>  <b>Conflict, Main events</b>  The Blitz	<b>Build an overview of world history</b> <b>Investigate &amp; Interpret</b>  <b>Food and farming, society</b>  Farmers
<b>8</b>			
<b>9</b>	<b>To Build an Overview of world history</b> <b>Chronology</b>  <b>Main events, Culture &amp; pastimes, society</b>  Victorian Period	<b>Investigate and interpret</b> <b>Communicate historically</b>  <b>Society, location, conflict, main events</b>  Impact	<b>Build an overview of world history</b> <b>Investigate &amp; Interpret</b>  <b>Beliefs, Settlements, conflict, society</b>  Fighters
<b>10</b>			
<b>11</b>	<b>Communicate historically</b>  <b>Society, Main events, Settlements</b>  Victorian Period innovation & Industry	<b>Investigate and interpret</b> <b>Communicate historically</b>  <b>Society, location, conflict, main events</b>  Impact	<b>Build an overview of world history</b> <b>Communicate historically</b> <b>Investigate and interpret</b>  <b>Main events, society, beliefs, location</b>  City of Tenochtitlan
<b>12</b>	<b>POP TASK</b>	<b>POP TASK</b>	<b>POP TASK</b>

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### Years 5/6 Teaching Sequence for History (Milestone 3) CYCLE B

Weeks	Autumn Term	Spring Term	Summer Term
<b>Topic Title:</b>	<b>Ancient Greece</b>	<b>The Tudors</b>	<b>The Mayans</b>
<b>1</b>	<p><b>Build an overview of world history</b> <b>Chronology</b></p> <p><b>Main events, Society, Culture &amp; pastimes</b></p> <p>Ancient Greeks – introduction</p>	<p><b>Build an overview of world history</b> <b>Chronology</b></p> <p><b>Main events, Society, Culture &amp; pastimes</b></p> <p>Tudors – introduction</p>	<p><b>Build an overview of world history</b> <b>Chronology</b> <b>Communicate historically</b></p> <p><b>Location, Main events, Settlements, Beliefs</b></p> <p>The Maya-introduction, location &amp; timeline</p>
<b>2</b>			
<b>3</b>	<p><b>Build an overview of world history</b> <b>Investigate &amp; Interpret</b></p> <p><b>Culture &amp; pastimes, Society, Settlements</b></p> <p>Influence &amp; Impact – Olympics, architecture, democracy</p>	<p><b>Build an overview of world history</b> <b>Chronology</b> <b>Communicate historically</b></p> <p><b>Society, Conflict, Main events</b></p> <p>Monarchs</p>	<p><b>Investigate &amp; Interpret</b></p> <p><b>Settlements, Culture &amp; Pastimes</b></p> <p>Builders- settlement:, villages/palaces/temples</p>
<b>4</b>			
<b>5</b>	<p><b>Build an overview of world history</b> <b>Investigate &amp; Interpret</b></p> <p><b>Culture &amp; pastimes, Society, Settlements</b></p>	<p><b>Build an overview of world history</b> <b>Investigate &amp; Interpret</b></p> <p><b>Culture &amp; Pastimes, Travel &amp; exploration, Artefacts</b></p>	<p><b>Investigate &amp; Interpret</b></p> <p><b>Settlements, Culture &amp; Pastimes, Food &amp; Farming</b></p>

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	Influence & Impact – Olympics, architecture, democracy	<b>Years 5 &amp; 6</b> Entertainment	Growers – food and farming –terraacing for crops The time to shine!
<b>6</b>			
<b>7</b>	<p><b>Investigate &amp; Interpret</b></p> <p><b>Beliefs, Artefacts, Culture &amp; Pastimes</b></p> <p>Myths &amp; Legends –beliefs, cultures and pastimes (Theseus &amp; The Minotaur)</p>	<p><b>Investigate &amp; Interpret</b></p> <p><b>Culture &amp; Pastimes, Travel &amp; exploration, Artefacts</b></p> <p>Exploration</p>	<p><b>Investigate &amp; Interpret</b></p> <p><b>Culture &amp; Pastimes, artefacts, society</b></p> <p>Astronomers – calendar system</p>
<b>8</b>			
<b>9</b>	<p><b>Communicate Historically</b></p> <p><b>Chronology</b></p> <p><b>Settlements, Location, Culture &amp; Pastimes</b></p> <p>Ancient Greeks – Clues from the past Acropolis, amphitheatre, The Lliad &amp; The Odyssey</p>	<p><b>Build an overview of world history</b></p> <p><b>Communicate historically</b></p> <p><b>Society, Main events, Conflict, Beliefs</b></p> <p>Henry VIII</p>	<p><b>Investigate &amp; Interpret</b></p> <p><b>Culture &amp; Pastimes, Main events, Artefacts, Society</b></p> <p>Clues from the past-artefacts and sources</p>
<b>10</b>			
<b>11</b>	<p><b>Investigate &amp; Interpret</b></p> <p><b>Artefacts</b></p> <p>Artefacts &amp; Sources-‘The Odyssey’ and other Greek epics. Why are they an important source? Propaganda?</p>	<p><b>Build an overview of world history</b></p> <p><b>Communicate historically</b></p> <p><b>Society, Main events, Conflict, Beliefs</b></p> <p>Elizabeth I</p>	<p><b>Communicate historically</b></p> <p><b>Build an overview of world history</b></p> <p><b>Culture &amp; Pastimes, Main events, Artefacts, Society</b></p> <p>Writing system</p>
<b>12</b>	<b>POP TASK</b>	<b>POP TASK</b>	<b>POP TASK</b>