**History High Level Plan**

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|  | **Autumn 1** | **Spring 1** | **Summer 1** |
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| **Y1** | **History of Me**Powerful KnowledgeContent (mostly substantive):* Understanding personal and family history
* Exploring personal milestones and events
* Identifying and discussing significant people in our lives

Themes (mostly disciplinary):* Continuity and change
* Similarity and difference

Concepts (Overarching ‘big ideas’):* Identity
* Social connections
* Family and community

Summative Assessment:Knowledge Assessment | **Local History** Powerful KnowledgeContent (mostly substantive):* Key events and developments in Dudley's history
* Important landmarks and sites in Dudley (e.g., Dudley Castle, Black Country Museum)
* Notable local figures and their contributions

Themes (mostly disciplinary):* Continuity and change
* Significance of place and community

Concepts (Overarching ‘big ideas’):* Local identity
* Heritage and culture
* Community

Summative Assessment:Knowledge Assessment | **Seasides Then and Now** Powerful KnowledgeContent (mostly substantive):* + Differences between seaside holidays in the past and present
	+ Common activities, clothing, and transport associated with historical seaside visits
	+ How seaside towns have changed over time

Themes (mostly disciplinary):* + Continuity and change
	+ Similarity and difference

Concepts (Overarching ‘big ideas’):* + Leisure and recreation
	+ Social and cultural change
	+ Community and place

Summative assessment:Knowledge Assessment |
| **Y2** | **Travel and Transport**Powerful KnowledgeContent (mostly substantive):* Evolution of transport methods from past to present (e.g., horse-drawn carriages to cars, early flight)
* Influential inventors and innovations in transport history
* How changes in transport have influenced people’s lives and the world

Themes (mostly disciplinary):* Continuity and change
* Innovation and impact

Concepts (Overarching ‘big ideas’):* + Technological progress
	+ Exploration and movement
	+ Global connections

Summative assessment:Knowledge Assessment | **Kings and Queens**Powerful knowledgeContent (mostly substantive):* Significant monarchs in British history
* Social developments throughout history
* Queen Elizabeth II and the commonwealth

Themes (mostly disciplinary):* Similarity and difference
* Continuity and change
* Power and authority
* Political and social development

Concepts (Overarching ‘big ideas’):* Succession
* Monarchy
* Empire

Summative assessment:Knowledge Assessment | **Great Fire of London**Powerful KnowledgeContent (mostly substantive):* Causes and events of the Great Fire of London (1666)
* Impact of the fire on London and changes that followed
* Key figures involved, including Samuel Pepys and King Charles II

Themes (mostly disciplinary):* Cause and consequence
* Continuity and change

Concepts (Overarching ‘big ideas’):* Urban development
* Social impact
* Resilience and recovery

Summative assessment:Knowledge Assessment |
| **Y3** | **Prehistoric Britain**Powerful knowledgeContent (mostly substantive):* Evolution of humans
* Humans arrival in Britain
* Palaeolithic, Mesolithic and Neolithic eras
* Discovery of metals

Themes (mostly disciplinary):* Interaction and the environment
* Similarity and difference
* Continuity and change
* Evidence and contestability

Concepts (Overarching ‘big ideas’):* Civilisation
* Migration
* Innovation

Summative assessment:Essay What were the major differences between the different eras of the Stone Age? Knowledge Assessment | **Shang Dynasty**Powerful knowledgeContent (mostly substantive):* Archaeological evidence of the Shang Dynasty
* The rise and fall of the Shang Dynasty
* General Fu Hao

Themes (mostly disciplinary):* Continuity and change
* Evidence and contestability
* Power and legitimacy

Concepts (Overarching ‘big ideas’):* Kingship and succession
* Social classes
* Archaeology and inference.

Summative assessment:Essay - ‘What do we know about life in the Shang Dynasty?’Knowledge Assessment | **Ancient Greece**Powerful knowledgeContent (mostly substantive):* The establishment of Ancient Greece and its states
* The cultural achievements of that period
* Alexander the Great

Themes (mostly disciplinary):* Cause and consequence
* Significance
* Power and legitimacy
* Political and social development

Concepts (Overarching ‘big ideas’):* Democracy
* Culture
* Civilisation

Summative assessment:Essay Describe two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?Knowledge Assessment |
| **Y4** | **Roman Britain**Powerful knowledgeContent (mostly substantive):* Birth and development of Rome
* Roman invasion of Britain
* Romanisation of Britain
* Fall of the Roman Empire

Themes (mostly disciplinary):* Change and continuity
* Significance
* Cause and consequence

Concepts (Overarching ‘big ideas’):* Empire
* Conquest
* Culture

Summative assessment:Essay - ‘The Romans changed the world forever’. How far do you agree?Knowledge Assessment | **Anglo-Saxons** Powerful knowledgeContent (mostly substantive):* Life in Saxon Britain
* Invasions after the Romans
* The seven kingdoms of England
* Pagan beliefs and the re-introduction of Christianity

Themes (mostly disciplinary):* Continuity and change
* Evidence and contestability

Concepts (Overarching ‘big ideas’):* Conquest
* Culture and religion
* Social

Summative assessment:Essay - 'How did the Anglo Saxons and change life in Britain?Knowledge Assessment | **Vikings**Powerful knowledgeContent (mostly substantive):* The invasions of the Vikings
* Significant explorers of that period
* King Cnut

Themes (mostly disciplinary):* Cause and consequence
* Power and authority
* Interaction and the environment

Concepts (Overarching ‘big ideas’):* Culture and religion
* Exploration
* Colonialism

Summative assessment:Essay - The Vikings were not just bloodthirsty warriors.’ What evidence do we have to support this view?Knowledge Assessment |
| **Y5** | **Benin Kingdom**Powerful knowledgeContent (mostly substantive):* Golden age of Benin Kingdom (900-1897)
* Art & culture
* Craft, guilds and trade
* Colonisation and the transatlantic slave trade

Themes (mostly disciplinary):* Change and continuity
* Diversity
* Perspective

Concepts (Overarching ‘big ideas’):* Empire
* Culture
* Colonialism

Summative assessment:Essay - What are the achievements of the Benin Kingdom?Knowledge Assessment | **Medieval Monarchs**Powerful knowledgeContent (mostly substantive):* The Norman invasion
* Henry II, Richard, John, Edward I
* Elizabeth I and the Spanish Armada

Themes (mostly disciplinary):* Power and authority
* Political and social developments
* Change and continuity

Concepts (Overarching ‘big ideas’):* Kingship and succession
* Monarchy and the church
* Social classes

Summative assessment:Essay - 'Who was the greatest medieval monarch?'Knowledge Assessment | **Changing Britain**Powerful KnowledgeContent (Substantive):* The Industrial Revolution
* Victorian Society
* Expansion of the British Empire
* World War I
* Post-War Social Reforms

Themes (Disciplinary):* Continuity and Change
* Evidence and Contestability
* Power and Legitimacy
* Perspective
* Cause and Consequences

Concepts (Overarching ‘big ideas’):* Social Class and Industrialization
* Empire and Colonialism
* Social Justice and Reform

Summative Assessment:Essay - What did the British civil rights protests in the twentieth century have in common?Knowledge Assessment  |
| **Y6** | **Industrial Revolution (A local History Study)** Powerful knowledgeContent (mostly substantive):* Changing working conditions
* Changing living arrangements
* Technological developments
* Political changes
* Changes in local area
* Impact of Industrial Revolution on Dudley/ local area

Themes (mostly disciplinary):* Change and continuity
* Perspective
* Cause and consequence

Concepts (Overarching ‘big ideas’):* Political
* Social
* Economic

Summative assessment:Essay - What advantages and disadvantages did the Industrial Revolution have for working-class people?Knowledge Assessment | **20th Century Conflict**Powerful knowledgeContent (mostly substantive):* World War I causes and conditions
* Treaty of Versailles
* World War II causes and conditions

Themes (mostly disciplinary):* Similarity and difference
* Power and legitimacy
* Cause and consequence
* Political and social development

Concepts (Overarching ‘big ideas’):* Political
* Social
* Conquest

Summative assessment:Essay - Could the Second World War have been avoided?Knowledge Assessment | **Civil Rights**Powerful knowledgeContent (mostly substantive):* Legal developments
* Civil disobedience: MLK, Rosa Parks
* Enduring struggle

Themes (mostly disciplinary):* Social and political attitudes
* Revolution
* Identity

Concepts (Overarching ‘big ideas’):* Human rights
* Civil liberties
* Revolution

Summative assessment:Essay - Non-violent protest is not enough. Do you agree?Knowledge Assessment |