**History High Level Plan**

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|  | **Autumn 1** | **Spring 1** | **Summer 1** |
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| **Y1** | **History of Me**  Powerful Knowledge  Content (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 Knowledge  Content (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 Knowledge  Content (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 Knowledge  Content (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 knowledge  Content (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 Knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 Knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 knowledge  Content (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 |