Mount Pleasant Primary School Curriculum Overview
History

	Year 4	Year 5	Year 6
Curriculum content			
Autumn term	**INVASION** This Learning Adventure teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest. Programme of Study • Roman withdrawal from Britain • Chronology of invasion • Anglo-Saxon invasion • Anglo-Saxon kingdoms, beliefs and customs • Religion • Everyday life in Anglo-Saxon Britain • Viking invasion • Everyday life in Viking Britain • Norman invasion • Legacy	**OFF WITH HER HEAD!** This Learning Adventure takes children back to the 1500s to meet the terrifying Tudors. They will learn about the lives of the Tudor monarchs, in particular the reign of Henry VIII and his six wives, his legacy and life. They will find out about life at court and learn about significant events during the Tudor reign. Programme of Study • British history beyond 1066 • Empire, civilisation, parliament and peasantry • Understanding the connections between local, regional, national and international history • Expansion and dissolution of empires Achievements and follies of mankind • Continuity and change • Cause and consequence • Similarity, difference and significance	**BRITAIN AT WAR** This Learning Adventure teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period. Programme of Study • First and Second World Wars • Causes • Warring nations • Weaponry, warfare and technology • Key events and battles • Impact on citizens and everyday life • Significant leaders • End of war • Local history study • Remembrance • Post-war Britain

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		EARLY ISLAMIC CIVILISATIONS This Learning Adventure teaches children about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power. In addition, they will discover and explore contributions made by Muslim doctors and scholars and focus on the birth of Islam. Programme of Study • Islam • Muhammad • House of Wisdom • Early Islamic doctors and their impact on medicine • Important discoveries and inventions • Baghdad and its significance	
Spring term	**MISTY MOUNTAIN, WINDING RIVER**	**SOW, GROW AND FARM** Children will learn about the 'Dig for Victory' campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War. Programme of Study • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	**FROZEN KINGDOMS** **Significant people** – Robert Falcon Scott; Ernest Shackleton **Significant events** – Titanic

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Summer term	**ANCIENT CIVILISATIONS** This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation. Programme of Study • Features of civilisations • Ancient Sumer/Ancient Egypt/Indus Valley • Artefacts • Timelines • New inventions and technology • Everyday life • Social hierarchy • Significant leaders • End of ancient civilisations	**GROUND-BREAKING GREEKS** This Learning Adventure teaches children about developments and changes over six periods of ancient Greek history, focusing on Athens in the Classical age and exploring the legacy of ancient Greece. Programme of Study • Ancient Greek periods • Chronology and timelines • Primary and secondary sources • City states • Democracy • Role of men and women • Social hierarchy • Great Athenians • The Acropolis • Greek art, culture, architecture, philosophy, medicine and mathematics • Olympic Games • Alexander the Great • End of the Greek Empire • Legacy	**EARLY ISLAMIC CIVILISATIONS** This project teaches children about the early Islamic civilisation. They will learn in detail about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power and the legacies it has left. Programme of Study • The importance of Baghdad • The House of Wisdom • Discovery and Learning • The First Four Caliphs • Trade and Power

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Skills progression			
Chronological understanding **Key Skills** • **Using terminology.** • **Ordering and sequencing.** **Knowledge and understanding.** **Key Skills** • **Identifying.** • **Describing.** • **Explaining.** • **Making links and comparisons.**	Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline showing understanding of BC, AD. **Use historical terminology:** century, decade, ancient civilizations, period and topic related vocabulary which denotes a period. Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. Describe how some of the past events affect life today.	Sequence historical periods Identify changes within and across historical periods **Use historical terminology:** vocabulary relating to specific periods - Industrial Revolution, Reformation, Renaissance etc. Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give short-term cause and consequence of the main events, situations and changes in the period studied. Identify changes and links within and across the time periods studied.	Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point Use timelines to demonstrate changes key areas: culture (art), technology, or religion. **Use words for movements or times of change:** Industrial Revolution, Renaissance, classical period, cold war. Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.
Historical Enquiry **Key Skills** • **Identifying** • **Interpreting** • **Explaining events** • **Enquiry** • **Using sources**	Understand the difference between primary and secondary sources Give reasons why there may be different accounts of history looking at propaganda. Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.	Question reliability of source material and can give reasons why something is or is not reliable. Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can represent events or ideas in ways that persuade others - bias and propaganda.	Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary, for a particular task.

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Presenting Ideas **<u>Key Skills</u>** • **Using terminology.** • **Selecting.** • **Organising.** • **Communicating/Presenting.**	Present findings about the past using speaking, writing, mathematics (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, and invader accurately.	Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Use dates and terms correctly.	Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). Recording reflects the skill being taught. Makes accurate use of specific dates and terms.