

History Route Planner

Introduction to Curriculum Route Planners

Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain.

Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus.

The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

History Route Planner

Year Group	Area of Study	Content/Topics addressed	Assessment Objectives	Opportunities for enrichment and addressing British values
<p>Year1 and 2 work on a two year rolling programme of topics.</p>	<p>a) changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>b) events beyond living memory that are significant nationally or globally.</p> <p>c) the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>d) significant historical events, people and places in their own locality.</p>	<p>‘All About Me’ project (a)</p> <ul style="list-style-type: none"> - Who am I? <p>Great Fire of London (b,d)</p> <ul style="list-style-type: none"> - What caused the Great Fire of London? <p>Current World Events and their history (b)</p> <ul style="list-style-type: none"> - e.g. Olympics, Euros etc. <p>Castles (b)</p> <ul style="list-style-type: none"> - Why do we have castles? - What is different from the way we live today? <p>Guy Fawkes (c)</p> <ul style="list-style-type: none"> - Who was Guy Fawkes and what did he do? <p>Neil Armstrong (linked with Space Project) (c)</p> <ul style="list-style-type: none"> - Who was Neil Armstrong? - Why was he famous? <p>History of Lego (linked with Toys topic) (c)</p> <ul style="list-style-type: none"> - The Story of Lego - Who was Ole Kirk Christiansen? <p>Local history (d)</p>	<p><i>N.B. knowledge and understanding of History is not assessed discretely until Year Five.. The following objectives are designed to guide teachers in the development of Schemes of Work.</i></p> <p><i>Year One</i></p> <ul style="list-style-type: none"> • I can use words and phrases like: old, new and a long time ago. • I can sequence key events in my life • I can ask and answer questions about old and new objects • I can spot old and new things in a picture. • I can recognise that some objects belonged to the past. • I can explain how some people have helped us to have better lives. • I can explain how I have changed since I was born. • I can explain what an object from the past might have been used for. • I can recognise significant moments in my life. • I can talk, draw or make a performance about aspects of the past <p><i>Year Two</i></p> <ul style="list-style-type: none"> • I can use words and phrases like: before, after, past, present, then and now. • I can sequence events within living memory 	<p>British Values – Promoting tolerance and understanding of other people and how they lived.</p> <p>Democracy – Gun Powder Plot/kings and Queens.</p> <p>SMSC – “Friendship Café” (a)</p> <p style="text-align: center;">-</p>

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		<ul style="list-style-type: none"> - Where does our town fit in to the country?; What local areas are important?; Which local people are famous and why? - Remembrance Sunday 	<ul style="list-style-type: none"> • I can ask and also answer questions using my knowledge, books and the internet. • I can recount the life of someone famous from Britain who lived in the past • I can find out things about the past by talking to an older person. • I can explain what they did earlier and what they did later. • I can give examples of things that were different when my grandparents were children. • I can link an object to a time period and from that decide what it may have been used for. • I can research the life of a famous person from the past using supplied sources of evidence. • I can communicate my findings about a period studied using pictures, text and drama. 	
<p>Year 3 and 4 work on a two year rolling programme of topics.</p>	<ul style="list-style-type: none"> a) changes in Britain from the Stone Age to the Iron Age b) the Roman Empire and its impact on Britain c) Britain's settlement by Anglo-Saxons and Scots d) a local history study e) a study of an aspect or theme in British history that extends pupils' 	<p>Timeline</p> <ul style="list-style-type: none"> - How can we understand the past? What is a timeline? <p>Ancient Greece (i)</p> <ul style="list-style-type: none"> - Where does the Greek period fit on our timeline? Who were the Greeks? Who and what were the key ideas of the Greeks? What did they leave behind? What can we learn from myths and legends of the Greeks (cross curricular with English) 	<p><i>Year Three</i></p> <ul style="list-style-type: none"> • I can use an increasing range of common words and phrases relating to the passing of time eg. History, ancient, modern, future. • I can use a timeline within a specific period of history to set out the order that things may have happened and can use my mathematical knowledge to work out how long ago events happened. • I can use chosen sources to find specific answers to questions about the past. • I can describe events from the past using dates when things happened. 	<p>AT Action Day? The Mayans (j) <i>Cross-curricular Mexican themed day with languages and geography</i></p> <ul style="list-style-type: none"> • Who were the Mayans? Where do the Mayans fit on our timeline? Why did the Mayans disappear? <p>-</p>

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<p>chronological knowledge beyond 1066</p> <p>f) a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>g) the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one</p> <p>h) Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>i) a non-European society that provides contrasts with British history</p>	<p>The Romans (b)</p> <ul style="list-style-type: none"> - Social History of the Romans. Where does the Roman period fit on our timeline? Who were the Romans? What ideas did the Romans copy from the Greeks? What can we learn from artefacts and mosaics about the Romans? Health and fitness in the Roman times, including gladiator schools <p>The Saxons (c, d, e)</p> <ul style="list-style-type: none"> - Where does the Anglo-Saxon period fit on our timeline? Where did the Saxons come from? How did the Anglo-Saxons live? What were the beliefs of the Anglo Saxons? What does the story of Beowulf tell us about the Anglo-Saxons? <i>Unit consolidated by a visit to West Stow</i> <p>Big unit – Tudors: Political History (f)</p> <ul style="list-style-type: none"> - Where do the Tudors fit in on our timeline? Who were the Tudors? Who were Henry VIII’s wives? What was the Reformation? <p>The Second World War (g, f)</p>	<ul style="list-style-type: none"> • I can examine historic items and artefacts and draw ideas from them to help build up a picture of life in the past. • I can simply explain how an event from the past has shaped the present. • I can perform simple research in order to find similarities and differences between two or more periods of history. • I can link objects to a specific time period, through their key features. • I can recognise why a specific event is historically significant. • I can communicate my findings about a period studied using pictures, text and drama. <p><i>Year Four</i></p> <ul style="list-style-type: none"> • Use historical terms based on the period of study eg Tudor, Egyptian, Roman, Celtic • I can plot events on a timeline and round up time differences into centuries and decades. • I can use sources to find answers to specific historical questions • I can explain how the lives of wealthy people were different from the lives of poorer people. • I can explain how historic items and artefacts can be used to help build up a picture of life in the past. • I can explain how an event from the past has shaped our life today. • I can, from what I have researched, identify some examples of change and continuity within a time period. 	
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5	<p>e) A local history study</p> <p>f) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>h) the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one</p>	<p>Mini Unit – Tudors: Local Social History (f, e)</p> <p>Enquiry lesson sequence:</p> <ul style="list-style-type: none"> - Where do the Tudors fit in on our timeline? - How did people live in the past? - Comparing the rule of Elizabeth and Mary Tudor and linking to previous learning on Henry VIII - Framlingham and Kentwell comparison. - Social change and challenge in the Tudor times (Catholic and Protestant, English and Spanish) 	<ul style="list-style-type: none"> • I can use key historical terms (from a word bank) in context of period studied. • I can use dates to order and place events on a timeline using centuries, AD and BC. • I can carry out structured historical research, using chosen source material. • I can identify some key features of time periods studied and make connections between them. • I can make inferences from source material i.e. to suggest what they can tell us about a past event. • I can identify reasons why events occurred and identify one as the most important. 	<ul style="list-style-type: none"> - <i>Across the Trust</i>: themed ancient world day - <i>British values</i>: What is a citizen?

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		<ul style="list-style-type: none"> - The beginnings of exploration in the New World and its impact on social change. <p>The Egyptians (h) <i>Cross Curricular project with geography and English Enquiry</i> lesson sequence:</p> <ul style="list-style-type: none"> - Where does the Egyptian period fit on our timeline? - Why the Egyptians were so successful, was it trade or control? - What did the Egyptians believe? - Were the Egyptians the greatest Rulers? - Who were some of Ancient Egypt's Rulers? - When/why did the Pharaohs end? 	<ul style="list-style-type: none"> • I can identify examples of change and continuity within and between time periods I have studied. • I can compare two interpretations and identify how they differ. • I can identify why some specific people or events are historically significant. • I can use words such as because, as a result, therefore, in order to explain my reasoning. 	
6	b) the Roman Empire and its impact on Britain	<p>Big unit – The Romans (b) Enquiry lesson sequence:</p> <ul style="list-style-type: none"> - Where do the Romans fit in on our timeline? - What did the Romans believe? - Why did the Romans go to war? How did Romans improve the lives of everyday people? - What did the Romans do for us? - Were the Romans the greatest Rulers? 	<ul style="list-style-type: none"> • I can use key historical terms (from a word bank) in context of different periods, eras and events. • I can order events with chronologically secure knowledge of a specific period/era/event. • I can carry out historical research, using a chosen range of source material. • I can describe key features of time periods studied and make connections between them • I can analyse the reliability and usefulness of source material, i.e. to suggest what they can tell us about a past event 	

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	<p>d) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>The Anglo-Saxons to 1066 (d) Enquiry lesson sequence:</p> <ul style="list-style-type: none"> - What do we know about the Anglo-Saxons? - What happened to the Anglo-Saxons? - Who were the Vikings? - How did the Vikings and Saxons interact? - Who was Edward the confessor? 	<ul style="list-style-type: none"> • I can explain why events occurred, linking them to the historical context, and explain one as the most important • I can explain examples of change and continuity within and between time periods I have studied • I can compare two interpretations and begin to explain why they differ. • I can explain why some specific people or events are historically significant. • I can show a basic historical understanding in different ways, including 'scaffolded' essays. 	
<p>7</p>	<p>a) the development of Church, state and society in Medieval Britain 1066-1509</p> <p>b) the development of Church, state and society in Medieval Britain 1509-1745</p> <p>c) ideas, political power, industry and empire: Britain, 1745-1901</p> <p>d) Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>e) A local study</p> <p>f) the study of an aspect or theme in British history that consolidates and extends</p>	<p>Medieval realms (a, e, f) Enquiry lesson sequence:</p> <ul style="list-style-type: none"> - Why did William the Conqueror defeat Harold in 1066? - Saxon resistance to Norman rule and the role of Ely - What made a good medieval King? - How important was Magna Carta? - What was the impact of the Black Death? - Why did the peasants revolt in 1381? <p>Victorians compared with other Empires (c, g) Enquiry lesson sequence:</p>	<ul style="list-style-type: none"> • I can use key historical terms (from a word bank) in context of significant British, local and world events. • I can create chronologically ordered events, showing secure knowledge and understanding of significant British, local and world history • I can carry out independent historical research, using a range of source material. • I can explain key features of time periods studied and make connections between them • I can compare the reliability and usefulness of source material and give reasons for bias • I can explain why events occurred, linking them to the historical context, and prioritise; underlying, shorter term, trigger, causes and consequences 	<ul style="list-style-type: none"> - <i>Across the Trust</i>: themed democracy day - <i>British values</i>: the changing role of monarchy - <i>British values</i>: the development of a multi-cultural country as a result of the expansion of the empire

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	<p>pupils' chronological knowledge from before 1066</p> <p>g) One study of a significant society or issue in world history and its interconnections with other world events.</p>	<ul style="list-style-type: none"> - Where do the Victorians fit in on our timeline? - How did they develop their empire? - What was the relationship between Britain and India and how did it change? - The impact of the Sepoy Rebellion/First War of Indian Independence. - What did the Victorians do for us? - Were the Victorians the greatest Rulers? <p>The History of Bury St Edmunds (f,e) Enquiry lesson sequence:</p> <ul style="list-style-type: none"> - Why is Bury situated where it is? - Who was St Edmund? - What was the political situation in the Saxon/Viking era in East Anglia? - Why did Bury grow? What was the impact of - Industrial Revolution on Bury? 	<ul style="list-style-type: none"> • I can begin to assess the extent of change and continuity within and between time periods • I can explain why there are different interpretations • I can identify a number of reasons for historical significance of given events/people • I can show good historical understanding in different ways, including 'scaffolded' essays. 	
8	<p>a) the development of Church, state and society in Britain 1066-1509</p>	<p>Making the UK (a, c, e) Enquiry lesson sequence:</p> <ul style="list-style-type: none"> - Why was the gunpowder plot so important? - Why did Charles lose his throne? - What was the English Civil War? 	<ul style="list-style-type: none"> • I can confidently use (with a word bank) historical terms in context of significant British, local and world events. • I can describe chronologically, secure knowledge and understanding of 	<ul style="list-style-type: none"> - <i>British values:</i> the growing role and importance of parliament under Henry VIII

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	<p>b) the development of Church, state and society in Britain 1509-1745</p> <p>c) ideas, political power, industry and empire: Britain, 1745-1901</p> <p>d) Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>e) A local study</p> <p>f) the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p> <p>g) One study of a significant society or issue in world history and its interconnections with other world events.</p>	<ul style="list-style-type: none"> - The rise of Oliver Cromwell from Gentleman Farmer to Lord Protector - Was the Interregnum a high or low point in English history? - How did the restoration come about? - What changed after the Great Plague and Great Fire of London? <p>The Triangular Trade and its consequences. (b, c, g) Enquiry lesson sequence:</p> <ul style="list-style-type: none"> - Why did Englishmen sail to the 'new world'? - The New World and its links to the Old - What lead to the rise and fall of slavery? - Who led the abolition movement and why? - How were Black Americans treated after 1863? 	<p>significant British, local and world history establishing narratives within and across periods of study</p> <ul style="list-style-type: none"> • I can confidently carry out independent historical research, analysing a range of source material • I can explain key features of time periods studied and make connections and comparisons between them • I can evaluate the reliability and usefulness of sources and explain reasons for bias • I can analyse underlying/shorter term/trigger and economic/political/social causes and consequences and explain links between them • I can assess the extent of change and continuity within and between time periods and I can suggest reasons for it • I can evaluate different interpretations • I can prioritise the reasons for historical significance of given events/people • I can show good historical understanding in different ways, including 'unscaffolded' essays. 	<ul style="list-style-type: none"> - <i>British values:</i> toleration of different beliefs
9	<p>d) challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>h) At least one study of a significant society or issue in world history and its</p>	<p>What was the Impact of WW1? (d, h) Enquiry lesson sequence:</p> <ul style="list-style-type: none"> - What caused the First World War? - What was it like to fight on the Western Front? - What impact did the war have on women? 	<ul style="list-style-type: none"> • I can independently use historical terms in context of significant British, local and world events. • I can describe a chronologically secure knowledge and understanding of significant British, local and world history across a whole world context, within a specific period of time. 	<ul style="list-style-type: none"> - <i>British values: Democracy, ideas of proportional representation, first past the post, democracy, dictatorships, communism, capitalism</i> - <i>British values:</i> the tolerance of those with different faiths and

