

Brookvale Primary School
History Curriculum
Sequences of Learning



Subject Sequence of Learning

Year 1

Homes in the Past

Sequence of Learning (Key Questions/Key Assessment)

KQ1: Are all homes the same?

KQ2: How are homes similar and different?

KQ3: What homes can we find in our local area? (Geography fieldwork study link)

KQ4: What do we use different rooms for in our homes?

KQ5: How did building materials change between the Medieval and Victorian period?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ6: What were Victorian homes like inside?

KQ7: What is similar/different between Victorian and modern homes?

KQ8: What will homes be like in the future?

End of Unit Assessment: Build/draw three houses from different periods of time and label with similarities/differences.

Historical Skill Development	Change & continuity	Cause & consequence	Interpretation of Events	Significance	Source skills & their interpretation	Compare & contrast	Enquiry	Chronology
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Then & Now – an exploration of childhood, toys, clothing, communication and transport

Sequence of Learning (Key Questions/Key Assessment)

KQ1: What are toys like today?

KQ2: What toys did people play with 100-150 years ago?

KQ3: How have toys changed through time and why?
KQ4: What is life like in for a child in a modern school/society?
KQ5: How was school/life different for children in the past?
Mid-Unit Assessment - Low-stakes quiz to inform T & L
KQ6: What modern transport do we use today?
KQ7: How did people travel 100-150 years ago?
KQ8: How has transport changed through time?
KQ9: What technology do we use to communicate today?
KQ10: What are the key inventions of the past century that help us to communicate today?
End of Unit Assessment: What are the most important things from the past that have changed the way we live today?

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Going to the Seaside

Sequence of Learning (Key Questions/Key Assessment)

KQ1: What were holidays at the seaside like 100-150 years ago?
KQ2: Why did seaside resorts become popular during the Victorian Period?
KQ3: What were popular activities at the seaside in the past?
Mid-Unit Assessment - Low-stakes quiz to inform T & L
KQ4: How do we know about seaside holidays from the past?
KQ5: How have seaside holidays changed through time?
KQ6: Do we go to the seaside for the same reason now?
End of Unit Assessment: Compare/contrast the similarities and difference between seaside holidays in the past to now.

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A day in the life of...Grace Darling

Sequence of Learning (Key Questions/Key Assessment)

KQ1: Why is Grace Darling Famous in British history?

KQ2: Why can Grace Darling be considered as an everyday hero?

KQ3: Can sources of evidence be misleading?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ4: How do we know about Grace Darling's actions which happened so long ago?

KQ5: How did sea rescue improve as a result of Grace Darling's heroic actions?

KQ6: How should we remember Grace Darling?

End of Unit Assessment: Why is Grace Darling still remembered almost 200 years later?

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Year 2

Remember, Remember the 5th of November...Gunpowder Treason & Plot

Sequence of Learning (Key Questions/Key Assessment)

KQ1: Who was King James VI?

KQ2: What was involved in the Gun Powder Plot?

KQ3: How was the Gun Powder Plot thwarted?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ4: Who is Guy Fawkes and why is he infamous in British history?

KQ5: How do we now remember the Gunpowder Plot?

End of Unit Assessment: What have we learned about the Gunpowder Plot? (Thinking Map)

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The Great Fire of London

Sequence of Learning (Key Questions/Key Assessment)

KQ1: What makes an event significant?

KQ2: What was everyday life like in C17th London?

KQ3: How do sources of evidence help us understand what happened in the past?

KQ4: Was a baker on Pudding Lane the cause of the Great Fire of London?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ5: Why did the Great Fire of London spread so quickly?

KQ6: How are primary sources more useful than secondary sources to learn about the past?

KQ7: How has the Great Fire of London caused change for the better?

KQ8: How did London recover from the Great Fire of London?

End of Unit Assessment: Explain why the Great Fire of London is considered a significant event in British History

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A day in the life of... Mary Seacole & Florence Nightingale

Sequence of Learning (Key Questions/Key Assessment)

KQ1: What is an everyday hero?
KQ2: Who was Florence Nightingale?
KQ3: Why did Florence travel to Scutari, Turkey?
Mid-Unit Assessment - Low-stakes quiz to inform T & L
KQ4: How did Florence Nightingale improve modern medicine?
KQ5: Why is Florence Nightingale considered one of the greatest women in British history?
KQ6: Who was Mary Seacole?
KQ7: How did Mary Seacole support nursing efforts during the Crimean War?
End of Unit Assessment: Compare the experiences of Mary Seacole and Florence Nightingale. Why do you think this was?

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Intrepid Explorers

Sequence of Learning (Key Questions/Key Assessment)

KQ1: What makes a person significant in history?
KQ2: Who was Christopher Columbus?
KQ3: What did Christopher Columbus 'discover' during his exploration of the oceans?
KQ4: How did Christopher Columbus's exploration influence life back in Europe?
Mid-Unit Assessment - Low-stakes quiz to inform T & L
KQ5: Who was Scott of the Antarctic?
KQ6: What was Scott's journey to the Antarctic like?
KQ7: How is our view of Scott of the Antarctica different today than in 1912?
KQ8: How did the idea of exploration change during the 1960s?
KQ9: Why was Neil Armstrong's 'small step' considered a 'giant leap'?
KQ10: What might exploration look like in the future?
End of Unit Assessment: What are the similarities and differences between Columbus, Scott and Armstrong?

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Year 3

Stone Age to Iron Age Britain								
Sequence of Learning (Key Questions/Key Assessment)								
<p>KQ1: When were the Stone, Bronze and Iron Ages in Britain and why are they termed these?</p> <p>KQ2: How did people survive during the Early Stone Age?</p> <p>KQ3: How did life change during the Stone Age?</p> <p>KQ4: What evidence do we have to show how people lived during the era of 'pre-history'?</p> <p>Mid-Unit Assessment - Low-stakes quiz to inform T & L</p> <p>KQ5: What evidence do we have to show how people lived during the era of 'pre-history'?</p> <p>KQ6: What were people's beliefs during the Stone, Iron and Bronze Age?</p> <p>KQ7: Who were the Beaker People and how did they change life in Britain?</p> <p>KQ8: What was life like in the Iron Age and how do we know?</p> <p>End of Unit Assessment: What were the key differences between the Stone, Bronze and Iron Ages?</p>								
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Ancient Egypt								
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Sequence of Learning (Key Questions/Key Assessment)

KQ1: Where do the Egyptians fit in 'ancient' history?

KQ2: Why was the River Nile important to ancient Egyptian civilisation?

KQ3: Why do we associate Howard Carter with Egypt?

KQ4: Why is 'The Boy King' more important now than in the time of Ancient Egyptian civilisation?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ5: What can we learn about the Egyptians from artefacts?

KQ6 & KQ7: What was everyday life like in ancient Egypt?

KQ8: Why did the Egyptians mummify their dead?

KQ9: What were the beliefs of ancient Egyptian people?

End of Unit Assessment: How did the Ancient Egyptians become a great civilisation?

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Ancient Greece

Sequence of Learning (Key Questions/Key Assessment)

KQ1: Where do the Ancient Greeks fit in time and place?

KQ2 & KQ3: What were the different periods of Ancient Greek civilisation?

KQ4: KQ5 & KQ6: What was everyday life like in Ancient Greece?

Mid-Unit Assessment –

KQ7: How was Ancient Greece society structured?

KQ8: Why was Athens so strong?

KQ9: How did Sparta compare to Athens?

KQ10: What happened at the Battle of Marathon?

KQ11: How 'great' was 'Alexander the Great'?

KQ12: What were the religious beliefs of the Ancient Greeks?

KQ13: Who were the scholars and philosophers in Ancient Greece?

End of Unit Assessment: What has been the lasting legacy of Ancient Greek civilisation on modern society?

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Year 4

Roman Britain								
<p>Sequence of Learning (Key Questions/Key Assessment)</p> <p>KQ1: Who were the Romans and where did they come from? KQ2: What was Britain like before the Romans? KQ3: How did the Romans conquer Britain? KQ4: How did the Romans benefit from conquering Britain? KQ5: Who was Boudicca and why did she a revolt against the Romans? Mid-Unit Assessment - Low-stakes quiz to inform T & L KQ6: How did the Romans change and control Britain? KQ7 & KQ8: What can we tell about Roman life from their buildings, technology and artefacts? KQ9: What did the Romans believe? KQ10: Why did the Romans leave Britain? End of Unit Assessment: How did the Romans change the way people lived in Britain during and after their occupation?</p>								
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Anglo Saxon Settlers

Sequence of Learning (Key Questions/Key Assessment)

KQ1: Who were the Anglo Saxons and where did they come from?

KQ2: Who were the Picts and the Scots?

KQ3 & KQ4: What was everyday life like in an Anglo Saxon village?

KQ5: Why is Sutton Hoo considered one of Britain's most significant archaeological sites?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ6 & KQ7: What were the beliefs of Anglo Saxons?

KQ8: How did Christianity return to Britain during the Anglo Saxon period?

KQ9: How was Britain organised during the reign of Anglo Saxon Kings?

KQ10: How did the reign of the Anglo Saxon Kings come to an end?

End of Unit Assessment: What are the fundamental differences between the Anglo Saxons in Britain and the Roman occupation?

Viking Invaders

Sequence of Learning (Key Questions/Key Assessment)

KQ1: Who were the Vikings and where did they come from?

KQ2: Why have the Vikings gained such a bad reputation?

KQ3: How did the Vikings try to take over Anglo Saxon Britain and how far did they get?

KQ4: How have recent excavations changed our view of Vikings?

KQ5: Why are Vikings considered great explorers?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ6 & KQ7: What was everyday life like for a Viking?

KQ8: What can we learn about Viking settlements by studying place names?

KQ9: What religion did the Vikings follow?

KQ10: How and why did the Viking occupation end in Britain?

End of Unit Assessment: Raiders or settlers: How should we remember the Vikings?

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Year 5

The Tudor Reign & Elizabethan England								
Sequence of Learning (Key Questions/Key Assessment)								
<p>KQ1: Who are the Kings and Queens of England since 1066?</p> <p>KQ2: Why was England in crisis again in the C15th</p> <p>KQ3: Why was the Battle of Bosworth a significant event to the British monarchy?</p> <p>KQ4: Why and how did Henry VIII become the first divorced man in England?</p> <p>KQ5: How did Henry VIII's actions impact on how people worshipped Christianity in England?</p> <p>KQ6: What was everyday life like in Tudor England (class differences)?</p> <p>Mid-Unit Assessment - Low-stakes quiz to inform T & L</p> <p>KQ7: What was everyday life like in Tudor England (class differences)?</p> <p>KQ8: What was everyday life like in Tudor England (class differences)?</p> <p>KQ9: How was law and order maintained in Tudor times?</p> <p>KQ10: What were the challenges for Elizabeth I, a female ruler of England?</p> <p>KQ11: How did Elizabeth lead the English Navy to victory against the Spanish Armada?</p> <p>KQ12: How did Britain enter the 'Golden Age'?</p> <p>End of Unit Assessment: Why is Elizabeth I still considered to be one of the greatest monarchs in British History?</p>								
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The Maya

Sequence of Learning (Key Questions/Key Assessment)

KQ1: How is the age of exploration linked with the discovery of an ancient civilisation?

KQ2: Who were the Mayans and where do they fit in history?

KQ3: What do artefacts tell us about how Mayan civilisation developed through time?

KQ4: How was Mayan society organised?

KQ5 & KQ6: What was everyday life like for a Mayan?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ7: What were the beliefs of the Mayan people?

KQ8 & KQ9: What did historians learn from studying the last codices?

KQ10: What factors led to the decline of Mayan civilisation?

End of Unit Assessment: Why is less known about the Maya than some periods in European History, for example, the Tudors?

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Local History: Birmingham – from its Anglo Saxon roots to modern metropolis

Sequence of Learning (Key Questions/Key Assessment)

KQ1: How did the city of Birmingham begin in the 6th Century?

KQ2: Who was Peter De Birmingham and how did he help grow the population of Birmingham?

KQ3: What industries helped Birmingham grow during the middle ages/Tudor age?

KQ4: How did the onset of the Industrial Revolution lead to Birmingham's rapid expansion?

KQ5: How was Birmingham impacted by the World Wars?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ6: How was Birmingham redeveloped post-war?

KQ7: How did the population of Birmingham change through time?

KQ8: What physical evidence remains of Birmingham's long history?

KQ9: What is Birmingham now known for and how is it likely to change in the future? End of Unit Assessment: What were the key factors that changed Birmingham from a small farmstead to the U.K's 2 nd largest city?								
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Year 6

The Victorian Reign, Industrialisation & Empire								
Sequence of Learning (Key Questions/Key Assessment) KQ1: Who was Queen Victoria and what was her lineage? KQ2: What challenges did Victoria face as a monarch? KQ3: How did Victoria extend the influence of Britain, creating an empire? KQ4: How did technological advancements lead to the Industrial Revolution? KQ5: What was life like for a child in Victorian Britain? Mid-Unit Assessment - Low-stakes quiz to inform T & L KQ6: How did people respond to the conditions children faced? KQ7: How was schooling in Victorian times different to today? KQ8: What medical advancements were made during the Victorian era? KQ9: What political changes occurred during Victoria's reign? KQ10: Why is the Victorian era known as the 'Age of innovation'? KQ11: What Christmas traditions did the Victorians introduce? End of Unit Assessment: What are the key defining moments from the Victoria era that have impacted on modern Britain/world?								
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World War 1

Sequence of Learning (Key Questions/Key Assessment)

KQ1: What were the causes of WW1?

KQ2: What was life like on the Western Front?

KQ3: Why is the Battle of the Somme considered significant in WW1 history?

KQ4: What advancements were made with warfare during WW1?

KQ5: How were animals used during WW1?

Mid-Unit Assessment - Low-stakes quiz to inform T & L

KQ6: What was the Christmas Day Truce?

KQ7: How was propaganda used to recruit men and women to join the war efforts?

KQ8: How was Britain targeted during WW1?

KQ9: What is the Treaty of Versailles?

KQ10: How do we remember the fallen?

End of Unit Assessment: What were the key defining moments in World War 1?

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World War 2

Sequence of Learning (Key Questions/Key Assessment)

KQ1: Why was Britain at War again so soon after WW1?

KQ2: Who was involved in WW2?

KQ2: What was the Battle of Britain?

KQ3: What was the Blitz and how did people respond?

KQ4: What was life like for an evacuee?

KQ5: Why was rationing necessary during WW2?

KQ6: How was propoganda used in Britain during WW2?

Mid-Unit Assessment –

KQ7: What was the role of women in the WW2 war efforts?

KQ8: What was the Holocaust?

KQ9: What were the D-Day landings?

KQ10: Who was Alan Turing and how did he help bring an end to the war?

KQ11: What was V.E. Day?

KQ12: What was life like after the war?

End of Unit Assessment: Which events in WW2 do you believe are the most significant in helping win the war?

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