



Holy Cross Catholic MAC

History Objective Planning

Year 1			
Unit	Substantive Knowledge Objective	Disciplinary Knowledge Objective	Learning Intention
Who are our heroes?	Unit Question: Who are our heroes?		
	I know about Florence Nightingale's life story.	I can recognise why certain people, events or changes were significant in history.	LI: Who is Florence Nightingale and why is she a hero?
	I know about Mary Seacole's life story.	I can learn about details from the past using various sources.	LI: Who is Mary Seacole and why is she a hero?
	I know how hospitals have changed from the past to now.	I can recognise some similarities and differences between life in the past and now.	Optional Lesson LI: How do modern hospitals today compare to hospitals in history?
	I know how Florence Nightingale's and Mary Seacole's experiences as nurses were different.	I can recognise some similarities and differences between life in the past and now.	LI: What are the similarities between Florence Nightingale and Mary Seacole?
	I know why Florence Nightingale and Mary Seacole were important as nurses in the Crimean War.	I can recognise causes and consequences of key events, changes, or people in the past.	LI: What changes did Florence Nightingale and Mary Seacole make to hospitals?
I know about the historical significance of Mary Seacole and Florence Nightingale.	I can recognise causes and consequences of key events, changes, or people in the past.	LI: What was lifelike for Florence Nightingale and Mary Seacole and do they deserve the same recognition?	
Why was the Great Fire of London so great?	Unit Question: Why was the Great Fire of London so great?		
	I know about events in London in my lifetime.	I can recognise how events and people in the past have changed our lives today.	Optional Lesson LI: What has happened in London during my lifetime?
	I know about the Great Fire of London.	I can ask questions through exploring objects and pictures.	LI: What was the Great Fire of London?
	I know about the events of the Great Fire of London. I can sequence events on a simple scale using dates.	I can recognise causes and consequences of key events, changes or people in the past.	LI: What were the key events of the Great Fire of London?
	I know about the life of Samuel Pepys and his diary.	I can distinguish between fact and fiction when listening to stories. (Samuel Pepys' diary vs. Vlad story).	LI: What can we learn about the fire from a diary?
	I know about the Fire of Notre Dame and how it was put out differently compared to the Great Fire of London.	I can recognise how events and people in the past have changed our lives today.	LI: Why did the fire spread so quickly?
I know why the Great Fire of London was significant in history.	I can recognise why certain people, events or changes were significant in history.	LI: Why Was the Great Fire of London Great?	
How has life changed since our	Unit Question: How has life changed since our King was born?		
	I know the decade the King was born in and what significant things happened in that decade. I can label timelines with words such as past, present, older, newer.	I can learn about details from the past using sources.	LI: What decade was our King born?



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King was born?	I know how toys have changed in the past 80 years.	I can recognise how events and people in the past have changed our lives today.	LI: What did the King play with when he was a child?
	I know how his childhood was different to ours.	I can recognise similarities and differences between life in the past and now.	LI: How does life then compare with the decade I was born?
	I know the most important changes that have happened in his lifetime. I can label timelines with words such as past, present, older, newer.	<i>N/A – Chronology Focus.</i>	LI: What are the most important changes that have happened in the King's lifetime?
	I know the most important changes that have happened in my lifetime	I can talk in simple ways about how the past is represented and how this can cause different accounts of history.	LI: What are the most important changes that have happened in my lifetime?





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Year 2			
Unit	Substantive Knowledge Objective	Disciplinary Knowledge Objective	Learning Intention
	Unit Question: Where did kings and queens live through time?		
Where did kings and queens live through time?	I can state ways that we can find out about the past.	I can ask questions through exploring objects and pictures.	LI: How can we find out about the past?
	I know reasons why monarchs from the past built castles.	I can understand why people in the past acted as they did.	LI: Why did monarchs build castles?
	I can name some of the most important kings and queens of the past.	I can identify why certain people, events or changes were significant in history.	LI: Who were the kings and queens of the past?
	I know who Queen Victoria was and some of the places where she lived.	I can use multiple sources to find information about the past.	LI: Who was Queen Victoria, and where did she live?
	I can talk or write about the first Queen Elizabeth.	I can use multiple sources to find information about the past.	LI: Who was the first Queen Elizabeth?
	I can give reasons why we remember King William I (William the Conqueror).	I can identify why certain people, events or changes were significant in history.	LI: Why do we remember King William I?
	I can state where kings and queens lived through time.	I can describe how events and people in the past changed our lives today.	LI: Where did kings and queens live through time?
	Unit Question: Which Form of Transport Changed Our World the Most?		
<u>Which form of transport changed our world the most?</u>	I know the significance of transport within a historical timeline; ships and boats, trains, cars and bicycles, planes and rockets. I can place events on a timeline.	I can describe how events and people in the past have changed our lives today.	LI: How has transport developed over time?
	I understand that transport has changed and impacted nationally and internationally.	I can identify cause and consequences of key events, changes, or people in the past.	LI: What impact has transport had?
	I know how Coventry has a significant role in transport invention. I understand and describe the importance of Frank Whittle's invention and can describe and recognise the use of planes within history I understand how this significant local individual – Frank Whittle- impacted the world.	I can identify why certain people, events or changes were significant in history.	LI: Why is Coventry important in transport invention?
	I can describe how cars and bicycles have impacted life, and how they have changed over time.	I can identify some similarities and differences between the past and now.	LI: How have cars and bikes changed over time?
	I understand how the Space Race was a significant time in history and know, recall and explain the Moon landings.	I can identify why certain people, events or changes were significant in history.	LI: Why was the Space Race significant in history?



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	I know about the life of Neil Armstrong	I can use multiple sources to find information about the past.	LI: Who was Neil Armstrong?
<u>Who were the famous explorers of the past and how and where did they explore?</u>	Unit Question: Who were the famous explorers of the past and how and where did they explore?		
	I know where a range of explorers explored; including the deep sea, space, mountains, deserts, rainforests, the artic.	I can say where people have explored.	LI: Where could people explore?
	I know where and can explain why Slyvia Earle, Roald Amundsen, Charles Darwin, Ibn Battuta, Neil Armstrong and Edmund Hillary explored.	I can identify where the explorers we have looked at explored.	LI: Where did the explorers we looked at explore?
	I understand and can explain why Charles Darwin's explorations were important.	I can state why Charles Darwin's explorations were important.	LI: Why were Charles Darwin's explorations important?
	I can recall and place explorations on a timeline	I can state when and where the different explorations happened.	LI: Where and when did different explorations happen?
	I know that there are similarities and differences between the explorers	I can identify some similarities and differences between the explorers.	LI: How were the explorers different?
	I know the importance of Christopher Columbus' actions and can explain how they contributed and impacted on the world.	I understand how explorations have changed our lives.	LI: How have explorations changed our lives?





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Year 3

Unit	Substantive Knowledge Objective	Disciplinary Knowledge Objective	Learning Intention
Unit Question: The Stone Age, Bronze Age and Iron. Would you prefer to have lived?			
The Stone Age, Bronze Age or Iron Age. When would you prefer to have lived?	I know when the Stone Age, Bronze Age and Iron Age were and some of their key events. I can place the time being studied on a timeline using dates. I understand that a timeline can be divided into BC and AD. I can use words and phrases relating to time, such as: century and decade.	<i>N/A – chronology focus.</i>	LI: What are the main ages of pre-historic Britain?
	I know what life was like in the Stone Age.	I can explore the idea that there are different accounts of history.	LI: What was new about the ‘New Stone age’?
	I know about who Cheddar Man and give reasons for why he is important.	I can describe why certain events, trends or individuals are significant to our understanding of history.	LI: Who was Cheddar Man and why was he important?
	I can give reasons for which era of the Stone Age I would have preferred to have lived in.	I can use my research to form an answer to a question with support.	LI: Which era of the Stone Age would you have preferred to live in? Why?
	I know what life was like in the Bronze Age.	I can begin to explore the causes and consequences for key events or people in the past using simple evidence.	LI: Why and when did the Bronze Age begin?
	I know about life in the Iron Age.	I can describe some similarities and differences between life in the past and now.	LI: What was the Iron Age and what was it like?
	I can explain which Age I think is the best.	I can use my research to form an answer to a question with support.	LI: Which was the best: the Stone, the Bronze or the Iron Age?
	I know about Julius Caesar and why he came to Britain.	I can research information with support and select relevant information.	LI: Did Julius Caesar come to Britain because it was rich?
	I know why the pre-historic era came to an end.	I can begin to understand how continuity and change in history has impacted our lives today.	LI: How did the pre-historic era end?
Unit Question: Why was Ancient Egypt such a successful civilisation?			
Why was Ancient Egypt such a successful civilisation?	I know who the Ancient Egyptians were, and when they existed. I can place ages in order of time and use key chronological words (BCE and CE).	I can ask questions about a historical period.	LI: Where and when was Ancient Egypt?
	I know the importance of the River Nile to the Ancient Egyptian’s growth and prosperity.	I can begin to explore the causes and consequences for key events or people in the past using simple evidence.	LI: Why was the River Nile so important to Egypt’s growth and prosperity?



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	I can state why the organisation of Egyptian society led it to prosper.	I can begin to understand how continuity and change in history has impacted our lives today.	LI: How did the organisation of Egyptian society help it to prosper?
	I know what the Egyptians beliefs and practices were.	I can research information with support and select relevant information.	LI: What were the Egyptians beliefs and practices?
	I know why the Ancient Egyptian empire was lost to the Romans.	I can identify and give simple reasons for the different ways the past is represented.	LI: How was the Ancient Egyptian empire lost to the Romans?
	I know about how the Ancient Egyptian civilisation grew and developed until it was conquered.	I can begin to explore the causes and consequences for key events or people in the past using simple evidence.	LI: How did the Civilisation of Ancient Egypt Wax and Wane?



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Year 4

Unit	Substantive Knowledge Objective	Disciplinary Knowledge Objective	Learning Intention
Unit Question: Can we thank the Greeks for anything in our lives?			
Can we thank the Greeks for anything in our lives?	I know who the Ancient Greeks were. I can place key events on a timeline using dates (BCE/CE).	I can ask questions about a historical period.	LI: Who were the Ancient Greeks?
	I know about the lives in Athens and Sparta.	I can use my research to form an answer to a question independently.	LI: Would you prefer to live in Athens or Sparta?
	I know what artefacts, archaeology, myths and legends are, and how they can teach us about life in Ancient Greece.	I can research information independently and select relevant information.	LI: What can artefacts, archaeology, myths and legends teach us about what life was like for Ancient Greeks?
	I know what schools were like in Ancient Greece and compare them to our school.	I can identify similarities and differences between different versions of history.	LI: What similarities can we find between our school and the schools in Ancient Greece?
	I know how Ancient Greece was governed.	I can explore cause and consequences of key events or people, and how consequences have impacted our lives today.	LI: How was Ancient Greece governed?
	I know about the Olympic Games in Ancient Greece.	I can use evidence to describe why certain events, trends or individuals were significant to our understanding of history.	LI: What is the legacy of the Olympic games?
	I know about how the Ancient Greek civilisation developed and why it was significant in history.	I can describe how continuity and change in history has impacted our lives today.	LI: Can We Thank the Ancient Greek Civilisation for Anything in our Lives Today?
Unit Question: How did the Roman Empire impact Britain?			
How did the Roman Empire impact Britain?	I know who the Romans were and what life was like in early Rome.	I can begin to give reasons for why there may be different accounts of history.	LI: What do we know about early Rome and how do we know this?
	I know who was in charge of the Roman Empire. I can give names of groups of people who were in charge and of significant people.	I can explore the causes and consequences of key events or people, and how consequences have impacted our lives today.	LI: Who was in charge of the Roman Empire?
	I can explain why the Roman army was so powerful and so successful.	I can research information independently and select relevant information.	LI: How powerful was the Roman Army?
	I know the events that led up to the invasion of Britain by Emperor Claudius.	I can explore the causes and consequences of key events or people, and how consequences have impacted our lives today.	LI: What events led up to Emperor Claudius invading Britain?
	I know what Roman settlements and Celtic villages were like and I can compare them.	I can identify similarities and differences between different versions of history.	LI: How did the Roman settlements compare to Celtic villages?
	I know who Boudicca is and why she is significant in history.	I can simply evaluate the usefulness of different versions of history.	LI: Queen Boudicca: Hero or villain?



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	I know how the Romans protected their land, and I can explain how historians know this.	I can describe how continuity and change in history has impacted our lives today.	LI: How did the Romans protect their land and how do we know this?
	I know the events that took place in the final years of the Roman Empire.	I can use evidence to describe why certain events, trends or individuals were significant to our understanding of history.	LI: What happened in the final years of the Roman Empire?
Unit Question: Was Medieval Baghdad more advanced than Medieval London?			
Was Medieval Baghdad more advanced than Medieval London?	I know reasons why Islam spread so far and so fast.	I can explore the causes and consequences of key events or people, and how consequences have impacted our lives today.	LI: Why did Islam spread?
	I know reasons why Baghdad was so special and the importance of Medieval Baghdad.	I can use evidence to describe why certain events, trends or individuals were significant to our understanding of history.	LI: What was so special about Baghdad?
	I can explain what it was like to live in London in 900AD and compare this to Medieval Baghdad.	I can identify similarities and differences between different versions of history.	LI: Was London a nice place to live in the year 900AD?
	I can compare and contrast how people were treated in the Islamic and European world during the Medieval period.	I can identify similarities and differences between different versions of history.	LI: Were people treated better in the Islamic or European world?
	I know who Ibn Battuta was and how the Crusades impacted him.	I can explore the causes and consequences of key events or people, and how consequences have impacted our lives today.	LI: What can we learn from Ibn Battuta about the impact of the Crusades on the East?
	I know how Muslim minds changed the world.	I can describe how the continuity and change in history has impacted our lives today.	LI: How did Muslim minds change the world?





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Year 5

Unit	Substantive Knowledge Objective	Disciplinary Knowledge Objective	Learning Intention
Unit Question: How did England change during the settlement of the Vikings and Anglo-Saxons?			
How did England change during the settlement of the Vikings and Anglo-Saxons?	I know what life was like in England (Britannia) at the end of the 4 th century.	I can research information with increasing confidence.	LI: What was life like in England (Britannia) at the end of the 4 th century?
	I know how life changed in England after the fall of the Roman Empire.	I can begin to use evidence to explain the causes of key events or actions of people, and how consequences impacted life at the time and today.	LI: How did life change in England after the fall of the Roman Empire?
	I know where the Angles, Saxons and Jutes came from and where they settled. I know why they settled in Britain.	I can begin to use evidence to explain the causes of key events or actions of people, and how consequences impacted life at the time and today.	LI: Why did the Angles, Saxons and Jutes settle in Britain?
	I know how Anglo-Saxon Britain was ruled and can give the name of key rulers.	I can evaluate evidence and choose the most reliable sources to answer a question.	LI: How was Anglo-Saxon Britain ruled?
	I understand how the Anglo-Saxons rulers kept control of their kingdoms.	I can use evidence to explain how certain events, trends or individuals were significant in influencing our lives today.	LI: How did the Anglo-Saxons keep control of their kingdoms?
	I know what shifts in power and religion there were during the Anglo-Saxon period and I can explain how I know this.	I can analyse how the pace, nature and extent of continuity/change has impacted history and begin to use evidence to support my argument.	LI: What shifts in power and religions were there and how do we know?
	I understand who the Vikings were and why they came to Britain. I know what a Viking raid was like and why they were so successful in causing fear, e.g. Lindisfarne.	I can begin to use evidence to explain the causes of key events or actions of people, and how consequences impacted life at the time and today.	LI: Who were the Vikings and why did they carry out raids?
	I know where the Vikings settled and I know who was in charge.	I can research information with increasing confidence.	LI: Where did the Vikings settle and who was in charge?
Unit Question: How is the history of Britain reflected in our local area?			
How is the history of Britain reflected in our local area?	I know what life was like in Medieval England.	I can investigate a topic by posing questions to answer.	LI: What was life like in Medieval England?
	I understand why Lady Godiva rode through Coventry naked.	I can use evidence to explain how certain events, trends or individuals were significant in influencing our lives today.	LI: Why did Lady Godiva ride naked through the streets of our city?
	I know who fought in the English Civil War of 1642. I know reasons why there was a civil war.	I can begin to use evidence to explain the causes of key events or actions of people, and how consequences impacted life at the time and today.	LI: Who was fighting in the English Civil War of 1642?
	I understand the meaning of being 'Sent to Coventry.'	I understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.	LI: What is the meaning of being 'Sent to Coventry?'



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	I understand how and why Britain became the 'workshop of the world.'	I can begin to use evidence to explain the causes of key events or actions of people, and how consequences impacted life at the time and today.	LI: How did Britain become the 'workshop of the world?'
	I know what life was like in an industrial city.	I can give reasons for why there are different accounts of history.	LI: What was life like in an industrial city?
	I know how bicycles saved Coventry in the 19 th century.	I can research information with increasing confidence.	LI: How did bicycles saved Coventry in the 19 th century?
	I know reasons why Coventry became the birthplace of the motorcar.	I can analyse how the pace, mature and extent of continuity/change has impacted history and begin to use evidence to support my argument.	LI: How did Coventry become the birthplace of the motorcar?
	I know why the Germans tried to destroy Coventry.	I can use evidence to explain how certain events, trends or individuals were significant in influencing our lives today.	LI: Why did the Germans try to destroy Coventry?
	I know why Coventry was compared to Detroit.	I can use similarities and differences to compare and make connections between aspects of history.	LI: Why did Coventry become known as 'Britain's Detroit?'
	I know why The Specials sang about Coventry being a Ghost Town.	I understand that some evidence from the past is propaganda, opinion, or misinformation, and that this affects interpretations of history.	LI: Why did the Specials sing a song about a 'Ghost Town'?





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Year 6

Unit	Substantive Knowledge Objective	Disciplinary Knowledge Objective	Learning Intention
Unit Question: Which Elizabeth should win the award for the best English monarch?			
Which Elizabeth should win the award for the best English monarch?	I know how Elizabeth I became Queen of England.	I can use evidence to explain the causes of key events or actions of people, and how consequences impacted life at the time and our lives today.	LI: How did Elizabeth end up as Queen of England?
	I know what a monarch 'good'.	I understand how conclusions have been made from evidence, and how these can differ and may not always be accurate.	LI: What makes a monarch 'good'?
	I can state how different life was for women in the 1500s and the 1950s.	I can analyse similarities and differences to make comparisons and connections between aspects of history, using evidence to support my argument.	LI: How different was life for women in the 1500s and the 1950s?
	I know the challenges Elizabeth I faced.	I can research information using primary and secondary sources.	LI: What challenges did Elizabeth I face?
	I can discuss if it was easier to be Queen in the 20 th century or the 16 th century.	I can consider ways of checking the accuracy of interpretations.	LI: Was it easier to be Queen in the 20 th century?
	I can make an argument for who was the best 'Beth'.	I can select the most reliable and accurate sources to support answers to a question.	LI: Who was the best 'Beth'?
Unit Question: Why was the Battle of Britain so much more than a battle for Britain?			
Why was the Battle of Britain so much more than a battle for Britain?	I know the reasons for a world war starting in 1939.	I can investigate a topic by posing questions to answer.	LI: Why was there a world war in 1939?
	I can give reasons for the importance of the Battle of Britain.	I can use evidence to explain how certain events, trends or individuals were significant in influencing history and our lives today.	LI: Why did Britain need to win the Battle of Britain?
	I can state reasons for why the Germans tried to destroy Coventry.	I can use evidence to explain the causes of key events or actions of people, and how consequences impacted life at the time and our lives today.	LI: Why did the Germans try to destroy Coventry?
	I know what a 'Blitz Spirit' was in Coventry.	I understand how conclusions have been made from evidence, and how these can differ and may not always be accurate.	LI: Was there a Blitz Spirit in Coventry?
	I know why the British needed to invade France.	I can analyse how the pace, nature and extent of continuity/change has impacted history, using evidence to support my argument.	LI: Why did the British need to storm the beaches of Normandy in 1944?
	I know how life changed for European Jews during the Second World War?	I can use evidence to explain the causes of key events or actions of people, and how consequences impacted life at the time and our lives today.	LI: How did life change for European Jews during the Second World War?
Unit Question: How has crime and punishment changed in Britain over time?			



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How has crime and punishment changed in Britain over time?	I know about crime and punishment.	I understand how conclusions have been made from evidence, and how these can differ and may not always be accurate.	LI: What is crime and punishment?
	I know about crime and punishment in Roman Britain.	I can use evidence to explain how certain events, trends or individuals were significant in influencing history and our lives today.	LI: What was crime and punishment like in Roman Britain?
	I know about crime and punishment in the Anglo-Saxon period.	I can research information using primary and secondary sources.	LI: What was crime and punishment like during the Anglo-Saxon period?
	I can explain how the police force developed in the 20 th century.	I can analyse how the pace, nature and extent of continuity/change has impacted history, using evidence to support my argument.	LI: How did the police force develop throughout the 20 th century?
	I can compare and contrast crime and punishment in modern-day society with the past.	I can analyse similarities and differences to make comparisons and connections between aspects of history, using evidence to support my argument.	LI: What is crime and punishment like today compared with the past?

