



Uplands History Curriculum

Our history curriculum follows a two-year rolling programme. It fully covers the National Curriculum and has some additional units which we have created to enhance the topics being studied that term.

We include areas of study that relate to our specific location: our Victorian school; the history of local monuments; the impact of the industrial revolution on Stroud; the history of Stroud's canals and cloth industry.

Our history curriculum has our five Big Ideas weaved throughout (diversity, the environment, similarities and differences, relationships and changes).

We have ensured that our history curriculum includes coverage of black history across our two-year programme of study: Black Roman soldiers, Septimus Severus, Sarah Forbes Bonetta, Mary Seacole, black and Asian soldiers during WWII, Dr Daniel Hale Williams, Dr Charles Drew and the Hidden Figures of the Space Race all appear in our curriculum.

We use rich texts where possible to enhance the learning.

Our history curriculum makes links to prior learning and is sequenced from reception to year 6.

We use real-life sources of history whenever possible. We use relevant trips to enhance the learning of some of our units.

We have planned an end of unit outcome for each of our history units and picked the key learning points that will enable our children to reach that end point. The key learning is the information we want our children to retain from that unit.



Merlins Year A and B History Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Development Matters: Begin to make sense of their own life-story and family's history.</p> <p>Future learning: Owls - Changes in our lifetime.</p> <p>Big ideas: Changes, similarities and differences.</p>	<p>Previous learning: Development matters: Talk about what they see, using a wide vocabulary.</p> <p>Future learning: Owls – changes in our lifetime.</p> <p>Big ideas: Changes, similarities and differences.</p>	<p>Previous learning: Development matters: Understand the key features of the life cycle of a plant and an animal.</p> <p>Future learning: Owls – David Attenborough</p> <p>Big ideas: Environment.</p>
Key Learning	<p>Understanding the world To understand how we have changed since we were babies. To understand what life was like for our grandparents.</p> <ul style="list-style-type: none"> We looked different when we were babies. We couldn't walk, talk or feed ourselves when we were babies. <p><i>End of unit enquiry question: How have you changed since you were a baby?</i></p>	<p>Understanding the world To understand how transport was different in the past.</p> <ul style="list-style-type: none"> Trains looked different in the past. Trains used to be powered by steam created from burning coal. <p><i>End of unit enquiry question: How have trains changed over the years?</i></p>	<p>Understanding the world To know that dinosaurs were real and we learn about them from fossils.</p> <ul style="list-style-type: none"> Fossils are the remains or marks made of a dead animal from a long time ago. Dinosaurs were reptiles that lived on the Earth a long time ago. <p><i>End of unit enquiry question: What can we learn from fossils?</i></p>
Vocab	Past, present.	Past, steam train.	Fossils, past, dinosaurs, extinct.



Owls Year A History Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Merlins – differences in the past. Future learning: Kestrels: leaders – Queen Victoria. Big ideas: Changes.</p>	<p>Previous learning: Reception – life was different for our grandparents. Future learning: Kestrels – differences in daily life in Victorian period. Big ideas: Changes, similarities and differences, diversity.</p>	<p>Previous learning: Reception – life was different for our grandparents. Future learning: Kestrels – how Stroud changed during the Victorian era. Big ideas: Changes, environment.</p>
Key Learning	<p>Events beyond living memory To understand the events of the Great Fire of London and how it changed London.</p> <ul style="list-style-type: none"> • The Great Fire of London started on Pudding Lane 2nd September 1666. • The fire spread easily because the houses were built so close together, were mainly made out of wood, and there was a strong wind. The only method for putting the fire out was to use buckets of water. • After the fire, London was rebuilt with mainly brick houses, wider streets and restrictions to how tall houses could be. It also led to an early version of the fire brigade being created. <p><i>End of unit enquiry question: How did the Great Fire of London change London?</i></p>	<p>Changes within living memory To recognise how the food we eat has changed over time due to changes in travel and technology.</p> <ul style="list-style-type: none"> • In the past, you would only eat food that was produced in the country you lived in. • Nowadays, food is transported from different countries using aeroplanes and ships. • There have been innovations in food production creating new types of food: microwave meals, frozen foods, ready meals, fast food, meat substitutes. <p><i>End of unit enquiry question: What has had the biggest impact on the food we eat now?</i></p>	<p>Significant historical events in our own locality To understand how Stroud has changed over the last one hundred years.</p> <ul style="list-style-type: none"> • Stroud High Street a hundred years ago would have had horse and carts instead of cars and gas lights instead of electrical lights. • The shops and buildings are mostly the same but what they are selling would have changed. • Herbert Sidney Park was a man who died in WWI and whose father created a memorial for him in Stroud that is still there now: Park Gardens. <p><i>End of unit enquiry question: Why are Park Gardens important to the people of Stroud?</i></p>
Vocab	Parliament, king, evidence.	Innovations, inventions.	War, memorial, Victorian.



Owls Year B History Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Merlins – dinosaurs. Future learning: Kestrels - Jane Goodall. Big ideas: Environment</p>	<p>Future learning: Kestrels - Victorians. Big ideas: Diversity, similarities and differences</p>	<p>Previous learning: Merlins – changes in transport. Future learning: Kestrels - Victorians. Big ideas: Changes</p>
Key Learning	<p>Significant individuals To recognise the work of David Attenborough and his impact on the natural world.</p> <ul style="list-style-type: none"> • David Attenborough is a British natural historian and biologist. • David Attenborough has presented and directed many TV shows about natural history sharing his love of the natural world. • He has a number of species of animals and plants named after him including a beetle, a dinosaur and a rare plant. <p>End of unit enquiry question: What will David Attenborough be remembered for?</p>	<p>Significant individuals To compare life and experiences of Florence Nightingale, Edith Cavell and Mary Seacole.</p> <ul style="list-style-type: none"> • Florence Nightingale was a nurse during the Crimean War in 1854. She started the first nurses training school in the world. She reduced deaths in hospitals by suggesting people wash their hands before treating patients. • Mary Seacole was a British-Jamaican nurse. She wanted to help during the Crimean War but she wasn't allowed to go. She funded her own travel to the Crimea and built a hotel there to sell food, medicine and supplies to the troops. • Edith Cavell was a nurse during WWI. She looked after patients from all sides. She helped soldiers escape from the Germans; she was arrested and shot for this act of bravery. <p>End of unit enquiry question: What were the differences in their experiences as nurses?</p>	<p>Significant historical events in our own locality To understand how the Industrial Revolution changed Stroud.</p> <ul style="list-style-type: none"> • The industrial revolution began around 1760 and was a period of great change in industry, technology and science. • Stroud became known for its cloth mills and, at one point, had 150 working cloth mills. • The canals were opened in 1779 and used to transport goods, including cloth, to different cities. <p>End of unit enquiry question: How did the Industrial Revolution change the lives of people living in Stroud?</p>
Vocab	Natural history, biologist, natural world, species.	Crimean War, Crimea, World War II.	Industrial revolution, industry, technology, century.



Kestrels Year A History Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p>Prior learning: Owls - The industrial revolution. Future learning: Eagles – Charles Darwin (time period). Big ideas: Changes, diversity, similarities and differences.</p>	<p>Previous learning: Owls – significant individuals. Future learning: Eagles – significant individuals. Big ideas: Environment.</p>	<p>Future learning: Kestrels – Romans/Ancient Maya. Eagles – Ancient Egyptians/Ancient Greeks. Big ideas: Changes.</p>
Key Learning	<p>A local history study To understand how Stroud changed during the Victorian era and how life changed for children during this period.</p> <ul style="list-style-type: none"> Victoria became queen in 1837 and reigned for 64 years until 1901. Her reign was a significant period of change in Britain: buildings, jobs, transport, schooling and women’s rights all changed during this time. In 1942, the Mines Act came into force which put an end to child labour; prior to this, children could work in jobs such as chimney sweeps, street-sellers, factory workers and servants. In 1870, the Education Act was enacted meaning there would be schooling for all children. <p>End of unit enquiry question: What was the most significant change that happened during the Victorian period?</p>	<p>British history beyond 1066 To recognise the achievement of the explorer Ernest Shackleton.</p> <ul style="list-style-type: none"> Ernest Shackleton was an explorer and sailor. He went on three missions to reach the South Pole, starting in 1902 when he got the closest anyone had managed to get to it at that time. In 1914, he led a journey to cross Antarctica on a ship called Endurance. Endurance got trapped in the ice. Shackleton and five members of the mission travelled 1300km to find help. All his men were safely rescued. <p>End of unit enquiry question: Why do we still remember Ernest Shackleton?</p>	<p>Changes in Britain from Stone Age to Iron Age To recognise how life changed in the UK from the Stone Age period to the Iron Age.</p> <ul style="list-style-type: none"> The Stone Age began 2.5 million years ago and was when humans first began to use stone tools. Humans survived by being hunter-gatherers. The Bronze Age began around 2,500BC. Humans began to use bronze to make tools and weapons. Humans began to develop agriculture as a way of life and lived in settlements. The Iron Age began around 700BC. People lived in communities and used iron to make weapons and tools. Many people lived in hill forts to keep them safe from attack. <p>End of unit enquiry question: What was the most significant development for human civilisation during the Stone Age, Bronze Age and Iron Age?</p>
Vocab	Suffragettes, reign, child labour.	Explorer, expedition, mariner.	Neanderthal, homo-sapiens, prehistory, AD, BC, Palaeolithic, Mesolithic, Neolithic, flint, agriculture, settlement, Stone Age, Bronze Age, Iron Age, hunter-gatherers.



Kestrels Year B History Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Kestrels – Stone Age to Iron Age.</p> <p>Future learning: Eagles – Anglo-Saxons.</p> <p>Big ideas: Changes.</p>	<p>Previous learning: Owls – David Attenborough.</p> <p>Future learning: Eagles – Charles Darwin.</p> <p>Big ideas: Environment.</p>	<p>Previous learning: Kestrels – Stone Age to Iron Age.</p> <p>Future learning: Eagles – Ancient Egyptians.</p> <p>Big ideas: Changes, relationships.</p>
Kestrels	<p>The Roman Empire and its impact on Britain To recognise the impact of the Roman Empire on modern Britain.</p> <ul style="list-style-type: none"> • The Romans invaded Britain in 43AD. • The Romans introduced Christianity to Britain. • They changed the infrastructure of the country by building roads, towns and introducing plumbing. They built public baths and amphitheatres. • Boudicca led a rebellion against the Romans in 61AD. • The Romans left Britain in 409AD. <p>End of unit enquiry question: What was the biggest impact of the Roman civilisation on modern Britain?</p>	<p>Significant individual To recognise the work of Jane Goodall and her impact on the natural world.</p> <ul style="list-style-type: none"> • Jane Goodall is a British scientist and conservationist who studied chimpanzees. • She is considered the world’s leading expert on chimpanzees. • She discovered that chimps use tools, which prior to that was thought to be something only humans do. • She observed many similarities between chimpanzee and human behaviours. <p>End of unit enquiry question: What were Jane Goodall’s most significant discoveries?</p>	<p>A non-European society To understand the Mayan civilisation and how the people lived their lives.</p> <ul style="list-style-type: none"> • The Ancient Mayan civilisation was in existence from 1800BC to 1519 in Mesoamerica: Mexico and part of Central America. • They built huge pyramids using slaves; some pyramids were temples used to worship gods. • Mayan society was split into city states who would trade between each other. They lived in a hierarchical society. • They created a detailed calendar system which they used to be very successful farmers. <p>End of unit enquiry question: Why did the ancient Mayan civilisation come to an end?</p>
Vocab	AD, BC, empire, emperor, infrastructure, rebellion, century, civilisation, conquer, aqueduct, invasion, Latin.	Observation, naturalist, conservationist.	Pyramids, hieroglyphics, civilisation, AD, BC, Mesoamerica, conquistadors, archaeologists, society, hierarchy, trade.



Eagles Year A History Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Owls/Kestrels - David Attenborough and Jane Goodall; animal conservation/Victorian period.</p> <p>Big Idea: Environment, Changes, Diversity.</p>	<p>Previous learning: Kestrels - The Romans invaded Britain in 43AD and left in 410AD.</p> <p>Future learning: KS3: the development of Church, state and society in Medieval Britain 1066-1509</p> <p>Big idea: Relationships, Changes.</p>	<p>Previous learning: Kestrels - Understanding the meaning of invasion, battle.</p> <p>Future learning: Eagles - The Space Race began after the Cold War which followed on from WWII/KS3: challenges for Britain, Europe and the wider world 1901 to the present day.</p> <p>Big idea: Changes, Relationships, Diversity.</p>
Eagles	<p>Significant individuals To recognise the work of Charles Darwin and his impact on the natural world. To recognise the important work of Dr Daniel Hale Williams and Dr Charles Drew.</p> <ul style="list-style-type: none"> Charles Darwin was an English naturalist who visited the Galapagos Islands in 1835. Whilst at the Galapagos Islands, he observed how finches had adapted and changed to suit the island they were living on. He created his theory of evolution by natural selection: animals with the characteristics most suited to their environment are more likely to survive and pass these characteristics on to their offspring. <p>End of unit enquiry question: Why was Charles Darwin's work so important to our understanding of the natural world?</p>	<p>The Vikings and Anglo-Saxons To understand the chronology from the Romans to the Anglo-Saxons to the invasion of the Vikings and their impact on Great Britain.</p> <ul style="list-style-type: none"> After the Romans' occupation of Britain, tribes from Denmark, Germany and the Netherlands settled in England in 410AD: The Anglo-Saxons. During the Anglo-Saxon period, Britain was separated into seven different kingdoms with seven different kings. In 793AD, the Vikings first invaded England and continued to raid Britain for the next century. They were successful in colonising lots of England which became known as Danelaw. King Alfred managed to keep them out of Wessex and eventually became King of the rest of England. <p>End of unit enquiry question: How should we remember the Vikings – raiders or settlers?</p>	<p>A study in British history beyond 1066 To understand the importance of the Battle of Britain and identify how Britain was affected during the war.</p> <ul style="list-style-type: none"> World War II began in 1939 when Germany invaded Poland. The Battle of Britain happened in 1940 when Germany needed to control the British skies to be able to defeat us. During this time, the Germans targeted civilian homes and landmarks; this became known as The Blitz. Children were evacuated to safer parts of the country and food was rationed. The success of the British RAF during the Battle of Britain was partly due to contributions from pilots from all over the British Empire: Jamaica, Canada, Australia and New Zealand. The Germans were defeated in 1945. <p>End of unit enquiry question: How did Britain's RAF defeat the Luftwaffe when they were so much smaller in number?</p>
Vocab	Naturalist, natural selection, theory of evolution.	Heptarchy, Anglo-Saxon, Vikings, colonising, unify, treaty, Normans, invade, raiders, settlers, kingdoms.	Treaty, propaganda, Luftwaffe, evacuation, rationing, Kindertransport, fascism,



Eagles Year B History Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Eagles – World War II. Future learning: KS3 Challenges of the wider world to the present day. Big ideas: Diversity, relationships.</p>	<p>Previous learning: Kestrels – Ancient Maya. Future learning: Eagles – Ancient Greeks. Big ideas: Changes, similarities and differences.</p>	<p>Previous learning: Eagles – Ancient Egyptians. Kestrels – Ancient Maya. Future learning: KS3 Ancient civilisations Big ideas: Changes, similarities and differences.</p>
Key Learning	<p>Significant historical event To identify how and why The Space Race began and how this changed the world’s understanding of space.</p> <ul style="list-style-type: none"> • The Space Race began after the Cold War and was between USSR (now Russia) and the USA. • In 1957, the USSR launched Sputnik into space. • Yuri Gargarin (Russian) was the first man in space in 1961. • Valentina Tereshkova (Russian) was the first woman in space in 1963. • In 1969, Neil Armstrong (American) was the first man to set foot on the moon. <p>End of unit enquiry question: What was the most significant achievement during the Space Race?</p>	<p>The achievement of the earliest civilisations To understand the ancient Egyptian civilisation and how the people lived their lives.</p> <ul style="list-style-type: none"> • The Ancient Egyptian civilisation existed from around 3100BC until Cleopatra died in 30BC. • They used slaves to build huge pyramids that were used as tombs for the pharaohs. Many of these are in the Valleys of the Kings and Valleys of the Queens. • Archaeologist learnt a lot about the Ancient Egyptian civilisation from the contents of the pyramids. • The Rosetta Stone had a decree written in it in Egyptian hieroglyphics and Ancient Greek. This is how historians were able to work out what hieroglyphics were saying. <p>End of unit enquiry question: How do we know so much about the Ancient Egyptian civilisation?</p>	<p>Ancient Greece To understand the ancient Greek civilisation and its impact on modern Europe.</p> <ul style="list-style-type: none"> • The Ancient Greek civilisation existed from 776BC to 146BC. • They held the first Olympic Games in 776BC. • The Ancient Greeks are credited with inventing democracy: this means the ordinary people get a say in how in their country is run. • In 336BC, Alexander the Great takes over Greece. • Our alphabet is based on the Ancient Greek alphabet and many of the system we use in mathematics today were invented by the Ancient Greeks. <p>End of unit enquiry question: How have the Ancient Greeks influenced modern Britain today?</p>
Vocab	<p>The Cold War, Sputnik, primary sources, secondary sources, bias, propaganda.</p>	<p>Pharaohs, pyramids, hieroglyphics, civilisation, sarcophagus, tomb, sphinx, Canopic jars, trade, AD, BC.</p>	<p>Democracy, civilisation, AD, BC, emperor, empire, artefact, myth, classical.</p>