

At Pilgrim Academy, our wider curriculum subjects follow the methods outlined through the Chris Quigley Essentials curriculum, which we have adapted for our school. Our long-term plans are designed to focus on key topics, each with key knowledge categories.

Overview	Autumn term	Spring term	Summer term
Milestone 1	Great Fire of London	The Crimean War	The Moon Landing
	Significant Person: Samuel Pepys	Significant Person: Florence Nightingale	Significant Person: Neil Armstrong
Milestone 2	Stone Age	Ancient Egypt	The Roman Empire
Milestone 3	Ancient Greeks	Victorians	Second World War

Cycle 1 Key Skills	Autumn term	Spring term	Summer term
Milestone 1	Great Fire of London Investigate and interpret the past	The Crimean War Investigate and interpret the past	The Moon Landing Build an overview of world history
	 Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways 	 Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways 	 Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.
	the past has been represented. Use	the past has been represented. Use	Communicate historically

	artefacts, pictures, stories, online	artefacts, pictures, stories, online	Use words and phrases such as:
	sources and databases to find out	sources and databases to find out	- a long time ago
	about the past.	about the past.	- recently
			 when my parents/carers were
	Understand chronology	Describe historical events.	children
	Place events and artefacts in order	Describe significant people from the	 years, decades and centuries
	on a timeline.	past.	to describe the passing of time.
	Label timelines with words or	Recognise that there are reasons	
	phrases such as: past, present, older	why people in the past acted as	Show an understanding of concepts such
	and newer.	they did.	as:
	 Use dates where appropriate. 		 nation and a nation's history
	Recount changes that have occurred	Understand chronology	- civilisation
	in their own lives.	Place events and artefacts in order	- monarchy
		on a timeline.	- parliament
	Communicate historically	Label timelines with words or	- democracy
	Show an understanding of concepts such	phrases such as: past, present,	- war and peace.
	as:	older and newer.	
	- nation and a nation's history	 Use dates where appropriate. 	
	- civilisation	 Recount changes that have 	
	- monarchy	occurred in their own lives.	
	- parliament		
	- democracy		
	- war and peace.		
Milestone 2	Stone Age	Ancient Egypt	The Roman Empire
	Build an overview of world history	Understand Chronology	Build an overview of world history
	Give a broad overview of life in	Place events, artefacts and	 Describe changes that have
	Britain: from ancient to medieval	historical figures on a timeline using	happened in the locality of the
	times.	dates.	school throughout history.
	Compare some of the times studied	Understand the concept of change	Give a broad overview of life in
	with those of other areas of interest	over time, representing this, along	Britain: from ancient to medieval
	around the world.	with evidence, on a timeline.	times. Compare some of the times
	Describe the social, ethnic, cultural	Use dates and terms to describe	studied with those of other areas of
	or religious diversity of past society.	events.	interest around the world.
	Describe the characteristic features		Describe the social, ethnic, cultural
	of the past, including ideas, beliefs,	Build an overview of world history	or religious diversity of past society.

• Describe the social, ethnic, cultural

or religious diversity of past society.

Describe the characteristic features

of the past, including ideas, beliefs,

attitudes and experiences of men,

women and children.

Investigate and interpret the past

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Communicate historically

- Use appropriate historical vocabulary to communicate, including:
 - Dates
 - o Time period
 - o Era
 - Change
 - Chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Compare some of the times studied with those of other areas of interest around the world.

Communicate historically

- Use appropriate historical vocabulary to communicate, including:
 - o Dates
 - o Time period
 - o Era
 - Change
 - o Chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

attitudes and experiences of men, women and children.

Investigate and interpret the past

- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

Milestone 3

Ancient Greeks

Communicate historically

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - o time period
 - o era
 - chronology
 - continuity
 - o change
 - century
 - o decade
 - legacy

Understand Chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.

Build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society.
- Identify continuity and change in the history of the locality of the school.

Victorians

Build an overview of world history

- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Communicate historically

- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Second World War

Communicate historically

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- o era
- chronology
- continuity
- change
- o century
- decade
- o **legacy**

Understand Chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.

Build an overview of world history

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Identify continuity and change in the history of the locality of the school.

Cycle 2	Autumn term	Spring term	Summer term
Key Skills			
Milestone 1	Great Fire of London	The Crimean War	The Moon Landing
	Build an overview of world history	Build an overview of world history	Investigate and interpret the past
	 Describe historical events. 	 Describe historical events. 	Observe or handle evidence to ask
	Describe significant people from the	Describe significant people from the	questions and find answers to
	past.	past.	questions about the past.
	Recognise that there are reasons	 Recognise that there are reasons 	Ask questions such as: What was it
	why people in the past acted as they	why people in the past acted as	like for people? What happened?
	did.	they did.	How long ago?
			Identify some of the different ways
	Communicate historically	Communicate historically	the past has been represented.
	Use words and phrases such as:	Use words and phrases such as:	 Use artefacts, pictures, stories,
	- a long time ago	- a long time ago	online sources and databases to find
	- recently	- recently	out about the past.
	- when my parents/carers were	- when my parents/carers were	
	children	children	Understand chronology
	- years, decades and centuries	- years, decades and centuries	Place events and artefacts in order
	to describe the passing of time.	to describe the passing of time.	on a timeline.
	Show an understanding of concents such	Chaw an understanding of concents	Label timelines with words or
	Show an understanding of concepts such	Show an understanding of concepts such as:	phrases such as: past, present, older
	as: - nation and a nation's history	- nation and a nation's history	and newer. Use dates where
	- civilisation	- civilisation	appropriate.
	- monarchy	- monarchy	Recount changes that have occurred in their own lives.
	- parliament	- parliament	their own lives.
	- democracy	- democracy	
	- war and peace.	- war and peace.	
Milestone 2	Stone Age	Ancient Egypt	The Roman Empire
	Build an overview of world history	Investigate and interpret the past	Understand Chronology
	Describe changes that have	Use evidence to ask questions and	Place events, artefacts and historical
	happened in the locality of the	find answers to questions about the	figures on a timeline using dates.
	school throughout history.	past.	Understand the concept of change
	Give a broad overview of life in	Suggest suitable sources of	over time, representing this, along
	Britain: from ancient to medieval	evidence for historical enquiries.	with evidence, on a timeline.
	times.	Use more than one source of	Use dates and terms to describe
		evidence for historical enquiry in	events.
	Understand Chronology		

	 Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. 	 order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. 	 Build an overview of world history Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
		 Build an overview of world history Describe the social, ethnic, cultural or religious diversity of past society. Communicate historically Use appropriate historical vocabulary to communicate, including: dates time period era change chronology. 	
		 Use literacy, numeracy and computing skills to a good standard 	

in order to communicate information about the past.

Ancient Greeks

Investigate and interpret the past

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

Build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Victorians

Understand chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.

Communicate historically

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- o era
- chronology
- o continuity
- change
- century
- decade
- legacy
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Build an overview of world history

Second World War

Build an overview of world history

- Identify continuity and change in the history of the locality of the school.
- Give a broad overview of life in Britain and some major events from the rest of the world.
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Communicate historically

Use appropriate historical vocabulary to communicate, including:

- o dates
- o time period
- o era
- chronology
- continuity
- change
- century
- o decade
- legacy
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

	 Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of the other areas of interest around the world. 	
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