

# History





# Subject Definitions

## **KS1 definition:**

History is learning about the past.

## **KS2 definition:**

History is learning about past events, people and places and the written records of these.

Note to staff: pre history is the period of time before written records began



# Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>N</b>	<b>Thinking about your last birthday.</b> What did you have and what did you do?		<b>Bonfire night and fireworks.</b> What did you do and what was it like?  <b>Christmas.</b> What did you do and what was it like?			
	Continuous communication throughout the year—parents inform us of events such as weddings, christenings, birthdays.					
<b>R</b>	<b>Being at home</b>	<b>History of festivals</b>	<b>King and Queens</b>	<b>Journeys</b>	<b>Growing Up</b>	
<b>Year 1</b>	<b>Guy Fawkes and the Houses of Parliament</b>	<b>Homes in the past</b>		<b>British Kings and Queens</b> <i>Planbee</i>	<b>Toys from the past</b> <i>Planbee</i>	<b>Mary Anning and fossils</b> (Significant Person)
<b>Year 2</b>		<b>The Great Fire of London</b>	<b>George Mottershed</b> (Significant Person)	<b>History of transport</b> <i>Planbee</i>		<b>Communication Then and Now</b> <i>Planbee</i>
<b>Year 3</b>		<b>Settlers</b> <i>Planbee</i>	<b>Stone Age to Iron Age</b> <i>Twinkl (can refer to Planbee)</i>			<b>Ancient Egyptians</b> <i>Planbee and Twinkl</i>
<b>Year 4</b>	<b>Dian Fossey</b> (Significant Person)	<b>Ancient Greeks</b> <i>Planbee</i>		<b>Roman Britain</b> Local history study		<b>British History Heroes</b> <i>Planbee</i>
<b>Year 5</b>		<b>Saxons vs. Vikings</b> <i>Planbee</i>	<b>Wars</b> <i>Planbee</i>		<b>Space</b> <i>Planbee</i>	
<b>Year 6</b>		<b>British Civil Rights</b>	<b>Apartheid and power</b>			<b>Baghdad</b>

# Progression - skills

	Nursery (3/4 year olds)	Reception	Year 1	Year 2
<b>Chronological Understanding</b>	Remembers and talks about significant events in their own experience. ( <i>Birth to 5 matters: Range 5</i> )	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ( <i>ELG: Understanding the World</i> )  Use past tense (e.g. When I was younger/When I was a baby) to describe themselves.	Sequence events in their own life  Sequence 3 or 4 artefacts from different periods of time	Use the words past and present when describing an event  Describe events that have happened in the past  Using my learning, sequence artefacts from time periods that are closer together  Recount changes, in sequence, in my own life over time
<b>Knowledge and understanding of events, people and changes in the past</b>	Shows interest in the lives of people who are familiar to them. ( <i>Birth to 5 matters: Range 5</i> )  Recognises and describes special times or events for family or friends. ( <i>Birth to 5 matters: Range 5</i> )	Talk about the lives of the people around them and their roles in society ( <i>ELG: Understanding the World</i> )	Recounts sections of stories and facts from the past (before living memory)  Begin to explain why people in the past acted as they did	Identify differences between ways of life at different times in the past  Explain why people in the past acted as they did and begin to explain what happened as a result  Explain the main events from a significant event in history (or about a significant person)
<b>Historical Enquiry</b>		Understand the past through books read in class and storytelling ( <i>ELG: Understanding the World</i> )	Identify different ways in which the past is represented e.g. photographs, artefacts, reports  Ask questions about the artefacts e.g. what were people doing? Which things are old and new?	Ask and answer simple questions about the past using different sources of evidence and artefacts  Explain different ways in which the past is represented

<p><b>Historical Interpretation</b></p>		<p>Understand the past through settings, characters and events encountered in books read in class and storytelling <i>(ELG: Understanding the World)</i></p>	<p>Look at, and use, stories, books, photographs, pictures and artefacts to find out about the past</p>	<p>Look at, and compare, books and pictures, stories, accounts, pictures, photographs, artefacts and buildings. Use these to find out about the past</p> <p>Begin to discuss the reliability of photos/accounts and stories</p>
<p><b>Communicate their knowledge through:</b></p> <p>Drawing pictures, writing, drama/role play, making models</p> <p>Tell stories about the past orally</p> <p>Sort events or objects into groups (e.g. then and now)</p>				

	Year 3	Year 4	Year 5	Year 6
<p><b>Chronological Understanding</b></p>	<p>Place the events of the time studied on a time line and introduce the terms BC/AD</p> <p>Sequence significant events, dates or artefacts from periods studied</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history</p>	<p>Know and sequence key events of time studied and compare to previous learning (e.g. knowing where events are in relation to each other)</p>	<p>Place current study on time line in relation to other studies</p>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<p>Use evidence to describe the culture and leisure activities from the past; clothes and way of life and actions of different groups of people</p> <p>Use evidence to describe buildings and their uses of people from the past</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts</p> <p>Describe how some of the things I have</p>	<p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p>	<p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between people, events and artefacts</p> <p>Describe how some of the things studied from the past affect/influence life today.</p>

		studied from the past affect/influence life today	Make links between some of the features of past societies e.g. democracy	Make links between some of the features of past societies.
<b>Historical Enquiry</b>	Use documents, printed sources the internet, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  Ask questions and find answers about the past.	Use documents (as y3) to collect evidence about the past and choose which to use to answer questions  Begin to identify if a source is reliable/unreliable.  Ask questions and find answers about the past.	Use documents and sources (as previous years)  Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  Investigate own lines of enquiry by posing questions to answer.	Use documents and sources (as previous years).  Choose reliable sources of evidence to answer questions and compare.
<b>Historical Interpretation</b>	Look at representations of the period – museum, cartoons etc  Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences.  Know that people in the past represent events or ideas in a way that persuades others.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history and give reasons why there may be different accounts of history.	Consider how to check accuracy and differing views.  Investigate own lines of enquiry as y5



# Foundation Stage Progression - knowledge

## Pre School and Nursery

Themes throughout the year:

Bonfire Night, Christmas, Diwali, Easter,

Do you know why we have fireworks on Bonfire Night? Did you see a bonfire on bonfire night? What did your family do for Bonfire Night? What did you do for Christmas in your house? Do you have a Christmas tree? Are there presents under your tree?

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## Reception

Au1 – Can you remember baking at home? What did you make? Who did you make it with? Would you like to make it again? Did you do the same as your friend? What was similar? What was different?

Au2 – Guy Fawkes—history of festivals (Diwali/harvest/bonfire night). Can I retell the story of the Gun Powder plot? What did you do to celebrate bonfire night last year? What are you going to do this year? Guy Fawkes played a part in the Gunpowder Plot. The Gunpowder Plot happened in London. There are different types of houses.

Sp1 – Who is the King? Where does he live? Has anybody been to London? What did you see? Could we see the King now? What did different transport look like in the past? Have we always had cars? What did we use before we had cars? Who was Thomas Telford?

Sp2 – Has anybody been on a journey? Where did you go? What did you see? What do you do to celebrate a birthday? Do you do the same as your friend? Begin to discuss the life cycle of a frog or butterfly. Do we see dinosaurs now? Why not? Where have they gone?



# Key Stage One Progression - knowledge

## Year 1

Au2: Why did they want to blow up the House of Parliament? (cover the King at this time). Why did the King want everyone to attend the type of church that he believed in? Guy Fawkes (light touch on these objectives from Reception)  
Houses in the past were made from different materials including wood and thatched roofs. People didn't have electricity in their homes. People heated their homes by coal fire and had outside toilets. Objects used in the home were made from different materials.

Sp2: King Charles is the King of United Kingdom. He lives in London in a palace called Buckingham Palace. Queen Elizabeth I, Queen Victoria and Queen Elizabeth II were all queens of the United Kingdom. The monarch is another name for the king or queen. Monarchs wear crowns on special occasions to show power.

Su1: What were homes like in the past? (Au2 recap). Toys have changed over time as new materials have been invented. Some examples of old toys are Yo-yos, action figures and a GameBoy. Technology, safety and materials have changed toys. My grandparents and parents played with different toys to me. Neil Armstrong was an American astronaut and the first person to land on the moon. Tim Peake is a British astronaut and was the first British astronaut to go on the International Space Station. (light touch).

Su2: Mary Anning grew up in a poor family. Mary often went fossil hunting with her dad, brother and dog. Mary is famous for finding a skeleton of an Ichthyosaurus and it ended up on display in the British Museum. She found fossils in the rocks and under sand on the beach. She was from a town by the sea called Lyme Regis.

## Year 2

Au2: The Great Fire of London started on 2<sup>nd</sup> September 1666. This was a long time ago. The fire spread quickly because the houses were close together, it was dry and London had strong winds. The Mayor didn't pull down houses quickly so the fire spread quicker. Samuel Pepys lived in London and wrote a diary. After the fire, new rules and equipment were used. *King Charles was the king during the Great Fire of London (light touch).*

Sp1: George Mottershead was the founder of Chester Zoo. He lived in Chester. He wanted to open a zoo to let animals live in open spaces (not behind bars). The first animals in the zoo were a monkey and ??????. People who lived near the zoo were not happy because they thought the animals could escape and make lots of noise. Over time, the zoo has got bigger and has lots more animals. It also employs lots of people.

Sp2: Transport has changed over time because people wanted to go further and faster. George Stephenson invented the first steam train called Locomotion Number 1. Two American brothers called Wilbur and Orville Wright were the first people to fly a powered aircraft. Animals and astronauts (such as Tim Peake) have travelled into space using rockets.

Su2: People communicate in different ways. In the past, people used symbols (pictures) to communicate. People used to send letters if people were far away from them but this took a long time. Morse Code used dots and dashes to communicate to someone else. It sent this across wires and was called a telegram. It meant messages could be sent quickly to places far away. Alexander Graham Bell invented the first phone. Tim Berners-Lee invented the World Wide Web. The World Wide Web uses web pages to share information. Communication has got quicker and easier over time.



# Lower Key Stage Two Progression - knowledge

## Year 3

Au2: Prehistory is split into 3 periods of time: Stone Age, Bronze Age and Iron Age. There were different types of homes in prehistoric Britain. These were changed when people had stronger materials. People used to hunt for food, make tools and clothes. The place Skara Brae tells us how people used to live in the past.

Sp1: People settle in different places for different reasons such as work, family and resources. Romans and Vikings were early settlers. Early settlers needed water, food and shelter when they were looking for a settlement. Place names can show links to early settlers. People settled in Ellesmere Port because of the canals and good links to big cities. The Windrush generation settled in England.

*How are settlements connected? (Geog link too for 1 or 2 lessons as per PlanBee)*

Su2: The Ancient Egyptian era started in 3,100BC and ended in 332BC. They believed in different Gods and Goddesses. The Pharaohs were very important and were mummified and buried in tombs. The River Nile was important for trade, farming and water. The Ancient Egyptians left legacies including maths, paper and the alphabet.

## Year 4

Au1: Who was Dian Fossey? What is her legacy? That Dian Fossey campaigned to save the gorillas being hunted by poachers. (Significant Individual)

Au2: The Ancient Greek era was 1,200BC-146BC. The Ancient Greeks lived in Greece and the Greek islands. There are many archaeological sites that have objects and tell us about the civilisation of Ancient Greece. Ancient Greece was not a country but was made up of city states. The Ancient Greeks thought that Gods and Goddesses watched over them and lived in palaces in the clouds. The Olympic Games started in Olympia over 2,000 years ago and were held in honour of Zeus, the King of the Gods. The language we use today is based on the Greek one. Citizens would meet together to decide city laws and a jury of 500 people would decide if someone was guilty.

Sp2: A local history study. Romans invaded Britain in 43AD. The Romans wanted to take Britain's riches, land, slaves and natural resources. The Romans settled in Chester because it was in a central location and had a river. Boudica was the Queen of the Iceni tribe. They fought against the Roman Empire. They left legacies such as new towns, roads, aqueducts and new ways of reading and counting. *Mount Vesuvius erupted in 79AD and destroyed the Roman city of Pompeii. Today Pompeii has lots of buried objects from the eruption. These tells us about what it was like in Roman times. (light touch).*

Su2: William Wilberforce campaigned to abolish slavery. Elizabeth Fry improved prison for women as she helped to make sure female prisoners had food, water. Lord Shaftesbury helped to pass laws to improve conditions for children who worked in mines, factories and as chimney sweeps. Mary Seacole nursed many injured soldiers during the Crimean War. Before 1918, women were not allowed to vote and have a say in who ran the country. Emmeline Pankhurst was a suffragette who protested for women to have the right to vote. Winston Churchill was the Prime Minister during most of World War 2 and led Britain to victory. (keep brief as they cover this in Y5 in greater detail).



# Upper Key Stage Two Progression - knowledge

## Year 5

Au2: The Anglo Saxons were a group of people who settled in England after the Romans. They wanted to settle in England because of the climate, good farming land, and trading routes. Anglo Saxon villages were small and built with natural resources (what they could find). Monks travelled to Anglo-Saxon villages to teach about Christianity. Sutton Hoo is where an impression of a Saxon burial ship was buried and many artefacts have been discovered.

Sp1: A war is when countries or other large groups of people use weapons to fight each other. Wars can happen because of disagreements over land, beliefs, ideas, money and leaders' decisions. Winston Churchill was the Prime Minister of Britain and Adolf Hitler was the leader of Germany during World War 2. Rationing was a system to limit the amount of food people could buy so that it was shared fairly. The Holocaust caused huge human loss and suffering. What was the impact of the war on Ellesmere Port and the people who lived there? Were people of Ellesmere Port involved in WW2?

Su1: Galileo is famous for making lots of discoveries about space. He discovered that the Sun is at the centre of the solar system. Galileo's legacy is that he helped to improve our knowledge and understanding of space. The Space Race was a competition between the USA and the Soviet Union to be the first country to go to space. The Apollo 11 mission was the first mission to land a person on the moon. Mae Jemison was the first African woman to travel to space.

## Year 6

Au2: What was Britain's involvement in the slave trade? Who were the Windrush generation? What was life like for a person of colour living in Britain after the war? What laws were in place in Britain that impacted on people of colour? Who was Guy Bailey? What impact and legacy did the Bristol bus boycott have/leave? What are civil rights? Why are they important? How did British civil rights begin? How has this changed over time? What is the impact of key civil rights events in Britain?

Sp1: What was the Apartheid? What were some of the laws during the Apartheid? What changes were brought about as a result of the Apartheid? Who was Nelson Mandela? What is Nelson Mandela's legacy? Who was Rosa Parks and how did she impact on British history? What was life in Britain like during the Apartheid? Who was Martin Luther King JR?

Su2: Stand alone unit—A study focus on a non-European society that provides contrast with British history. How was Baghdad in 900AD different from London? Why was this place chosen for a settlement? Who was Al-Zahrawi and what could we learn from Muslim medicine? What did the early Islamic civilisation leave behind?



# British and World History Timeline

## British History

### Year 3

Stone Age (8,000BC – 2,500BC)

### Year 4

Romans (43AD – 401/410AD). 401AD Romans begin to leave.

### Year 5

Anglo Saxons (401AD-410AD) Anglo Saxons begin to settle

Vikings (793AD in Dorset)

England divided between Saxons and Vikings (886)

Normans (1066) Battle of Hastings

World War 2 (1939-1945) Modern Britain

### Year 6

Windrush Generation (1948-1973)

## World History

### Year 3

Ancient Egypt (3,100BC – 332BC)

### Year 4

Ancient Greeks (1,200BC – 146BC) with 480BC being when lots built.

### Year 5

### Year 6