

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

Progression - skills

	Nursery (3/4 year olds)	Reception	Year 1	Year 2
Chronological Understanding	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
Knowledge and understanding of events, people and changes in the past	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)
Historical Enquiry		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

Historical Interpretation		Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG: <i>Understanding the World</i>)	Look at, and use, stories, books, photographs, pictures and artefacts to find out about the past	Look at, and compare, books and pictures, stories, accounts, pictures, photographs, artefacts and buildings. Use these to find out about the past Begin to discuss the reliability of photos/accounts and stories
Cause			Why were homes in the past made from materials like wood and thatch, and how did this affect the way people lived?	What made people want to invent faster ways to travel, like the steam train, airplanes, and rockets?
Consequence			How have changes in technology and materials affected the toys we play with compared to those our parents and grandparents had?	What were the consequences of inventing new types of transport, like the steam train, powered aircraft, and rockets, for how people travel and explore the world?
Change and continuity			What traditions have stayed the same for monarchs like Queen Victoria, Queen Elizabeth II, and King Charles?	How has Chester Zoo stayed the same since it first opened?
	Communicate their knowledge through: Drawing pictures, writing, drama/role play, making models Tell stories about the past orally Sort events or objects into groups (e.g. then and now)			

	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Place the events of the time studied on a time line and introduce the terms BC/AD Sequence significant events, dates or artefacts from periods studied	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline.	Know and sequence key events of time studied and compare to previous learning (e.g. knowing where events are in relation to each other)	Place current study on time line in relation to other studies

		Describe the main changes in a period in history		
Knowledge and understanding of events, people and changes in the past	<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 studied from the past affect/influence life today</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>Make links between some of the features of past societies e.g. democracy</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> <p>Make links between some of the features of past societies.</p>
Historical Enquiry	<p>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.</p> <p>Ask questions and find answers about the past.</p>	<p>Use documents (as y3) to collect evidence about the past and choose which to use to answer questions</p> <p>Begin to identify if a source is reliable/unreliable.</p> <p>Ask questions and find answers about the past.</p>	<p>Use documents and sources (as previous years)</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Use documents and sources (as previous years).</p> <p>Choose reliable sources of evidence to answer questions and compare.</p>
Historical Interpretation	<p>Look at representations of the period – museum, cartoons etc</p> <p>Explore the idea that there are different accounts of history.</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>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.</p>	<p>Consider how to check accuracy and differing views.</p> <p>Investigate own lines of enquiry as y5</p>

Cause	Why did homes in prehistoric Britain change from the Stone Age to the Bronze and Iron Ages?	Why did the Ancient Greeks build temples and hold the Olympic Games to honor their gods and goddesses?	What caused Galileo to discover that the Sun is at the centre of the solar system, and how did this change our understanding of space?	How did the experiences of the Windrush Generation and events like the Bristol Bus Boycott contribute to changes in racial discrimination laws in Britain?
Consequence	What were the consequences of the Ancient Egyptians' belief in gods and pharaohs on their daily lives and tombs?	What were the consequences of the work of people like William Wilberforce, Elizabeth Fry, and Emmeline Pankhurst on improving the lives of others?	What were the consequences of the Anglo Saxons settling in England on their villages and the way they lived?	What were the consequences of the Mongol invasion on Baghdad and its role in the Islamic Golden Age?
Change and continuity	What did all settlers, from the Romans and Vikings to the Windrush generation, need when choosing a place to live?	What things in Chester stayed the same after the Romans settled there, even though they brought new ideas and buildings?	How did life in Ellesmere Port change during World War 2, and what things stayed the same for the people who lived there?	How did the fight against racial discrimination in South Africa, America, and Britain change over time, and what stayed the same during the periods of apartheid and segregation?

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?

Continuous communication throughout the year—parents inform us of events such as weddings, christenings, birthdays. Children are encouraged to remember this and talk about it with adults as and when it is appropriate. Focus on language around the past.

Maple

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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. **Why were homes in the past made from materials like wood and thatch, and how did this affect the way people lived?**

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. **What traditions have stayed the same for monarchs like Queen Victoria, Queen Elizabeth II, and King Charles?**

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). **How have changes in technology and materials affected the toys we play with compared to those our parents and grandparents had?**

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 2nd 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).* **What did Samuel Pepys do during the Great Fire of London, and how is it similar to how people record important events today?**

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 monkeys and a polar bear. 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. **How has Chester Zoo stayed the same since it first opened?**

Sp2: Transport has changed over time because people wanted to go further and faster. George Stevenson 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. **What made people want to invent faster ways to travel, like the steam train, airplanes, and 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 Bernes-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: 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. The Windrush generation settled in England. **What did all settlers, from the Romans and Vikings to the Windrush generation, need when choosing a place to live?**

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

Sp1: 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. **Why did homes in prehistoric Britain change from the Stone Age to the Bronze and Iron Ages?**

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. **What were the consequences of the Ancient Egyptians' belief in gods and pharaohs on their daily lives and tombs?**

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. **Why did the Ancient Greeks build temples and hold the Olympic Games to honor their gods and goddesses?**

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 tell us about what it was like in Roman times. (light touch).* **What things in Chester stayed the same after the Romans settled there, even though they brought new ideas and buildings?**

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). **What were the consequences of the work of people like William Wilberforce, Elizabeth Fry, and Emmeline Pankhurst on improving the lives of others?**

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 Saxons 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. **What were the consequences of the Anglo Saxons settling in England on their villages and the way they lived?**

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? **How did life in Ellesmere Port change during World War 2, and what things stayed the same for the people who lived there?**

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. **What caused Galileo to discover that the Sun is at the centre of the solar system, and how did this change our understanding of space?**

Year 6

Au2: Historically, Britain colonised many parts of the world. The Windrush Generation were invited by the British Commonwealth to help rebuild the United Kingdom after World War 2. The Windrush Generation were promised good jobs and houses but they didn't get this when they arrived. Many members of the Windrush Generation faced racial discrimination. The Windrush Generation still face legal problems to this day. The Bristol Bus Boycott was important in changing the law regarding racial discrimination in Britain. Civil rights are the rights that are given to citizens by a government. **How did the experiences of the Windrush Generation and events like the Bristol Bus Boycott contribute to changes in racial discrimination laws in Britain?**

Sp1: The apartheid was a time in South Africa when black people and people of colour faced racial discrimination. Discrimination was legal in South Africa during apartheid. Nelson Mandela was the first black president of South Africa. Nelson Mandela helped abolish apartheid. During the time of apartheid, there was also racial discrimination in Britain. After apartheid, discrimination became illegal. Rosa Parks was an American who started the Montgomery Bus Boycott. Martin Luther King Jr led peaceful protests in America to help change the laws for black people. **How did the fight against racial discrimination in South Africa, America, and Britain change over time, and what stayed the same during the periods of apartheid and segregation?**

Su2: Stand alone unit—A study focus on a non-European society that provides contrast with British history. Around 700AD, Baghdad was founded as the capital of the Islamic Empire. Today, Baghdad is the capital city of Iraq. Baghdad was chosen as a good settlement because it was near the Tigris River. The House of Wisdom was a huge library in Baghdad that people came from around the world to use and learn at. Many texts and documents were translated into different languages. When Baghdad was in its Golden Age, London was in the Dark Ages. The Golden Age ended with the Mongol invasion. **What were the consequences of the Mongol invasion on Baghdad and its role in the Islamic Golden Age?**

Themes Throughout the Curriculum

Settlements

Reception – Being at home unit.

Year 1—Houses and homes in the past.

Year 2— What were homes like in the past (recap from Year 1). What were homes like during The Great Fire of London?

Year 3—How did homes change from Stone Age to Iron Age? Settlers unit all about why they chose locations and the impact.

Year 4—Focus on Chester and the Romans. Why did they choose Chester as a location to settle?

Year 5— In autumn, focus on Saxon settlements and why they settled in certain places. In spring, Ellesmere Port linking to the war and why people settled and the impact of the war on the settlements/lives of people in Ellesmere Port.

Year 6—Baghdad and London and why these places were chosen for settlements.

Power and Rule

Reception— Who is the King?

Year 1—Kings and Queens (British focus).

Year 2— Great Fire of London—look at who was the king at the time. Did anyone have power that they didn't use (The Mayor)?

Year 3—Beliefs and rulers in Ancient Egyptian times.

Year 4—How did the Romans rule and what influence did they have on the culture? Ancient Greeks—who and how was it governed?

Year 5—Leaders of the countries involved in WW2. In summer 2, leaders at the time of Space Race.

Year 6— Leaders of the countries. What was Nelson Mandela like as a leader? Who used power during the British Civil Rights movement? What power did Baghdad hold in the 900's?

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

Space Race between Soviet Union and USA (1955 – 1975).

Year 6

Baghdad (900AD)