

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	Homes in the past <i>Planbee</i>		Kings and Queens <i>Planbee</i>	Fire of Nantwich	Toys from the past <i>Planbee (HA)</i>	
Year 2		The Great Fire of London <i>(HA) Planbee</i>		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</i>
Year 4	Ancient Greeks <i>Planbee</i>		Roman Britain <i>Planbee</i>		Saxons vs. Vikings <i>Planbee</i>	
Year 5	Victorians <i>Planbee</i>		Ancient Maya <i>Planbee</i>		Space <i>Planbee</i>	
Year 6	World War II <i>Planbee</i>		Crime and Punishment <i>Planbee</i>			Shang Dynasty <i>Planbee</i>

Progression - skills

	Nursery (2 Year olds)	Nursery (3/4 year olds)	Reception	Year 1	Year 2
Chronological Understanding	Talks about significant events in their own experience and of family. (Birth to 5 matters: Range 3)	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	Is curious in the lives of people who are familiar to them. <i>(Birth to 5 matters: Range 3)</i> Celebrate and value cultural, religious and community events and experiences. <i>(Birth to 5 matters: Range 3)</i>	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	Ask and answer simple questions about the past using different sources of evidence and artefacts Explain different ways in which

				and new?	the past is represented
Historical Interpretation			Understand the past through settings, characters and events encountered in books read in class and storytelling (<i>ELG: 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
		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. Describe the main changes in a period in history	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
Knowledge and understanding of events, people	Use evidence to describe the culture and leisure activities from the past; clothes and way of life and actions of	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of	Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences	Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences

<p>and changes in the past</p>	<p>different groups of people</p> <p>Use evidence to describe buildings and their uses of people from the past</p>	<p>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>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>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>
<p>Historical Enquiry</p>	<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>
<p>Historical Interpretation</p>	<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>

Foundation Stage Progression - knowledge

Pre School and Nursery

Themes throughout the year:

Bonfire Night, Christmas, Diwali, Easter.

On Bonfire night people come together to watch fireworks. Families celebrate bonfire nights in different ways. Some people go to a bonfire and watch fireworks. Some people stay at home.

At Christmas we give presents to each other. People celebrate Christmas in different ways. People have Christmas trees in their houses.

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.

Butterflies

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Reception

Au1 –Baking happens in a kitchen. You can bake lots of different foods. You bake with grown-ups. You use ingredients to bake. You can choose which ingredients to use. Ingredients might change when baking different things.

Au2- We celebrate different festivals. Festivals bring people together. Harvest and Bonfire Night are festivals. The Gun Powder plot is when Guy Fawkes tried to blow up the king. On Bonfire Night we go to bonfires and watch fireworks.

Sp1- Our king is called King Charles III. He lives at Buckingham Palace in London. London is a big place. There are lots of places to visit in London. It is a special to see the king. In the past there were not cars or buses. People walked or used horse and carts. Thomas Telford designed Nantwich Aqueduct.

Sp2 – A journey is going from one place to another. You can see different things on a journey. A journey can be long or short. You can go on a journey by walking, by bike, car, bus, train or plane.

Su1- Each year everybody has a birthday to celebrate when they were born. People celebrate their birthdays in different ways. We change as we get older. A life cycle is a journey of growing. Frogs and butterflies have different life cycles.

Key Stage One Progression - knowledge

Year 1

Au2:

Houses in the past were made from different materials including wood and had thatched roofs.

People did not have electricity in their homes.

People heated their homes by coal fires and had outside toilets.

Nantwich has a lot of black and white buildings that were built a long time ago.

Objects used in the home were made from different materials.

Sp1: 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.

Sp2: The Fire of Nantwich started on the 10th December 1583. This was a long time ago. The fire was started because someone was brewing beer. The houses were made from wood and straw. The fire spread quickly because of the wind. People went to St Mary's church to stay safe. People filled water buckets in the River Weaver to put out the fire. Queen Elizabeth I gave £1000 to help rebuild Nantwich.

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).*

Year 2

Au2: The Great Fire of London started on 2nd September 1666. This was a long time ago. The fire spread quickly because it was the houses were close together, 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).

Sp2: Transport

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 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 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 places for different reasons (work, family, resources).
Roman and Vikings are early settlers.
Early settlers needed water, food and shelter when looking for a settlement.
Place names can show links to early settlers.
People settled in Nantwich because of the salt trade.
The Windrush generation settled in England.
(Geog link too for 1 or 2 lessons as per PlanBee) How settlements connected?

Sp1: Prehistoric history is split into 3 periods of time: Stone Age, Bronze Age and Iron Age.
There were different types of homes in prehistoric Britain.
These changed when people had stronger materials.
People used to hunt for food, make tools and clothes.
The place Skara Brae tell us how people used to live in the past.

Su2: The Ancient Egyptians era started in 3,100BC and ended in 332BC.
The Ancient Egyptians 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

The Ancient Greek era 1,200BC to 146BC.
The Ancient Greeks lived in Greece and the Greek island.
Ancient Greece was not country. It was made up of city states.
The Ancient Greeks thought that Gods and Goddess watched over them and lived in palaces in the clouds.
The Olympic games started in Olympia over 2,700 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.
There are many archaeological sites that have objects about the civilisation of Ancient Greece.
Citizens would meet to decide the city of laws and a jury of 500 people would decide if someone was guilty.

Sp1: 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 a central location and had a river.
Boudica was the queen of the British Iceni Tribe. They fought against the Roman Empire. They left legacies including: 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. They tell us what it was like in Roman times. (light touch). (Not a whole lesson)*

Su1: 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.
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.

Upper Key Stage Two Progression - knowledge

Year 5

Au1: The Victorian period was between 1820-1914.

Poor children had to work dangerous jobs.

There were not many laws to protect children at the start of the Victorian period.

Lord Shaftesbury and Dr Barnardo helped make laws to protect children.

Victorian classrooms were very different to our classrooms today.

The lives of rich and poor Victorian children were very different.

Make link to Year 1 and Year 2 learning objects and homes (Light Touch)

Sp1: The Ancient Maya period was between 11,000 BC – 1500CE. The Maya civilisation lived in Mexico and parts of Central America. During the Maya Civilisation, Britain went through the Stone, Bronze, and Iron Ages, to Roman Britain, Anglo-Saxon, Medieval and Tudor England. The Ancient Maya were people who studied stars and time, they made a writing system that used pictures and symbols. They lived in simple mud brick houses.

Sp2: 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 has 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 into space. The USSR was a large country in the northern part of Asia and eastern Europe. The Apollo 11 mission was the first mission to land a person on the moon. Mae Jemison was the first African American woman to travel to space.

Year 6

Au1: A war is when countries or other large groups of people use weapons to fight each other. Wars can happen because of disagreements over lands, 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 II. Rationing was a system to limit food people could buy so that it was shared fairly. The Holocaust caused huge human loss and suffering. In 1941, RAF Hack Green, Nantwich (now known as 'The Secret Bunker' was opened to protect the land between Birmingham and Liverpool from attack. Nantwich wasn't targeted by bombers but planes often flew over to target Crewe.

Sp1: A Trial by jury has been around for a very long time. The Romans believed in harsh punishments to stop people from committing crime. Their harshest punishment was crucifixion. Prison was not used as a punishment in Roman times. In Anglo-Saxon times criminals had to pay fines in gold for their crimes. In the Tudor times the laws were strict and were punished severely. Whipping was the most common punishment. The Victorians introduced the police force and prisons as a form of punishment. During WWII police had new wartime duties, obeying blackouts, rescue services before and after bombings and search for soldiers who have run away from the army.

Su2: The Shang Dynasty ruled Ancient China between 1600-1046 BCE. The Shang dynasty ruled over the land near the Yellow River. They were a powerful family of Kings. Fu Hao was a queen and a general in the Shang Dynasty. In Fu Hao's tomb archaeologists found expensive objects and weapons. Life in the Shang Dynasty was based on agriculture, hunting and animals. Buildings were made from mud. The Shang dynasty introduced rules to control what people were allowed to do and what they could own. Life was very different for the rich and poor.

Theme

At Highfields our overarching theme for units of work is home/settlements. As children move through the school, children will continually build up their knowledge and apply pre-existing knowledge to new units of work.

Homes/settlements.

Y1 Home in the past and fire of Nantwich.

Y2 Great Fire of London (looking at houses at time).

Y3 Settlers

Y4 Romans and Saxons vs. Vikings (focus on settlement and reasoning why.)

Y5 Ancient Maya types of houses and where they settled.

Y6 Wars (look at local area and settlements) and Shang Dynasty where and why settled.

British and World History Timeline

British History

Year 3

Stone Age (8,000BC – 2,500BC)
Windrush Generation (1948-1973)

Year 4

Romans (43AD – 401/410AD). 401AD Romans begin to leave.
Anglo Saxons (401AD-410AD) Anglo Saxons begin to settle
Vikings (793AD in Dorset)
England divided between Saxons and Vikings (886)

Year 5

Normans (1066) Battle of Hastings
Victorians (1820-1914)

Year 6

World War 2 (1939-1945) Modern Britain

World History

Year 3

Ancient Egypt (3,100BC – 332BC)

Year 4

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

Year 5

Ancient Maya 11,000 BC – 1500CE.

Year 6

The Shang Dynasty (1600-1046 BCE)

