

WEETON PRIMARY SCHOOL



History Overview

*Compulsory historical figures

EYFS	<u>All About Me</u>	<u>Travel</u>	<u>Seaside and Farm</u>
Year 1	<u>Great Fire of London</u> (Beyond living memory Significant nationally)	<u>Family Album</u> (Changes in living memory)	<u>Great Women who changed the world</u> Mary Seacole* , Florence Nightingale, Marie Curie, Emmeline Pankhurst, Rosa Parks* (Significant People)
	<u>Battle of Hastings</u> (Beyond living memory Significant nationally)	<u>Explorers</u> Columbus, Henson* Shackleton, Earhart* , Armstrong and Peake (Significant People)	<u>The Seaside</u> (Significant locally)
Year 2	<u>The Fylde Coast</u> (Local History)	<u>Stone Age</u>	<u>Romans</u>
	<u>Plague</u> (Aspect of British History beyond 1066)	<u>Anglo Saxons and Scots</u>	<u>Egyptians</u> (Achievements of early civilizations)
Year 3	<u>Ancient Greece</u>	<u>Viking and Saxon struggle for England</u>	<u>Early Islamic Civilisation</u> (Non-European Society)
	<u>World War 1</u> (Aspect of British History beyond 1066)	<u>Victorians: Employment vs Education</u> (Changing aspect of social history)	<u>Benin- West Africa</u> (Non-European Society)

KS1	Living Memory	Beyond Living Memory	Significant People	Local Significance
KS2	British History	British History Theme	Early Civilization	Non-European

Throughout the year there will be additional opportunities to develop children's understanding of History.

Each year in addition to the planned History units children will use national focuses to deepen their understanding.

- Black History Month in October
- Remembrance Sunday in November
- Gypsy, Roma, Traveller Month in June

There will also be opportunities for History theme days during the year. For example:

- Horrible Histories
- Kings and Queens
- Worst jobs in History
- Crime and Punishment

EYFS

Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago old, new/recent, parent, grandparent, great grandparent, clue, remember, memory, lifetime, calendar, Who? What?

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.

History Key Learning: Year 1 and 2

Chronology	Events, People and Changes	Communication
<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past. ▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Understand historical concepts and use them to make simple connections and draw contrasts.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Use sources to answer <i>simple</i> questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> ▪ Identify some of the <i>basic</i> ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). 	
Key Vocabulary		
<p>Year, decade, century, ancient, old, modern, present, past long ago, before, after, now, then, timeline, date, order, similar, different, important living memory, remembers, inventions, homes, houses, memories, drawing, photograph, camera, source, opinion, object, What...? When...? Where...? chronological order, era/period, investigate, research evidence, Historians, experts, letters, newspapers, website, Why...?</p>		

Progression of Historical knowledge and Skills Year 1

Historical Enquiry		
Great Fire of London	Family Album	Great Women who changed the world
<ol style="list-style-type: none"> 1. What questions do we need to answer about the fire? 2. Where is London and what does it look like? 3. What sources can we use to see what London was like in the past? 4. How did the great fire start and how did it spread so quickly? 5. What happened during the great fire and how do we know? (Samuel Pepys and other sources) 6. How have we learned from the Great Fire of London? 7. How did they try to put out the fire and how are fires fought differently today? 8. How should we rebuild London to stop another great fire? 	<ol style="list-style-type: none"> 1. How many years have I lived for? 2. How have I changed over time? 3. Who are the members of my family? 4. What are birthdays and how do we celebrate them nowadays? 5. How did people celebrate birthday's in the past? 6. What has happened in our lifetime? 7. What were toys like in the past and how are they different to today? 8. Who are the members of the Royal family? 9. What toys did Royal children play with? 	<ol style="list-style-type: none"> 1. What do the titles, Fantastically Great Women Who Changed the World and Fantastically Great Women Who Made History, make you think about? 2. How might someone be 'fantastic' or 'great'? 3. What makes someone inspiring? 4. If you could meet one great woman from history, who would it be? 5. What women in your life inspire you? 6. What sources can we use to find out about great women who changed the world? 7. How could you change the world?

Communication	Write a diary entry like Samuel Pepys Great Fire of London role play	Draw and label family or create a family tree Mini toy museum with labels Make a personal timeline using before, after	Information book on a significant women.
Key Vocabulary	The Stuarts, London, Great Fire of London, King Charles, Samuel Pepys, Christopher Wren, St Paul's Cathedral, diary, fire brigade,	grandparent's time, generation, toys, wood, plastic, mechanical	significant, inspiring, achievement, nurse, scientist, activist, leader, suffragette, vote, protestor, Crimean War, discovery, Civil Rights

Progression of Historical knowledge and Skills Year 2

Historical Enquiry		
Battle of Hastings	Explorers	The Seaside
<ol style="list-style-type: none"> 1. When Edward the Confessor died who should have been the new king? 2. Why did William of Normandy invade in 1066? 3. Who took part in the battle? 4. What do we learn from the Bayeux Tapestry? 5. Did Harold get an arrow in his eye? What happened during the battle? 6. How did lives change because of Norman rule? 7. Why is the Battle of Hastings important? 	<ol style="list-style-type: none"> 1. What does the word explorer mean and what does an explorer do? 2. What might they need for their journey? 3. Who was Christopher Columbus? 4. What happened to Amelia Earhart? 5. Who is Matthew Henson? 6. Why did Shackleton go to Antarctica? 7. Who was Neil Armstrong and what is he famous for? 8. Was Armstrong's equipment different to Columbus and Shackleton? 9. Where would you go if you were an explorer? 	<ol style="list-style-type: none"> 1. What is the seaside and what do we know about it? 2. Why were seaside resorts a popular place to visit? 3. What can objects tell us about seaside holidays? 4. Were seaside holidays the same in the past? (Victorians in 1900 and the 1950s) 5. How did Blackpool rise to popularity during the 1950s? 6. How did Blackpool develop as a Seaside resort between the 1950s and 1980s? 7. What are the major tourist attractions in Blackpool, how have these developed and increased the prosperity of Blackpool? 8. When and why was Blackpool Tower built?

Communication	Newspaper report on the battle Create a tapestry frieze- create it Role play- re-enact the battle	Postcard from an explorer Biography of an explorer	Postcard from the seaside: now and then Chronological report on the history of the Tower
Key Vocabulary	Saxon, Norman, Hastings, invade, battle, Conqueror, tapestry	explorer, exploration, unknown, pioneer, Columbus, Shackleton, Armstrong, Peake, Earhart, shuttle, moon landing astronaut, Artic, Antarctica, achievement	Blackpool, Tower, Victorians, seaside, tourism, development, railway, popularity

History Key Learning: Years 3 and 4

Chronology	Events, People and Changes	Communication
<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding <i>some</i> of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has influenced and been influenced by the wider world. ▪ Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 	<ul style="list-style-type: none"> ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 	
Key Vocabulary		
<p><i>Including EYFS and Year1/2 words</i></p> <p>ancient, kingdom, artefact, anachronism, B.C.E (Before the Common Era) , C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, invaders, settlers, settlement, migration, withdrawal, religion, gods/goddesses, farming, agriculture, archaeologist, archaeology, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests... , maybe, perhaps, could be, first hand evidence, second hand evidence, myths and legends, oral history, museum, resistance, culture, achievements, consequences, change, continuity, cause/s, infer, historian, My conclusion is that....</p>		

Progression of Historical knowledge and Skills Year 3

Historical Enquiry		
The Fylde Coast	Stone Age	Romans
<ol style="list-style-type: none"> 1. What is the Fylde coast like today? 2. Where is the Fylde coast and what natural and human features are in it? 3. What did it look like in the past? 4. What can we learn from looking at maps from different times including similarities, differences and reasons why this might be? (mario.lancashire.gov.uk/agsmario/default.aspx) 5. What other sources can we use to learn about our area in the past? 6. What was it like to be a child here in the past? 	<ol style="list-style-type: none"> 1. When was the Stone Age? 2. How different was life in the Stone Age when man started to farm? 3. How much did life really change during the Iron Age and how can we possibly know? 4. Was Stone Age man simply a hunter and gatherer, concerned only with survival? 5. What can we learn about life in the Stone Age from a study of Skara Brae? 6. Why is it so difficult to work out why Stonehenge was built? 7. Can you solve the mystery of the 52 skeletons of Maiden Castle? 	<ol style="list-style-type: none"> 1. Which Roman invaded Britain first? 2. Did Claudius invade for the same reasons as Caesar? 3. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrive and how do we know? 4. Why did Boudicca stand up to the Romans and what image do we have of her today? 5. How were the Romans able to keep control over such a vast empire? 6. How can we solve the mystery of why this great empire came to an end? 7. How much of our lives today can be influence by the Romans who lived here 2,000 years ago?

Communication	Annotate a local area map to show changes Non-fiction leaflet about an historical place on the Fylde Coast	Diary as a Stone Age person	Non-fiction leaflet about Roman Britain Letter home from a Roman Soldier station in Britain Diary as Boudicca Draw Boudicca using primary and secondary sources
Key Vocabulary	Lancashire, Fylde coast, local, locality	prehistoric, Stone Age, Neolithic, Bronze Age, Iron Age, hunter-gatherer, nomad, nomadic, Stonehenge, roundhouse, tribe, Britons, Skara Brae, Celts, hill fort, flint, bronze, iron	Empire, Emperor, invasion, tribe. Briton, Roman, Boudicca, civilisation, conquest, outpost, revolt, Dark Ages, conversion, Christianity, strigil, baths, hypocaust, Caesar, Claudius

Progression of Historical knowledge and Skills Year 4

Historical Enquiry		
Plague	Anglo-Saxons and Scots	Egyptians
<ol style="list-style-type: none"> 1. What was London like in the time before the Great Fire of London and what sources can we use to find out? 2. What was the plague and why was it a problem? 3. Why did plague spread so quickly? What do primary sources tell us? 4. What help was available to people? 5. How did people cope? 6. How do we know about London plague victims? 7. What were plague pits and why were they necessary? 8. What happened at Eyam? 9. Does plague still exist today? 	<ol style="list-style-type: none"> 1. Where did the Saxons come from? 2. Why did the Anglo-Saxons invade and how can we possibly know where they settled? 3. How did Anglo Saxons live? 4. How did people's lives change when Christianity came to Britain and how can we be sure? 5. What is the legend of Beowulf? 6. What does Sutton Hoo tell us about Saxon Britain? 7. How were the Saxons able to see off the Viking threat? 8. Was Alfred really great? 9. How dark were the Dark Ages, really? 	<ol style="list-style-type: none"> 1. How can we discover what Ancient Egypt was like over 5,000 years ago? 2. What does the evidence tell us about everyday life for men, women and children in Ancient Egypt? 3. What did Ancient Egypt have in common with other civilizations from that time? 4. What sources of evidence have survived and how were they discovered? 5. What did the Ancient Egyptians believe about life after death and how do we know? 6. Who was Howard Carter and what did he discover?

Communication	Diary entry as a plague doctor Letter sent from Eyam to a family member	A day in the life of a Saxon diary entry Discussion text- Does Alfred deserve to be called the Great? Retell the story of Beowulf	Instructions on mummification Diary entry as Howard Carter Tomb Raider story Non-chronological report on Egyptian lifestyle
Key Vocabulary	plague, disease, doctor, boils, sores, puss, flea, London, rats, merchant, contagious, death	Saxon, Angle, Jute, Scots, Picts, Alfred	Egyptian, Egypt, tomb, pyramid, sarcophagus, Pharaoh, Tutankhamun, afterlife, Nile, flood, fertile, canopic, mummify, burial, preserve

History Key Learning: Years 5 and 6

Chronology	Events, People and Changes	Communication
<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Analyse connections, trends and contrasts over time. 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. 	<ul style="list-style-type: none"> ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. 	
Key Vocabulary		
<p>Including EYFS and Year1/2, 3/4 words</p> <p>nation monarchy execution extent of change... extent of continuity... turning point, to weigh up both sides, on one hand, however, different experiences primary evidence, secondary evidence, eye witness, this source suggests that... , this source doesn't show that... , reliable, could have been... , might have been...,</p>		

Progression of Historical knowledge and Skills Year 5

Historical Enquiry		
Ancient Greeks	Viking and Saxon struggle for England	Early Islamic Civilization
<ol style="list-style-type: none"> 1. How can we know so much about the Ancient Greeks who lived 2500 years ago? 2. Theseus and the Minotaur: Is there any evidence for the legend? 3. What can we work out about everyday life (men and women– differences)? 4. Why was Athens so Strong in 5th and 6th century BC? 5. What happened at the battle of Marathon and how can we interpret it in different ways? 6. What were the consequences of the Athenians victory at Marathon? 7. How were the Greeks Great and what did they do for us? 	<ol style="list-style-type: none"> 1. What happened in 793? 2. Where did the Vikings come from? 3. What image do we have of the Vikings and is it accurate? 4. How did the Vikings try to take over the country and how close did they get? 5. Why have the Vikings gained such a bad reputation? 6. How have recent excavations changes our view of the Vikings? (Focus on Jorvik) 7. What can we learn about Viking settlement from a study of place-name endings? 8. What was it like to live as a Viking? 	<ol style="list-style-type: none"> 1. Where is Baghdad and what is it like today compared to 1000 years ago? 2. Why should we study early Islamic civilisations in school today? 3. How was the Islamic civilization able to spread so far so quickly? 4. What was so special about Baghdad in its Golden Age? 5. What was daily life like for rich and poor people in Islamic cities like Baghdad and Cordoba? 6. Who were the Abbasids and why were they powerful? 7. What was the House of Wisdom? 8. What was Europe like at this time? 9. Why did the Islamic Golden Age end? 8. What was invented during this time and which of the early Islamic achievements has the most impact on our lives today?

Communication	Eyewitness recount of the battle of Marathon Persuasion- Who was the greatest Greek?	Diary entry as a Lindisfarne monk in 793 Discussion text- Do the Vikings deserve their reputation? Retell Viking myths	Letter home from a Saxon visitor to Baghdad comparing it to home.
Key Vocabulary	city state, Athens, Athenian, Sparta, democracy, culture, philosophy	Lindisfarne Priory, Danegeld, Odin, Thor, Loki, rune, saga, longship, longhouse, Jorvik	Baghdad, House of Wisdom, caliph, Islam, Muslim, geometric, calligraphy, scholar

Progression of Historical knowledge and Skills Year 6

Historical Enquiry		
World War 1	Victorians: Employment vs Education	Benin (West Africa)
<ol style="list-style-type: none"> 1. What can we discover from visiting our local war memorial? 2. What were the causes of World War 1? 3. What role did the British Empire play in the war? 4. Why do we wear poppies to remember? 5. What happened Christmas 1914? Why did it never happen again? 6. What was life like in a World War One trench? 7. What happened on the front lines? 8. How was propaganda used in World War One? 9. What role did woman have during the war? 10. How did children help in World War one? 11. Do you think we should still have a two minute silence to remember all those who died in wars? 	<ol style="list-style-type: none"> 1. Who were the Victorians? 2. What can sources tell us about life in Victorian times? 3. What was it like to be a child in Victorian times? 4. Who tried to help poor Victorian children and how? (Bernardo) 5. Why did children have to work? 6. What jobs were children expected to do and what were the conditions like? What was it like in a Victorian school and how different was it to modern schools? 	<ol style="list-style-type: none"> 1. Where in the world is West Africa? 2. What is the country of Benin like today? 3. How did the Benin Empire begin? 4. Who were some of the rulers of Benin? 5. What was the city like and what was it like to live there? 6. What did the people of Benin believe? 7. What different types of historical source are available and what do they tell us about Benin? 8. What was Europe like at this time? 9. How did the Benin Empire come to an end?

Communication	Letter from the trenches War poetry	Role play a Victorian classroom Write a Horrible Histories sketch	A day in the life of Benin
Key Vocabulary	World War I, First World War, trench, allied, Central Powers, Europe, Western Front, armistice, treaty, poppy	Victorians, The Industrial Revolution, factory, child labour, mills/factories reformers legislation slums	Oba, Nigeria, Niger, Benin City, carving, casting, trading

History Enrichment Opportunities, Visits and Visitors

Adrian Warrell, the History Man will visit on a range of topics <https://adrianwarrellthehistoryman.com/about/topics-and-talks>

Carla Phillips, Travellers through time <http://www.travellersthroughtime.co.uk/>

Year 1

Topic	Family Album	Great Fire of London	Great Women Who Changed the World
Possible Educational Visits		Blackpool/Lytham	

Year 2

Topic	Explorers	Blackpool Tower	Battle of Hastings
Possible Educational Visits		Blackpool Tower	Re-enact the battle

Year 3

Topic	The Fylde Coast	Stone Age	Romans
Possible Educational Visits		Stone Age Day in Forest Schools Harris Museum	Ribchester Roman Museum Lancaster City Museum

Year 4

Topic	Plague	Anglo Saxons and Scots	Egyptians
Possible Educational Visits		Carla Phillips, Travellers through time Saxon day http://www.travellersthroughtime.co.uk/	Liverpool World Museum

Year 5

Topic	Early Islamic Civilization	Viking and Saxon Struggle for England	Greeks
Possible Educational Visits		Hrothgar the Viking hrothgar@manaraefan.co.uk	

Year 6

Topic	World War 1	Benin- West Africa	Victorians: Employment vs Education
Possible Educational Visits			Victorian School Day