



Barnburgh Primary Academy

Progression Document
History



Barnburgh Primary Academy Vision

Learning To Shine Together

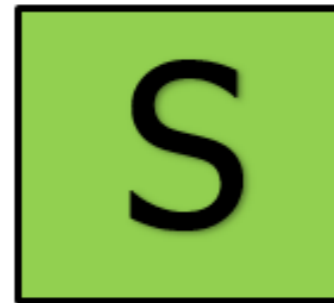
Academy Core Values

Perseverance Courage Independence Respect Ambition

Key Drivers



Ambition
Risk takers,
Goal setters,
Believe in
better,
Courageous



Support
Encouraging,
Sympathetic,
Helpful,
Nurturing and
kind



Persistence
Determined,
Stickability,
Patience,
Stamina



Inspire
Motivate,
Persuade,
Encourage and
Influence



Resilience
Strength of
character,
Adapability,
Bounceback-
ability



Effort
Strive,
Endeavour,
Stretch,
Exertion

PURPOSE OF STUDY

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

AIMS

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EARLY LEARNING GOALS THAT LINK MOST CLOSELY TO THE HISTORY NATIONAL CURRICULUM

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. 10 Enriching and widening children's vocabulary will support later reading comprehension.

KEY STAGE 1 SUBJECT CONTENT

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.



KEY STAGE 2 SUBJECT CONTENT

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



HISTORY

'We are not the makers of history. We are made by history.'
Martin Luther King

INTENT

At Barnburgh Primary Academy, we aim to enable pupils to become curious, reflective learners who are able to explain and ask questions competently and confidently. History will clearly contribute towards this, enabling pupils to respond thoughtfully to different learning and stimuli.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary School. Our History curriculum is underpinned by our Core Values in the following ways;

COURAGE

- To have the courage to ask and answer questions related to History.

PERSEVERANCE

- To develop the ability to stick with something, to continue working, to try harder and to not give up.

AMBITION

- To do their best work and then to push themselves beyond what they consider to be their best.
- To develop a desire to achieve something.

RESPECT

- To respect the acts and choices made by people in the past.
- To appreciate the things that we should now be thankful for, because of the actions of people in the past.
- To respect the views of others.

INDEPENDENCE

- To develop confident historians who can think for themselves.

BEYOND THE SUBJECT

We want our History curriculum to help children to;

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.



IMPLEMENTATION

Our History curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that ‘pupils should gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.’ Our History curriculum has been structured in a cross-curricular way to effectively facilitate this. History learning will form the drivers for a class topic or may be used to enhance a further driver subject, to provide more knowledge and understanding of that area.

At Barnburgh Primary School, each of our historians has a history book, which contains learning in a range of different ways, to showcase what they have been studying. School visitors and trips are facilitated where appropriate, to enhance the pupils’ understanding and knowledge further.

IMPACT

Due to the nature of this curriculum area, History monitoring takes various forms. A key component of this is pupil voice. School leaders use pupil voice as an effective tool to ascertain the pupils’ ability to express themselves, through questioning and discussion. History book monitoring throughout all year groups also takes place once a term to compliment this, allowing leaders to ensure our historians have the opportunity to develop their knowledge fully and showcase their understanding. Examples of our historians’ work is exhibited throughout the school, both on classroom and communal displays

Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	<p>Past and present</p> <ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. 		<p>Great fire of London</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 			<p>Victorians</p> <ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.
YEAR 2				<p>Significant individuals (Ben Parkinson) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</p>	<p>Mining Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] significant historical events, people and places in their own locality.</p>	<p>The local area Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</p>
YEAR 3	<p>Egypt</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 		<p>Stone, bronze and iron age</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Stone, bronze and iron age</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 		
YEAR 4	<p>Romans</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain. 		<p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 		
YEAR 5	<p>Mayans</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 					<p>Greeks</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life, achievements and their influence on the western world
YEAR 6	<p>Tudors</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		<p>WW1 and WW2</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 			

CHRONOLOGICAL UNDERSTANDING

STAGE	EYFS	KS1 History National Curriculum		KS2 History National Curriculum			
		<p><i>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</i></p>		<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>changes in Britain from the Stone Age to the Iron Age</i></p> <p><i>The Roman Empire and its impact on Britain.</i></p> <p><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>a local history study</i></p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <p><i>Ancient Greece – a study of Greek life, achievements and their influence on the western world</i></p> <p><i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</i></p>			
KNOWLEDGE	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Children will know:	<p>Children will know:</p> <ul style="list-style-type: none"> That chronological order is the arrangement of things following one after another in time That timeline is a way of visually sequencing events in chronological order 	<p>Children will know:</p> <ul style="list-style-type: none"> That chronological order is the arrangement of things following one after another in time That timeline is a way of visually sequencing events in chronological order That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	<p>Children will know:</p> <ul style="list-style-type: none"> That a scaled timeline is events are placed on a scale according to actual time distance between events The main periods of history are the Prehistoric, Classical, The Middle Age, Early Modern, and Modern eras. That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	<p>Children will know:</p> <ul style="list-style-type: none"> That a scaled timeline is events are placed on a scale according to actual time distance between events The main periods of history are the Prehistoric, Classical, The Middle Age, Early Modern, and Modern eras. That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	<p>Children will know:</p> <ul style="list-style-type: none"> That the features of history are the event, the date of the event and the location That while change over time records a change in history, historical continuity focuses on what stays the same That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences 	<p>Children will know:</p> <ul style="list-style-type: none"> That the features of history are the event, the date of the event and the location That while change over time records a change in history, historical continuity focuses on what stays the same That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences
SKILLS		<p>Children will be able to:</p> <ul style="list-style-type: none"> Put up to three objects in chronological order (recent history) Label timelines with pictures, words or phrases Explain changes that have happened in their own lives Explain how things have changed since their grandparents were children Use dates to talk about people or events from the past 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Place events or artefacts in order on a timeline Label timelines with pictures, words or phrases and give reasons for their order Explain the difference between long-term and short-term scales Use dates to talk about people or events from the past Connect their new learning of historical people of events to others that they have learnt before 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events, with support Use a timeline within a specific time in history to set out the other of things that have happened, with support Identify different time periods that exist between different groups that invaded Britain Place events or artefacts in order on a timeline, using dates, with support Recognise the concept of change over time, along with evidence, on a timeline 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events Use a timeline within a specific time in history to set out the other of things that have happened Identify different time periods that exist between different groups that invaded Britain Place events or artefacts in order on a timeline, using dates Recognise the concept of change over time, along with evidence, on a timeline 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events accurately Place features of historical events and people from past societies and periods in a chronological framework, with support Create a timeline which outlines the development of specific features, with support Identify main changes in a period of history Explain the concept of continuity and changes over time, supported Explain the chronology of different time periods Make connections and contrasts between different time periods studies, with support 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events accurately Place features of historical events and people from past societies and periods in a chronological framework Create a timeline which outlines the development of specific features Identify main changes in a period of history Explain the concept of continuity and changes over time Explain the chronology of different time periods Make connections and contrasts between different time periods studies
VOCABULARY							
		Chronological order Timeline Sequence	Chronological order Timeline Sequence Event Artefact	Scaled timeline Periods of history Prehistoric Classical The middle age Early modern Modern eras	Scaled timeline Periods of history Prehistoric Classical The middle age Early modern Modern eras	Features Connections Contrast	Features Connections Contrast

HISTORICAL ENQUIRY

		KS1 History National Curriculum		KS2 History National Curriculum				
		<p><i>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>		<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>changes in Britain from the Stone Age to the Iron Age</i></p> <p><i>The Roman Empire and its impact on Britain.</i></p> <p><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>a local history study</i></p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <p><i>Ancient Greece – a study of Greek life, achievements and their influence on the western world</i></p> <p><i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</i></p>				
		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE		Children will know:	Children will know:	Children will know:	Children will know:	Children will know:	Children will know:	Children will know:
		<ul style="list-style-type: none"> That people use letters, diaries, speeches, and photographs to find out about the past That evidence is a collection of facts or information that suggests whether something is true or false. 	<ul style="list-style-type: none"> That people use letters, diaries, speeches, and photographs to find out about the past That evidence is a collection of facts or information that suggests whether something is true or false That the internet can be used to research the life of someone who use to live in my area, and a famous Briton 	<ul style="list-style-type: none"> That evidence is a collection of facts or information that suggests whether something is true or false That historical evidence can be in the form of written materials, such as newspaper articles, death certificates, love letters, and political speeches. That artistic or visual artifacts, like paintings and other works of art, photographs or political cartoons can also be historical evidence That archaeologists are scientists who study the history of humans by looking at what man-made objects were left behind. 	<ul style="list-style-type: none"> That evidence is a collection of facts or information that suggests whether something is true or false That historical evidence can be in the form of written materials, such as newspaper articles, death certificates, love letters, and political speeches. That artistic or visual artifacts, like paintings and other works of art, photographs or political cartoons can also be historical evidence That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences 	<ul style="list-style-type: none"> That a good example of a historical question is an open-ended question that invites multiple answers, interpretations, and explanations, rather than a simple yes or no That when analysing a range of evidence, you have to observe, reflect and question That a historical argument provides reasoning as to why and how an event happened in the past 	<ul style="list-style-type: none"> That a good example of a historical question is an open-ended question that invites multiple answers, interpretations, and explanations, rather than a simple yes or no That when analysing a range of evidence, you have to observe, reflect and question That a historical argument provides reasoning as to why and how an event happened in the past That propaganda is material that aims to push a particular political point of view or agenda, often by using biased or misleading information 	
SKILLS		Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
		<ul style="list-style-type: none"> Identify how people find out about the past Explain how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? Answer questions using different sources such as information books, with support 	<ul style="list-style-type: none"> Identify how people find out about the past Explain how evidence is collected and used to make historical facts Ask their own questions Answer questions using a specific source such as information books Research the life of someone who use to live in my area, and a famous Briton using a range of resources 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers about the past Identify which suitable sources of evidence can be used for historical enquiries Use more than once source of evidence for historical enquiry Describe what an archaeologist does Research to find out facts about the time period they are studying 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers about the past Identify which suitable sources of evidence can be used for historical enquiries Use more than once source of evidence for historical enquiry Describe what an archaeologist does Research to find out facts about the time period they are studying Compare and contrast different forms of evidence in their research Explain what it was like for men, women and children in the given time period they are studying 	<ul style="list-style-type: none"> Devise historical questions about the period they are studying Analyse a range of evidence to justify claims about the past Explain that no single source of evidence gives the full answer to questions about the past Explain that historical artefacts have helped us understand more about British lives past and present Select suitable sources of evidence and give reasons for their choices Give a reason to support a historical argument 	<ul style="list-style-type: none"> Devise historical questions about change, cause, similarities, differences and significance relating to the period they are studying Analyse a range of evidence to justify claims about the past Explain that no single source of evidence gives the full answer to questions about the past Explain that historical artefacts have helped us understand more about British lives past and present Select suitable sources of evidence and give reasons for their choices Give a reason to support a historical argument Explain propaganda 	
VOCABULARY								
		Letters Diaries Speeches Photographs Evidence True False	Evidence Resources	Newspaper Article Death certificate Love letters Political speeches Artistic artefact Visual artefact Archaeologist	Newspaper Article Death certificate Love letters Political speeches Artistic artefact Visual artefact Archaeologist Connection Contrast	Analyse Historical argument	Change Cause Similarities Differences Analyse propaganda	

KNOWLEDGE AND INTERPRETATION

KS1 History National Curriculum
Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
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significant historical events, people and places in their own locality.

KS2 History National Curriculum
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changes in Britain from the Stone Age to the Iron Age
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a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE		<p>Past and Present Children will know:</p> <ul style="list-style-type: none"> That chronological order mean putting events in order that they happened That a timeline is can organize events That they can put their life events in an order That that past is something that has already happened That present means what is happening now <p>Great Fire of London Children will know:</p> <ul style="list-style-type: none"> That the Great Fire of London started on the morning of Sunday 2nd September 1666 in a baker's shop on Pudding Lane. That the baker was called Thomas Farriner. That in 1666, London had no fire brigade. That many buildings were being destroyed by the fire or pulled down with hooks to try to stop the fire from spreading. That people had to carry their belongings to safety using boats on the river Thames. 	<p>Significant Individuals Children will know:</p> <ul style="list-style-type: none"> That you can group people That people can be ordered on a timeline That Christopher Columbus was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates. Columbus only survived by swimming to land. That Christopher Columbus became famous as the explorer who found new lands called 'The Americas'. But actually, many people already lived there. That Christopher Columbus found the Americas by accident. He was actually looking for a new way to get to China and India That Neil Armstrong became the first man to walk on the Moon in 1969. That Rosa Parks was a woman of strong character who was deeply committed to her beliefs That Emmeline Pankhurst fought for women's right to vote 	<p>Egypt Children will know:</p> <ul style="list-style-type: none"> That the ancient Egyptians were experts at farming and construction because they were very inventive. That they invented a solar calendar That they invented a writing system called hieroglyphs. That the ancient Egyptians were ruled by kings and queens were called pharaoh That mummification is a process where the skin and flesh of a corpse can be preserved. That Egyptians built giant pyramids as monuments to the pharaohs. The pyramids were also tombs for the pharaohs. They were designed to protect a pharaoh and his belongings after death. That the Nile provided the people with means for transport, help with irrigation for farming, some food such as fish, and even created fertile soil for growing crops 	<p>Romans Children will know:</p> <ul style="list-style-type: none"> That in AD 43, the Roman emperor Claudius launched an invasion of Britain That most people in the city of Rome lived in crowded apartment buildings called insulae that were five to seven stories high. That wealthier Romans lived in houses called domus that had a dining room and an atrium—an open-air courtyard that often had a pool at the center Romans invaded to make their empire as big and powerful as possible That the first roads in Britain were built by the Romans That Hadrian's Wall was a barrier to keep invaders from the north out of the Roman province of Britain 	<p>Mayans Children will know:</p> <ul style="list-style-type: none"> That the Mayan civilisation and culture was well established by 1000 BCE, and it lasted until 1697 CE That they lived in an area of North America that was known as Mesoamerica but which is now the countries of Mexico, Guatemala, Honduras, El Salvador and Belize. This area is often referred to as Central America today That they practiced a belief system called animism. Animism is the belief that objects, places and creatures all possess a distinct spiritual essence, or soul. For the Maya, all things - animals, plants, rocks, rivers, weather systems, human handiwork and perhaps even words - were alive That the two most well-known creation stories are recorded in the Popol Vuh and Chilam Balam 	<p>Tudors Children will know:</p> <ul style="list-style-type: none"> That the Tudors were a Welsh-English royal dynasty who ruled England and Wales from 1485 until 1603 That they came to power when Henry VII became king after his defeat of Richard III at the Battle of Bosworth Field in 1485 That Henry VIII was King of England and Ireland from 21 April 1509 until 28 January 1547 That Henry VIII had six wives who were called: Catherine of Aragon (Divorced), Ann Boleyn (Beheaded), Jane Seymour (Died), Anne of Cleaves (Divorced), Catherine Howard (Beheaded) and Catherine Parr (Survived) That it took seven years for Henry VIII to rid himself of his first wife. So all-consuming was Henry's desire for a divorce that it became known as the King's 'Great Matter'. Those executions such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason (crimes against the king) or heresy (following the wrong religion).

	<p>Victorians Children will know:</p> <ul style="list-style-type: none"> • That Queen Victoria had four sons and five daughters. • That Queen Victoria reigned for 63 years and 7 months. That she reigned longer than any king or queen before her. • That poor children often had to work instead of going to school. That many children worked with their parents at home or in workshops, making matchboxes or sewing. • That children could also earn a bit of money as chimney-sweeps, messengers or crossing sweepers. • That Florence Nightingale was a nurse and she saved the lives of many soldiers during the War 	<p>Mining Children will know:</p> <ul style="list-style-type: none"> • That the Earth's crust contains many minerals and other materials that are useful to people. • That to get these valuable natural resources, people must dig into the ground. The holes that they dig are called mines. • That some mines are narrow shafts, or tunnels, that go very deep underground. Other mines are large open pits, like canyons. • That coal is a black or brown rock that, when burned, releases energy in the form of heat. • That the National Union of Mineworkers had staged a nationwide strike to prevent the closure of 20 coal mines • Margaret Thatcher was the first female Prime Minister of the United Kingdom. She was nicknamed 'The Iron Lady'. <p>The Local Area Children will know:</p> <ul style="list-style-type: none"> • That they go to school in Barnburgh • That we are on the boarder of Barnsley, Doncaster and Rotherham • Conisbrough Castle is one of South Yorkshire's most striking landmarks. • The castle was the centre of a great Norman lordship, given by William the Conqueror to William de Warenne. published in 1819 	<p>Stone, Bronze and Iron Age Children will know:</p> <ul style="list-style-type: none"> • That Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. • That Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. • That each period is named after the main material used to make tools at that time. • That Stonehenge is a stone circle in Wiltshire, England. It is made of stones from the local area and Wales. The stones line up with the Sun during midsummer and midwinter. • That in the Stone Age, tools were made from stone, wood and bone. They were used for digging, hunting and chopping. • That in the Bronze Age, bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy. • That in the Iron Age, iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy. 	<p>Anglo Saxons and Vikings Children will know:</p> <ul style="list-style-type: none"> • That the Viking age in European history was from about AD700 to 1100. • That during this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. • That the name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid' • That Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes. 	<p>Greeks</p> <ul style="list-style-type: none"> • Children will know: That in c6000–c3000 BC, People started to farm and make produce in Neolithic Greece. • That in 776 BC, the first Olympic Games were held in Olympia • That Greece is located in Southern Europe, between Albania and Turkey. • That Athens is the capital of Greece • That Socrates, Plato and Aristotle were some of the greatest philosophers of their time, and their ideas are still influential today. • That in ancient Greece, class and gender determined the roles people could play in society and at home. Only male citizens were allowed to vote and make decisions. 	<p>WW1 and WW2 Children will know:</p> <ul style="list-style-type: none"> • That the First World War started in 1914 and ended in 1918 • That the First World War started after the assassination of Archduke Franz Ferdinand on 28th June 1914. • That the war was fought between two groups: the Central Powers) and the Allied and Associated Powers • That during the First World War, both sides used a combination of weapons, such as artillery, guns and poison gas, and vehicles, such as tanks and aircrafts. • That the war ended in 1918, at 11am on the 11th November. • That the poppy is a symbol of remembrance. During the First World War, poppies grew on barren land, such as old battlefields. • That the Second World War lasted from 1939 to 1945. • That on one side were the Axis Powers (including Germany, Italy and Japan). On the other side were the Allied Powers (including Britain, France, the Soviet Union and the USA). • That the intense and sudden bombing was called the Blitz. • That rationing was introduced in 1940, which meant that each person could only buy fixed amounts of certain foods each week
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	<p>Past and Present Children will be able to:</p> <ul style="list-style-type: none"> Order 3 recent events in chronological order. Create a timeline of past events using pictures and words. Create a timeline of their own life. Make a comparison between their lives and their grandparents. Discuss important dates in recent history. <p>Great Fire of London Children will be able to:</p> <ul style="list-style-type: none"> Explore sources of information to find out facts about The Great Fire of London. Create a timeline of the events of The Great Fire of London. Create a short scene to explore what it was like for the people of London during The Great Fire. Compare what London was like before and after The Great Fire. Recall historical facts about The Great Fire of London. Collect and present evidence from a range of sources about The Great Fire of London. <p>Victorians Children will be able to:</p> <ul style="list-style-type: none"> Explore sources of information to find out facts about Queen Victoria. Discuss similarities and differences between Victorian life and life in the present day. Collect and present facts about life as a Victorian child. Create a fact file about Victorian life. Learn about Florence Nightingale and why she was a significant historical figure in the Victorian Era. Learn about Grace Darling and why she was a significant historical figure in the Victorian Era. 	<p>Significant Individuals Children will be able to:</p> <ul style="list-style-type: none"> Sort and group significant individuals. Order significant people on a timeline. Brainstorm the impact of Christopher Columbus. Research information about Neil Armstrong. Discuss the impact of Rosa Parkes. Identify facts and opinions about Emmeline Pankhurst. Compare Neil Armstrong and Christopher Columbus. <p>Mining Children will be able to:</p> <ul style="list-style-type: none"> Identify what a mine is and why they are significant. Discover mines within the local community. Find out who worked in the mines. Research information about coal and how it is collected and used. Compare mines in the 1800's and 1900's. Discover the impacts of the strikes. <p>The Local Area Children will be able to:</p> <ul style="list-style-type: none"> Explore the local area. Identify how the local area has changed over time. Study a significant person within the local community. Identify the features of Conisbrough castle. Find out the significance of Conisbrough castle. 	<p>Egypt Children will be able to:</p> <ul style="list-style-type: none"> Explain who the ancient Egyptians were Describe what life was like in Ancient Egypt Explain mummification Explain why pyramids were built Identify the roles of gods and goddesses Understand hieroglyphics. Explain why the Nile was described as a gift <p>Stone, Bronze and Iron Age Children will be able to:</p> <ul style="list-style-type: none"> Identify the stone age, bronze age and iron age on a time line Investigate what everyday life was like in the stone age bronze age and iron age. Explore the tools made during the stone age, bronze age and iron age. Locate settlements from the periods of the stone age, bronze age and iron age. Describe homes from the stone age, bronze age and iron age. Explain the legacy of the stone age, bronze age and iron age. 	<p>Romans Children will be able to:</p> <ul style="list-style-type: none"> Identify what everyday life was like in Ancient Rome Identify why the Romans invaded Britain and recall key facts about the invasion Understand why and how Romans built new roads and towns in Britain Recognise the importance of Hadrian's Wall to the Romans Understand the lives of soldiers who lived there Understand the lasting impact of the Roman Empire on Britain. Identify issues that led to the fall of the Roman Empire <p>Anglo Saxons and Vikings Children will be able to:</p> <ul style="list-style-type: none"> Understand what life was like as an Anglo-Saxon. Understand how the Anglo-Saxons ruled Britain. Collect information about the discoveries at Sutton Hoo. Understand who the Vikings were. Identify different Viking artifacts and explain what we know about them. Understand how Vikings would travel. Explore what life could have been like in Viking Britain Identify some Viking heroes and understand their importance. 	<p>Mayans Children will be able to:</p> <ul style="list-style-type: none"> Identify the time period of the ancient Mayan civilisation Explain how and where the Ancient Maya people lived Identify the religious beliefs of the Maya civilisation Compare the two stories of Maya creation Compare the daily life of Mayans and present day <p>Greeks Children will be able to:</p> <ul style="list-style-type: none"> Identify the time period of the ancient Greeks Identify the location of Greece and Athens Explain how and where the Ancient Greeks lived Explain the types of ancient Greek art and culture Identify the difference between Olympic games now and then Create Greek architecture using tinker cad 	<p>Tudors Children will be able to:</p> <ul style="list-style-type: none"> Chronologically order sequence a Tudor timeline of key events Explain how the Tudors came to power Understand who Henry VIII was and why he was a significant Tudor monarch Name the order of Henry VIII's six wives and their fates Explain Henry VIII's 'great matter' Name Tudor crimes and punishments <p>WW1 and WW2 Children will be able to:</p> <ul style="list-style-type: none"> Identify when the First World War started and finished Explain who started the First World War Identify who fought in the First World War Identify the weapons used Explain how the First World War ended Identify what the poppy represents Identify when the Second World War started and finished Identify who fought in the Second World War Explain what the Blitz was Explain what rationing was
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VOCABULARY

	<p>Past and Present: order, timeline, past, present Great Fire of London: Baker, Pudding Lane, Thomas Farriner, London, Fire brigade, fire, spreading, River Thames Victorians: Queen Victoria, reigned, chimney-sweeps, Florence Nightingale, nurse, soldiers</p>	<p>Significant Individuals: Christopher Columbus, sailor, explorer, America, Neil Armstrong, Rosa Parks, Emmeline Pankhurst, women's rights Mining: Earth's crust, minerals, resources, mines, shafts, tunnels, pits, coal, strike, Margaret Thatcher The Local Area: Barnburgh, Doncaster, Rotherham, Barnsley, Conisbrough Castle, landmarks, Norman, William the Conqueror</p>	<p>Egypt: farming, construction, solar calendar, hieroglyphs, pharaoh, pyramids, river Nile, irrigation Stone, Bronze and Iron Age: Prehistory, periods, Stonehenge, tools, weapons</p>	<p>Romans: Claudius, invasion, domus, empire, Hadrian's Wall, courtyard Anglo Saxons and Vikings: Scandinavia, longboats, Britain, Ireland, Old Norse, pirate raid, trading</p>	<p>Mayans: civilisation, North America, Mesoamerica, animism, Popol Vuh, Chilam Balam Greeks: Neolithic Greece, Olympic games, Olympia, Athens, Socrates, Plato, Aristotle, philosophers</p>	<p>Tudors: Dynasty, Henry VII, Henry VIII, Battle of Bosworth Field, beheaded, died, divorced, punishment, treason, heresy WW1 and WW2: Franz Ferdinand, assassination, Allied, Associated powers, poppy, remembrance, blitz, Winston Churchill</p>
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HISTORY							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CROSS CURRICULAR LINKS		Geography – Geographical skills and fieldwork	Geography – Geographical skills and fieldwork	English – children write linked to the topic DT – make an Egyptian collar Geography – Geographical skills and fieldwork	English – children write linked to the topic Geography – Geographical skills and fieldwork	English – children write linked to the topic Computing – Create Greek architecture using tinker cad Geography – Geographical skills and fieldwork	English – children write linked to the topic Music – Songs of WW2 DT – construction of Anderson Shelters DT – make pencil case out of old clothes Geography – Geographical skills and fieldwork
ENRICHMENT:		Autumn – Black History Month Autumn – Remembrance Day	Coal Mining Museum Trip Autumn – Black History Month Autumn – Remembrance Day Summer - Emmeline Pankhurst Day	Autumn – Black History Month Autumn – Remembrance Day	Murton Park Trip Autumn – Black History Month Autumn – Remembrance Day	Leeds Museum Trip – Greeks Autumn – Black History Month Autumn – Remembrance Day	Eden Camp Trip -WW2 Autumn – Black History Month Autumn – Remembrance Day Spring – Holocaust Memorial Day
APSIRE		<p>Children will present their history learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents could include:</p> <p>Past and Present</p> <ul style="list-style-type: none"> • What does past mean? • What does present mean? • How is your life different to when your grandparents were little? <p>Great Fire of London</p> <ul style="list-style-type: none"> • When was the Great Fire of London? • Where did it start? • Where did people go to stay safe? <p>Victorians</p> <ul style="list-style-type: none"> • What was the name of the Queen? • How long was she Queen for? • What did poor children do? • How did children earn money? • Who was Florence Nightingale? 	<p>Children will present their history learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents could include:</p> <p>Significant Individuals</p> <ul style="list-style-type: none"> • Who was Christopher Columbus? • Who was Neil Armstrong? • Who was Rosa Parks? • Who was Emmeline Pankhurst? <p>Mining</p> <ul style="list-style-type: none"> • How did people get resources out of the ground? • What were the mines like? • What is coal like? • Why did the miners strike? • Who was Margaret Thatcher and what did she do? <p>The Local Area</p> <ul style="list-style-type: none"> • Where do you live? • What is the name of the castle'? • Tell me about the castle 	<p>Children will present their history learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents could include:</p> <p>Egypt</p> <ul style="list-style-type: none"> • Who were the ancient Egyptians? • Tell me about what life was like in Ancient Egypt • What is mummification? • Why were the pyramids built? • What did the gods and goddesses do? • What are hieroglyphics? • How do I write my name is hieroglyphics? • What was the Nile? • Why was the Nile described as a gift? <p>Stone, Bronze and Iron Age</p> <ul style="list-style-type: none"> • When was prehistory in Britain? • What were the three main periods? • Tell me about Stonehenge • In the stone age, what were the tools made from? • In the iron age, what were the tools made from? 	<p>Children will present their history learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents could include:</p> <p>Romans</p> <ul style="list-style-type: none"> • When did the Romans invade? • What were the houses like in Rome where people lived? • What were the houses like that the wealthy Romans lived in? • Why did the Romans invade? • What is Hadrian's Wall and why was it built? <p>Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> • When was the Viking era? • Where did Vikings travel from and to? • Tell me about a longboat • What did the Vikings trade? 	<p>Children will present their history learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents could include:</p> <p>Mayans</p> <ul style="list-style-type: none"> • When was the Mayan Civilisation established? • Where did they live? • What were their religious beliefs? • Tell me about the two stories of the Mayan civilisations • How does the daily life of Mayans compare to daily life now? <p>Greeks</p> <ul style="list-style-type: none"> • What did people do in Neolithic Greece? • Tell me about the first Olympic games • Tell me about the three philosophers • Why did class and gender determine roles? 	<p>Children will present their history learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents could include:</p> <p>Tudors</p> <ul style="list-style-type: none"> • When did the Tudors rule? • How did the Tudors come to power? • Who was Henry VIII? • Tell me about his wives • What was the great matter? • How was people punished for their crimes? <p>WW1 and WW2</p> <ul style="list-style-type: none"> • When did WW1 start and finish? • Why did WW1 start? • Who was WW1 between? • How are the people who died remembered now? • When did WW2 start and finish? • Who was WW2 between? • What was the Blitz? • What was rationing?