



St John's History Whole School Long Term Plan (2024-2025)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> -History of our school - Buildings in the local area- - Peepo -Traditional tale Red Riding Hood - Black history month 	<ul style="list-style-type: none"> - Remembrance Day - First Moon landing - Mr Gumpy's motor ca - A visit from an Old Bus - Baby photos in RE. 	<ul style="list-style-type: none"> - Florence Nightingale and Mary Secole 	<ul style="list-style-type: none"> - Human growth/change - 'My Great Grandpa' - Changes over time- Lifecycle of a seed/seasons - Ordering how to plant a bean 	<ul style="list-style-type: none"> - Dinosaurs - Fossils -Mary Anning - Changes over time- lifecycle of a butterfly 	<ul style="list-style-type: none"> - Famous pirates and their ships - Grace Darling - The year we have had together and our memories:
Year 1	<p style="text-align: center;">Strong start Cause and effect Chronology</p> <p style="text-align: center;">Community, Knowledge Introducing changes within living memory - Shops</p>		<p style="text-align: center;">Knowledge, Community Lives of significant people - Mary Anning and David Attenborough</p>		<p style="text-align: center;">Knowledge, Community Lives of significant people Neil Armstrong, Tim Peeks, Bernard Harris Junior and Mae Jemison</p>	
Year 2	<p style="text-align: center;">Community, Power Knowledge Democracy Changed Beyond Living Memory - Great Fire of London</p>		<p style="text-align: center;">Knowledge, Community Lives of significant Figures e.g. Henry V111.</p>		<p style="text-align: center;">Knowledge, Community, Power Study Historical Events, People and Places in their own Locality Local History</p>	
Year 3	<p>Knowledge, Community, Power Stone Age to Iron Age</p>			<p>Invasion, Power, Civilisation The Roman Empire and its impact on Britain</p>		
Year 4	<p>Invasion, Power, Community Britain's settlement by Anglo-Saxons and Scots</p>		<p>Invasion, Power, Community The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		<p>Civilization, Knowledge Power, Invasion Ancient Egypt - the achievements of the earliest civilisations -</p>	
Year 5	<p>Power, Democracy, Knowledge, Civilisation Ancient Greece - a study of Greek life and achievements</p>				<p>Civilisation, Knowledge, Power Maya c. AD 900 - a non-European society that</p>	

	and their influence on the western world				provides contrasts with British history	
Year 6	<p>Black History Week project The Windrush Generation</p> <p>Power, Invasion, Community The Battle of Britain - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			<p>Power, Invasion, Democracy, Community How did conflict change our local area in World War 2? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>Power, Invasion, Democracy Five British monarchs - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

History Substantive Knowledge - this is the subject knowledge and explicit vocabulary used about the past.

Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives. Knowledge brings about change.</p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p>It can also be the rise of knowledge and invention,</p>	<p>Taking over another country or region with an armed force.</p> <p>Hitler's iniquitous beliefs led him to invade Poland and France. Invasion is a substantive concept throughout history.</p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p>Larger than a community.</p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts. or the power over people and places.</p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p>Kings, queens and leaders used power to achieve their goals, such as</p>	<p>A form of government voted for by the people.</p> <p>Democracy has many forms through time.</p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p>Democracy hasn't always been equal.</p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p>

	such as the Maya or Ancient Greeks.			Queen Victoria and her desire to rule an Empire. Alexander the Great unified power in Ancient Greece. War with the Persians.	The opposite to democracy is dictatorship or tyrannical leadership
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History Disciplinary knowledge - this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it 'Working Historically.' The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective and contextual interpretation. Content infused and adapted from HA - Teaching History 179 and 180, 2020.

Historical Enquiry - Thinking as a Historian

Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea

Chronology	Cause & Consequence	Change & Continuity	Similarity & Difference	Evidence	Significance
<p>The science of time</p> <p>How events and significant people are placed in time.</p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p>	<p>The reason and result of the things that happened in history</p> <p>Causation is about why events occurred and situations happened.</p> <p>How ideas connect and interrelate.</p> <p>Grouping causes into categories, such as</p>	<p>How key people, places and events changed or stayed the same over time</p> <p>How much really changed over and across time?</p> <p>What kind of change was occurring? Was it social, military, economic?</p>	<p>Similarity</p> <p>Compare similarities at the same time - what stayed the same and why? For example, you could compare Athens and Sparta at the same time.</p> <p>Difference</p>	<p>How we know about the past</p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p>	<p>Why people, events and ideas are important in our studies</p> <p>The choice to study certain people and events because of their importance over time.</p> <p>Latin: significare</p> <p>to make signs or point out. Significant people and events are chosen by</p>

<p>Use time related words, such as before, during and after.</p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p>Also known as CE = common era.</p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p>personal belief, military action, economic drivers or deliberate acts.</p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p>Consequence is the result of the cause.</p>	<p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p>Continuity</p> <p>Latin: <i>continuitatem</i> = a connected series. What remained the same?</p> <p>What factors were the same? Trade? Ideas of race?</p>	<p>Compare difference at the same time - what was different between people and places - why was that? For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p>Relics can be used and are sources</p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017). Primary sources</p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources</p> <p>books and articles about a study that may not have been created at the time</p>	<p>others to tell a historical narrative.</p> <p>Why have they been chosen? What is significantly good or bad about these people and events? Also consider 'silences'</p> <p>(the not told history) as an opposite and equal to significance. (Trouillot and HA 181,2020)</p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>
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History Curriculum Narrative

EYFS

In EYFS, children are learning to understand the world, past and present by:

- Talking about the lives of the people around them and their roles in society;
- Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understanding the past through settings, characters and events encountered in books read in class and storytelling;

Children will be offered hands-on experiences that deepen their historical understanding, often linked to stories read.

Key Stage 1

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying **Changes within living memory** to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.

Pupils study the **Lives of significant individuals**, focusing on David Attenborough and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. This study is revisited and enhanced by studying the **Lives of further significant individuals**, including Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake. In KS1, pupils study local history through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events and the people that tell a story of the past.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London. There are further opportunities for pupils to revisit and retrieve prior learning with a focus on 'Events beyond living memory'.

Lower Key Stage

In lower KS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think **Britain changed throughout the Stone, Bronze and Iron Ages**. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how Rome influenced Britain. This foundational knowledge is built upon and used to support long-term retrieval to contrast culture and technology. Pupils are able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories. Substantive concepts such as invasion, law, civilisation and society are developed through explicit vocabulary instruction, another central component of CUSP.

Studies of how Britain was **settled by Anglo-Saxons and Scots** gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

CUSP also focuses on the **Struggle for throne of England** through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw

Upper Key Stage 2

Later in KS2, knowledge of Anglo-Saxons is revisited and used to connect with a study of the **Maya civilisation**. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c.AD 900. Here, location, settlement, people, culture and invention are compared and contrasted.

Pupils also study **Significant monarchs after 1066**. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy. This chronological study revisits known periods of time and introduces new content and monarchs. Ancient history, such as the achievements of the earliest civilisations - **Ancient Egyptians** and the **study of Ancient Greek life and achievements** are also studied learning about their influence on the western world. The understanding of culture, people and places are central to these studies. CUSP History connects these studies with prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

Recent history, such as the **Battle of Britain** for example, is studied in the context of how conflict changed society in the Second World War.



History in EYFS



Subject:	History
Year Group:	Reception

Prior/Background Knowledge:

Children should start school:

- Beginning to make sense of their own life-story and family's history. For example, they should be able to talk about photos and memories. They should be able to retell what their parents told them about their life-story and family.



Autumn 1: Children learn about **our school**. We ask if any parents used to come to our school and explore how things have changed- building, uniform, lessons etc..

Look at our local area and discuss why some building - church/school look older

TEXT: Peepo (Janet and Allan Ahlberg. Set during WW2)

After reading non-fiction books about homes and writing about our own homes we read Peepo. We make comparisons between what is in each room in the book and in our homes now. Old artefacts (iron, posser etc...) are displayed in our curiosity corner for children to explore.

Introduction to **traditional tales** with **Little Red Riding Hood**. Explaining how these tales are very old stories still told today.

Black History Month- October

Autumn 2: Remembrance Day- Children are taught the importance of remembering significant moments in the past.

First moon landing (1969)- as part of our space and travel topic we look at the first moon landing and discuss how this was a significant event and how technology has advanced. Read Goodnight Spaceman.

TEXT: Mr Gumpy's Motor Car (John Burningham) After reading non-fiction books about vehicles and talking about different ways in which we have travelled we make comparisons between Mr Gumpy's car and our own.

A visit from an **old bus** comes into the playground so we can experience riding on an old mode of transport.

In RE we discuss Christmas and Jesus being born; we share **baby photos** and discuss how we have changed.

Understanding the World Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the 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;

Spring 1:

As part of our Healthy Hero topic we learn about some local heroes and people who help us. After this we learn briefly about **Florence Nightingale** and **Mary Secole** as important heroes from the past. Images are displayed in the curiosity corner and we play a game of sorting pictures from hospitals today and in the past; discussing differences with the children.

Spring 2:

As part of our Let's Grow topic we discuss how we have **grown from a baby to a child** and what we can do now that we couldn't when we were a baby. We look at how humans are babies, toddlers, teenagers, adults and elderly adult and how we change at each stage. We read '**My Great Grandpa**' (Martin Waddell) where a child takes her Great Grandpa out in his wheelchair and is in awe of all that he knows. We ask children to talk to somebody elderly in their family and ask them about what life used to be like when they were 5. Grandparents into school day- share their experiences and read their favourite story.

Changes over time- **Lifecycle** of a seed/seasons

Ordering how to plant a bean seed

Jack and the Beanstalk- traditional tale

Summer 1: As part of our All Creatures Great and Small topic we will explore **dinosaurs**; explaining to the children that these animals no longer live and are **extinct**. Dinosaur activities will be in the curiosity corner and provision to be explored by children.

Explore **fossils** and being **archaeologists** in the sand area/curiosity corner. We learn about the work of **Mary Anning** for her fossil discoveries.

Changes over time- **lifecycle** of a butterfly

Summer 2: As part of our Walk the Plank topic we look at some famous **pirates** and their **ships** from the past and compare these to ships today.

We learn about **Grace Darling** and how she rescued survivors from the shipwrecked Forfarshire in 1838.

As part of transition to Year 1 we talk about the year we have had together and our memories: discuss the class timeline and open the memory box. Discuss what we could do when we started Reception and what we can do now we are ready for Year 1.

History skills:

Changes within living memory: How they and their family have changed since they were born. Celebrating birthdays and discussing how old they are and birthdays from the past.

Events beyond living memory: World War, moon landing, dinosaurs

The lives of significant individuals in the past: Neil Armstrong, Florence Nightingale, Mary Secole, Mary Anning, Grace Darling

Significant events, people and places in own locality: History of our school and church

Key history vocabulary:

Today, tomorrow and **yesterday**- used everyday when doing the calendar and timetable train and explicitly taught in Spring 2 Maths. We go on a Seasons walk to Crows Nest Park each season and compare how nature changes over time. A timeline of photos from the year to be added to the classroom so children experience a sense of the passing of time. Create a memory box to open in Summer 2 with photos and souvenirs of special times shared this year.

Present, past and **future**- we explicitly teach the correct use of past tense within in English and everyday speech with the children.

When I was little

Ago

Order, sequence

St John's History Medium Term Planning (using CUSP resources)

Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 1 Changes within living memory	Community and Knowledge	<p>EYFS: Understanding the World Past and Present Talk about the lives of the 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</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Study focuses on chronology within living memory of the community to develop a sense of change over time</p> <p>How have I grown and changed in my life? What is it like around here? Includes a study to see and notice the features of your community with a focus on shops. What are the shops in my community? Select, organise and explain what you know. What were shops like in the past? How have shops changed? Invite an adult or the local history society in to talk about shops in the local community a long time ago. How are shops different today than a long time ago?</p>	toddler timeline present compare memory	community tills supermarket customer bakery
Year 1	Community and Knowledge	EYFS: Past and Present Talk about the lives of the people around them and their roles in society Know some	Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements.	Legacy Inspire Revealed	Fossil Documentary Significant

Lives of significant people - Mary Anning and David Attenborough		<p>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</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>Y1 Continents and oceans Countries and capitals of UK</p> <p>Y1 Animals, including humans Plants (Science).</p>	<p>Who was Mary Anning? What did she do? What did Mary Anning discover? Who is David Attenborough? What does he do? What has David Attenborough achieved? Compare Mary Anning and David Attenborough. What was similar and what was different?</p>	Explore Similar	Naturalist Expedition
Year 1 Lives of significant people - Neil	Community and Knowledge	<p>ELG People, culture and communities ELG Past and present ELG The natural world Y1 Science Animals, including humans and Plants Y1</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. <p>Who was Neil Armstrong? What did he achieve?</p>	<p>Legacy Inspire Revealed Explore Similar</p>	<p>Fossil Documentary Significant Naturalist Expedition</p>

Armstrong, Tim Peeks, Bernard Harris Junior and Mae Jemison		Geography Continents and oceans Y1 History Significant individuals Year 1: Lives of significant people - Mary Anning and David Attenborough	Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve? Compare the achievements of two significant individuals. What was similar and what was different?		
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Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 2 Changes beyond living memory - Great Fire of London	Community	EYFS: Talk about the lives of the 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 Year 1: Changes within living memory.	Where is London? When was the Great Fire of London? How did the fire start? Why did the fire spread so quickly? Study Sunday 2nd September 1666. Where did the fire spread to? Study Monday 3rd and Tuesday 4th September 1666. Where did the fire spread to? Study Wednesday 5th and Thursday 6th September 1666. How do we know about the Great Fire of London? Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn What effect did the fire have on London? As a result of the fire, what changes were made to London?	Bustling Raged Extinguished Merchant Engulfed	Flammable Devoured Possessions Ineffective Doused
Year 2 Significant Figure: Henry V111	Community and Knowledge	ELG People, culture and communities ELG Past and present ELG The natural world Y1 Science Animals, including humans and Plants Y1 Geography Continents and oceans Y1 History Significant individuals Year 1: Lives of significant people - Mary Anning and David Attenborough Year 1: Lives of significant people - Neil Armstrong, Tim Peeks, Bernard Harris Junior and Mae Jemison	Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements. Who was Henry V111? What did he achieve? Compare the achievements of two significant individuals. What was similar and what was different?	King Power Past Decisions Continue to expand this list.	Monarch Timeline Chronological Continue to expand this list.

Year 2 Study historical events, people and places in their own locality.	Community, Power, Knowledge	Year 1 Significant people beyond living memory Year 1 Changes within living memory Year 2 Events beyond living memory	Remember - what is Newmarket like today? King James I: what things happened in Newmarket's past? King Charles II: what things happened in Newmarket's past? The Great Fire: what things happened in Newmarket's past? World War II: what things happened in Newmarket's past? Newmarket: what do you remember about the past?	Jockey Chronology Memorial Devasted Converted Founded	Monarch Common Code Coat of Arms Racecourse Airfield
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Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 3 Stone Age to Iron Age	Knowledge, Community, Power	Year 1 Within living memory Significant individuals Year 2 Beyond living memory Significant events, local and national Year 2 Significant events, local and national	Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know? When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age? When was the Iron Age? What was the Iron Age like? How do we know? What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?	Ancient Community Dense Extinct Roaming Prehistory	Domesticated Arid Gatherer Nomad Reared Submerged
Year 3 The Roman Empire and its impact on Britain	Invasion, Power, Civilisation	Year 1 Within living memory Significant individuals Year 2 Beyond living memory Significant events, local and national Year 2 Significant events, local and national Year 3 Stone Age - Iron Age	Pupils should be taught about: The Roman Empire and its impact on Britain Who were the Romans? What was it like to live in Rome? Remember the Celtic people: What was it like to live during the Iron Age? When did the Romans invade Britain?	Previously Conquered Rebellion Luxurious Culture Settlement	Amphitheatre Emperor Aqueducts Invasion Barbarian Forum

			<p>Who resisted the Roman invasion? Technology: how did Britain change under Roman rule? Review session - can be used to elaborate or catch up study Belief: How did Britain change under Roman rule? SUMMARISE IT: So what was the impact of the Roman Empire on Britain?</p>		
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Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 4 Britain's settlement by Anglo-Saxons and Scots	Invasion, Power, Community	Year 3 Changes between Stone Age, Bronze Age and Iron Age Year 3 Rome and its impact on Britain	<p>Pupils should be taught about: The struggle for the Kingdom of England - Britain's settlement by Anglo-Saxons and Scots</p> <p>Why did the AngloSaxons come to Britain? Where did the AngloSaxons come from? What was life like for Anglo-Saxons in Britain? What kingdoms were formed by the AngloSaxons? How do we know about the AngloSaxons? How did religion influence the AngloSaxons? How do we know this?</p>	Abandoned Defenceless Dominant Missionary Pagan Reliant	Heptarchy Laden Sporadic Vanquish Viewpoint Migration
Year 4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Invasion, Power, Community	Year 3 Changes between Stone Age, Bronze Age and Iron Age Year 3 Rome and its impact on Britain Year 4 The struggle for the Kingdom of England Britain's settlement by Anglo-Saxons and Scots	<p>Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>What was life like for Vikings? When did the Vikings attack Britain? Where did the Vikings invade and settle? Why were the Vikings so feared and successful? When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings? What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?</p>	Repelled Tapestry Confessor Converted Legend Brutality	Heathen Chronicle Chieftain Fjord Manuscript Ousted

Year 4 Ancient Egypt - the achievements of the earliest civilisations -	Civilization, Knowledge Power, Invasion	Year 3 Stone Age to Iron Age Year 3 Rome and its impact on Britain Year 4 Geography Latitude and Longitude Year 4 Geography Rivers	Pupils should be taught about: The achievements of the earliest civilisations and a depth study of ancient Egypt Who were a few of the earliest civilisations and what did they achieve? Who were the ancient Egyptians and where did they live? The Old Kingdom: Who was significant and what did they achieve? The Middle Kingdom: Who was significant and what did they achieve? The New Kingdom: who was significant and what did they achieve? Achievements: How and what did the ancient Egyptians write? If you find that you need more time, choose one of these achievement studies to focus on. Achievements: How did the ancient Egyptians use the River Nile? Gods: what did the ancient Egyptians believe in? Evidence: what do we know about Tutankhamun?	Colossal Stability Society Civilisation Irrigation Mysteriously	Funerary Hieroglyphs Artefact Pillaged Obelisk Pharaoh
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Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Year 5 Ancient Greece - a study of Greek life and achievements and their influence on the western world	Power, Democracy, Knowledge, Civilisation	Year 3 Stone age to the Iron Age Introduce Rome and the impact on Britain Year 4 Britain's settlement by Anglo-Saxons and Scots Year 4 Viking and Anglo-Saxon struggles Ancient Egyptians Year 4 Latitude and Longitude	Pupils should be taught about: Ancient Greece - a study of Greek life and achievements and their influence on the western world Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? City-states: What was the difference between Athens and Sparta? What was democracy like in Athens? Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create?	Democracy Honour Phenomenal Deteriorated Armoured Oppressive	City-state Tyrant Sanctuary Tactical Valiantly Unified

			<p>What happened at the Battles of Marathon and Salamis? Why were they important? Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p>		
<p>Year 5 Maya c. AD 900 - a non-European society that provides contrasts with British history</p>	<p>Civilisation, Knowledge, Power</p>	<p>Year 3 History Roman Empire its impact on Britain Year 4 History Anglo-Saxon settlement and Viking struggle for Britain Year 4 /Year 5 Geography study of the world, including location of N and S America Year 5 Science Light Earth and Space</p>	<p>Pupils should be taught about: A non-European society that provides contrasts with British history - Maya civilization c. AD 900</p> <p>Where did the Maya live? What were the significant events in the Maya's history? What were Maya citystates like? City-state study - Tikal, Palenque or Chichen Itza These are flexible and can be focused into one session, depending on how well pupils acquire understanding. What did the Maya invent? If you find that you need to consolidate or focus learning, choose one of these to work on. What happened to the Maya city-states? Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p>	<p>Population Famine Descendant Declining Citizen Native</p>	<p>Deforestation Codex Sacrifice Astronomy Warrior Polytheistic</p>

Yr group, Unit Title	Substantive concept	Previous Learning	National Curriculum - Learning Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Year 6 The Battle of Britain - a study of an aspect or theme in British history that</p>	<p>Power, Invasion, Community</p>	<p>Year 5 Ancient Greeks Year 5 Maya civilisation and comparison to Anglo-Saxon Year 6 How did conflict change our local area in WW2? Year 6 Monarchs through time</p>	<p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Why did Britain declare war on Germany in 1939? Why was rationing introduced? Why were people evacuated from cities? What happened in the Battle of Britain?</p>	<p>Ferocious Infinity Civilians Intercept Radar Occupation</p>	<p>Anti-Semantic Luftwaffe Blitzkrieg Evacuated Rationing Blackout</p>

extends pupils' chronological knowledge beyond 1066			The Blitz: how did Hitler continue to attack Britain? How did conflict change society in the Second World War?		
Year 6 How did conflict change our local area in World War 2? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Power, Invasion, Democracy, Community	Year 5 Ancient Greeks Year 5 Maya civilisation and comparison to Anglo-Saxon Year 6 Windrush Generation Battle of Britain or 5 Monarchs Geography Latitude and longitude Biomes and environmental regions	Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Remember: The Battle of Britain and World War Two. Why was East Anglia described as mini America? Where were the airbases in our locality? locality focused Why were these airbases important to the war effort? What effect did these airbases have on our local area? How do we remember the brave men and women who defended our country?	Altitude Boisterous Cemetery Penetrate Strategic Supremacy	Airbase Axis Bombardment Incendiary Memorial Segregation
Year 6 Five British monarchs - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Power, Invasion, Democracy	Year 4 Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Year 5 A non-European society that provides contrasts with British history - Mayan civilization c. AD 900	How is William I remembered? What legacy did he leave? How is Henry VIII remembered? What legacy did he leave? How is Elizabeth I remembered? What legacy did she leave? How is Charles II remembered? What legacy did he leave? How is Queen Victoria remembered? What legacy did she leave? WEIGH-it In your opinion, who was the greatest?	Lucrative Prosperity Republic Plundered Arrogant Duplicitous	Aristocracy Monastery Dissolution Privateers Industrialisation Annulment



History Progression Map - Progress measures for working at the 'Expected' Level



	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Chronological Understanding	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> Recognise the distinction between past and present (within the context of their own life). Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 	<ul style="list-style-type: none"> Order and sequence events and objects - closer in time using a reference book. Recognise that their own lives are similar and/or different from the lives of people in the past. Use common words and phrases concerned with the passing of time. 	<ul style="list-style-type: none"> Use some dates and historical terms when sequencing events and objects. Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time -using a timeline. 	<ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects on a timeline. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time. Understand and use more complex historical terms - e.g BC/AD 	<ul style="list-style-type: none"> Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
Events,	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; 	<ul style="list-style-type: none"> Identify some events and significant people from beyond their 	<ul style="list-style-type: none"> Identify some events and significant people from beyond their living memory which have helped to shape the present locally, 	<ul style="list-style-type: none"> Describe and give reasons for some historical changes. Find out and 	<ul style="list-style-type: none"> Describe and compare some of the characteristic features and 	<ul style="list-style-type: none"> Describe key aspects of a non- European society such as the early 	<ul style="list-style-type: none"> Explore beliefs, behaviour and characteristics of people, recognizing not

	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>living memory which have helped to shape the present locally, nationally or globally.</p> <ul style="list-style-type: none"> • Describe some changes within living memory (including aspects of national life where appropriate). 	<p>nationally or globally.</p> <ul style="list-style-type: none"> • Describe some changes within living memory (including aspects of national life where appropriate). 	<p>compare everyday lives and how that contrasts to our lives today.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of aspects of history significant in their locality. 	<p>achievements of the earliest civilisations including where and when they appeared.</p> <ul style="list-style-type: none"> • Demonstrate more in-depth knowledge of one specific 	<p>Islamic civilisation.</p> <ul style="list-style-type: none"> • Study different aspects of different people - e.g. differences between men and women in a historical context 	<p>everybody shares the same views and opinions.</p> <ul style="list-style-type: none"> • Know key dates, people and times studied.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretation, Enquiry & Using Resources</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities. • Use sources to answer and ask simple questions about the past. • Identify some of the basic ways in which the past can be represented. • Choose parts of stories and other sources to show what they 	<ul style="list-style-type: none"> • Ask and answer questions about the past through observing and handling a range of sources - asking why/what/who/how/where questions to find answers. • Consider why things may change over time. • Recognise some basic reasons why people in the past acted as they did. • Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> • Use sources to address historically valid questions. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Recognise that different versions of past events may exist. • Describe and explore some of the ways the past can be 	<ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses. • Recognise how sources of evidence are used to make historical claims. • Recognise why some events happened and what happened as a result. • Identify historically significant people and events in 	<ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate Primary and Secondary sources and make simple inferences. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions and hypotheses. • Give some reasons for contrasting arguments and interpretations of the past. • Recognise that some events, people and changes are judged as more significant than others.

	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. 	<p>know about the past.</p>		<p>represented - pictures, letters, artefacts etc.</p>	<p>different situations.</p>	<ul style="list-style-type: none"> • Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> • Bring knowledge gathered from several sources together into a coherent account.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication</p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> • Describe special or significant events. • Retell simple stories or events from the past using simple Historical vocabulary. • Use simple historical terms. 	<ul style="list-style-type: none"> • Talk about what/who was significant in simple historical accounts. • Demonstrate simple historical concepts and events through role-play, drawing and writing. • Use a variety of simple historical terms and concepts. 	<ul style="list-style-type: none"> • Discuss some historical events, issues, connections and changes. • Select and organize historical information to present in a range of ways. • Use relevant historical terms and vocabulary linked to chronology. • Distinguish difference between sources - e.g 	<ul style="list-style-type: none"> • Discuss significant aspects of, and connections between, different historical events. • Select and organise relevant historical information to present in a range of ways. • Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> • Discuss and debate historical issues. • Use appropriate vocabulary when discussing and describing historical events. • Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates 	<ul style="list-style-type: none"> • Acknowledge contrasting evidence and opinions when discussing and debating historical issues. • Use appropriate vocabulary when discussing, describing and explaining historical events. • Construct informed responses to historical questions and hypotheses that involve

				compare different versions of the same event.	<ul style="list-style-type: none">• Use relevant and appropriate historical terms and vocabulary linked to chronology.	and terms. <ul style="list-style-type: none">• Compare accounts of events from different sources - fact or fiction.	thoughtful selection and organisation of relevant historical information including appropriate dates and terms. <ul style="list-style-type: none">• Choose the most appropriate way of communicating different historical findings.
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