

Programme of Study: History

<p style="text-align: center;"><u>Key Stage 1</u></p> <p>Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will be introduced to historical periods that will be taught more fully in KS2.</p>	<p style="text-align: center;"><u>Key Stage 2</u></p> <p>Pupils develop a secure understanding and knowledge of British, local and world history. They will note connections, contrasts and trends over time</p>
<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age <p>Examples:</p> <ol style="list-style-type: none"> 1. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae 2. Bronze Age religion, technology and travel, for example, Stonehenge 3. Iron Age hill forts: tribal kingdoms, farming, art and culture <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain <p>Examples:</p> <ol style="list-style-type: none"> 1. Julius Caesar's attempted invasion in 55-54 BC 2. the Roman Empire by AD 42 and the power of its army 3. successful invasion by Claudius and conquest, including Hadrian's Wall 4. British resistance, for example, Boudica 5. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots <p>Examples:</p> <ol style="list-style-type: none"> 1. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

2. Scots invasions from Ireland to north Britain (now Scotland)
3. Anglo-Saxon invasions, settlements and kingdoms: place names and village life
4. Anglo-Saxon art and culture
5. Christian conversion – Canterbury, Iona and Lindisfarne

- **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

Examples:

1. Viking raids and invasion
2. resistance by Alfred the Great and Athelstan, first king of England
3. further Viking invasions and Danegeld
4. Anglo-Saxon laws and justice
5. Edward the Confessor and his death in 1066

- **a local history study**

Examples:

1. a depth study linked to one of the British areas of study listed above
2. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
3. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

- **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

Examples:

1. the changing power of monarchs using case studies such as John, Anne and Victoria
2. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

	<ol style="list-style-type: none"> 3. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day 4. a significant turning point in British history, for example, the first railways or the Battle of Britain <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 • 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
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Progression of Study: History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Historical concepts

Chronological understanding

Arrange pictures or objects of toys from old to new.

Sequence pictures of important events in Mary Seacole's life in chronological order.

Sequence important events in Mary Anning's life in chronological order.

Find out how toys were different across different decades (1950s-90's)

Understand every day historical terms (see vocabulary sheet)

Order events from 'The Great Fire of London' onto a basic timeline.

Order pictures of seaside holidays in chronological order.

Recognise that dates are used to identify when things have happened in the past.

Apply every day historical terms (see vocabulary sheet)

Place the time studied on a timeline, compare where this fits in to topics previously studied.

Use dates and terms related to the period and the passing of time

Understand the meaning of BC and AD.

Understand the start points, end points and overlapping of periods in time.

Use dates to recall the invasion of Britain by the Roman Army.

Understand and **use** more complex historical terms relating to time.

Order significant events, movements and dates on a scaled timeline. (WW2 leaders)

Understand where Anglo-Saxons period fits in with topics previously studied.

Compare where the Ancient Greece time period fits in to topics previously studied.

Describe significant features from time periods in chronological order and know how Britain has influenced and been influenced by the wider world. (WW2 Exit Task)

Place significant events, movements and dates on a timeline, deciding on a suitable scale.

Explain how some historical periods and events occurred concurrently in different locations i.e. Mayan civilisation, Ancient Egypt

Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.

Range and depth of Historical Knowledge

Understand why people have acted the way they did in the past (Mary Seacole and Mary Anning).

Recall popular toys of today were invented.

Understand the importance of equality. (Skin colour)

Understand the importance of treating everyone equally. (Gender)

Identify how people's actions resulted in the Great Fire of London.

Explain why Samuel Pepys acted in the way he did.

Describe more than one effect of the great fire of London and give some explanations.

Understand and **know** some of the main events, people and changes from the past. (mummification)

Describe and **explain** simple concepts such as cause and effect.

To **understand** the importance of equality and how people and their activity has shaped our past and lives today.

Develop an awareness of how peoples lives have shaped our nation. (Queen Victoria achievements)

To **explain** why people in the past did certain things and behaved in a certain way. (Henry VIII wives and church reformation)

Make connections between local, national and international changes.

Describe the key events and consequences of the Battle of Marathon.

Identify and **describe** key features of the Anglo-Saxon period and the impact on society today.

Find out about beliefs, behaviours and characteristics of people that not everyone shares the same views.

Write an explanation of a past event in terms of cause and effect using evidence to support their explanation.

Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Interpretation of History

Use different ways of learning about the past such as **listening** to stories and **talking** to adults to learn about toys in the past.

Look at photographs to **understand** Mary's Seacole's greatest achievements.

Understand there are different sources of historical evidence including: pictures, paintings, diaries, eyewitnesses, artefacts and books.

To **explore** the diary Samuel Pepys as a primary source of evidence.

Suggest different purposes for different artefacts associated with the Stone Age.

To begin to **evaluate** the usefulness of different sources of evidence.

Understand the difference between primary and secondary sources.

Explore two versions of same event and **identify** differences in the accounts. (Roman resistance/ Boudicca/ Tacitus)

Explore sources and artefacts and **give reasons** why they might have a different purpose in the Roman period.

Gives reasons why there may be different accounts of history. (Views on Queen Elizabeth)

I can **explore** sources and artefacts. and **give clear reasons** why there may be different accounts of history.

Give clear reasons why different artefacts might have a different purpose during Anglo-Saxon period of time.

To **analyse** the reliability of sources. (Sutton Hoo and the Anglo-Saxon chronicle.

Explain that people (now and in past) can represent events or ideas in ways that persuade others. (WW2 propaganda)

To **question** historical evidence and not simply take it at face value.

Give clear reasons why different artefacts might have a different purpose by **making links** to material, size and to other artefacts seen in previous year groups (WW2 and Anglo-Saxons)

To **infer meaning** from primary and secondary sources and make valid conclusions.

To **understand** that different evidence will lead to different conclusions.

	<p>Ask questions about why Mary Seacole is remembered today.</p> <p>Ask questions about the life of Mary Anning. (Look at photographs and listen to stories)</p>	<p>To ask informed and relevant questions.</p>		<p>To ask relevant questions and begin to research answers to historical questions.</p>		<p>To answer and devise own historically valid questions about change, cause, similarity and difference and significance.</p>
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Organise, Evaluate and Communicate Information

Talk, draw and write simple sentences about the past.

Use role-play to share knowledge of toys of the past. (create a toy museum)

Describe events of the Great Fire of London in chronological order.

Use role-play to share their knowledge of the past and begin to write in different genres including: postcards and information texts.

Draw diagrams to share knowledge of the past.

Begin to use simple historical language when explaining ideas about Stone Age.

Communicate ideas in a growing range of different genres including: fact-files, postcards and information texts.

Draw and label diagrams to show knowledge about the past.

Use historical language to communicate ideas about the Roman Empire.

Communicate ideas about the past using different genres of writing, drawing, diagrams, role-play and storytelling.

Use dates to help structure writing about the Roman Empire. (Exit Task)

Discuss different ways of presenting information to share with others.

Use historical terminology appropriate for the topic (WW2 and Anglo-Saxons).

Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Uses date accurately to demonstrate knowledge and understanding.

Select most appropriate ways to present information and findings realising that it is for a reason and purpose.

Use historical language and concepts to create a structured account which demonstrates a high level of knowledge.

Select and organise information to produce structured work in a variety of genres and formats, making appropriate use of dates and terms. Opportunities for extended writing opportunities.

Plan and present a self-directed project to share information in a very clear and well structured way.

Historical Enquiry
Causes and Consequences

Understand that the work of Mary Anning changed our understanding of how the world has changed over time. (Museum)

Describe how and why materials used for building houses has changed over time.

Explain the nomadic lifestyle that was necessary for survival during prehistoric Britain and **understand** the need for change from hunting to farming.

Explain why the Albert dock was important and all of the advantages it brought to our city.

Understand the social groups of the Ancient Egyptians and how that has affected our lives today.

Explain some of the main reasons for, and results of, changes. (Monarchy responsibility change over time)

Explain why Julius Caesar attempted to invade Britain twice.

Explore the causes and results of WW2 and the impact it had on people. (Rationing, Blitz, damage, deaths)

Explain the causes and consequences of great events and their legacy. (when and why the Anglo-Saxons invaded Britain)

Understand and describe the effect of WW2 on our local area.

Understand the causes and consequences of the conflict between the Anglo-Saxons and Vikings.

Understand the significance of the longboat to the Vikings.

Explain why the Mayans were advanced for their time.

Similarities and Differences

Draw and write about toys in the past compared to present day.

Understand that in the past toys children played with were different for the rich and poor.

Describe how London looked before and after the Great Fire of London.

Discuss the holidays I go on and how they might be similar and different to others in the class.

Describe how the clothing and activities have changed from Victorian era to modern day.

Explain the difference between the three periods of the Stone Age and how these periods are similar and different to each other.

Describe how Liverpool has changed over time in its appearance and use. (Landmarks)

Explain the similarities and differences between daily life in Ancient Egypt and today.

Identify some differences and similarities between historical periods.

Explain how life in Britain has changed and developed from the changes made from the different monarchy. (Victorian schools)

Describe and compare the Roman army to the Celtic tribes they invaded.

Compare life during the Anglo-Saxon period to Roman Britain.

Compare what life was like for a child living during WW2 **compared** to the lives of children today. (Evacuation)

Compare the achievements of Anglo- Saxon kings.

Explain the legacy of the Olympic games and compare how they have changed over time.

Describe the democratic society during the Ancient Greek period and **compare** it to today.

Discuss the similarities and difference between the Ancient Greek and Egyptian Gods.

Compare Viking religion (Paganism) with Christianity

Compare the Mayan civilisation with life today, including democracy, religion and authority.

Compare Mayan civilisation with other ancient civilisations studied in previous year groups.

Historical Enquiry Significance	<p>Explain what makes someone significant.</p> <p>Name and describe significant toys to them.</p> <p>Describe the character of Mary Seacole that made her successful.</p> <p>Name important people to Mary Anning.</p> <p>Describe the character of Mary Anning that helped her succeed.</p>	<p>Explore the significance of Samuel Pepy's diary.</p> <p>Understand the significance of the invention of the railway.</p>	<p>Understand the significance of Stonehenge.</p> <p>Recognise and discuss the importance of diversity and culture in Liverpool today. (Capital of Culture 2008)</p> <p>Explain the significance of the pyramids and the impact they had.</p> <p>Understand the discovery of Tutankhamun by Howard Carter and the impact on history.(archaeologists)</p>	<p>Describe and explain the significance and lasting legacy of British reigning monarchs including: Queen Victoria, Henry VIII and Queen Elizabeth.</p>	<p>Describe the significance of VE day and the Battle of Britain.</p> <p>Describe the significance of leaders during WW2.</p>	<p>Understand and describe the importance of Danelaw.</p> <p>Describe the event of the Battle of Hastings</p> <p>Understand the Viking religious beliefs about the afterlife in and compare the significance of religion with the Mayans</p>

Vocabulary	Historical Vocabulary	Old New Young Days Yesterday Weeks Months Now Then Last week When I was younger, A long time ago, A very long time ago, Before I was born, Chronological order	Past Present Recently After Later Era Modern Compare Evidence Impact After Before During	Primary source Secondary source Artefacts Society Culture Currency BC- Before Christ AD- Anno Domini	Century Decade Millennia Invaders Power Republic Citizen Period of time Duration	Social Class Religion Kingdom Conflict Resistance Political party Military Dictator Alliance	Political Technological Conversion Emigration

Topic Specific

Toys:
 Rocking horse
 Building blocks
 Marbles
 Dolls
 Jack in the box
 Pogo stick
 Games console
 Board games
 Material
 Manmade
 Plastic
 Wood
 Ancestors
 Generations
 Inventions
 Wealthy
 Poor

Significant People:
 Explorers
 Hospital
 Nurse
 Lady of the Lamp
 Space
 Astronaut
 Moon
 Apollo 11
 Fossils
 Dinosaurs
 Palaeontologist
 Significant

Great fire of London:
 Burning
 Escaping
 Smoke
 Fireman
 Cart
 Pudding Lane
 Diary
 Bakers
 King Charles II Monument
 River Thames
 Extinguish
 Cathedral

Victorian Seaside:
 Punch and Judy
 Bathing huts
 Promenade
 Leisure
 Resort
 Railways
 Victorians
 seaside

Stone Age:
 Cave paintings
 Jewellery
 Nomadic
 Skara Brae
 Celts
 Hillforts
 Weapons
 Prehistory
 Hunter-gatherer
 Palaeolithic
 Mesolithic
 Neolithic
 Tribe
 Roundhouse
 Bronze
 Settlement
 Agriculture
 Archaeologist
 Stonehenge
 Iron Age
 Ceremony
 Dwellings
 Domesticated
 Symbols
 Primitive

Romans:
 Aqueduct
 Colosseum
 Hadrian's wall
 Gladiator
 Roads
 Invade
 Amphitheatre
 Senate
 Senator
 Mosaic
 Arch
 Centurion
 Tunic
 Chariot
 Legend
 Legion
 Rome
 Advanced
 Conqueror
 Rebel
 Architecture

WW2:
 Air force
 Gas mask
 Navy
 Poppy
 Propaganda
 Rations
 Evacuation
 Adolf Hitler
 Air raid shelter
 Allies
 Anderson Shelter
 Axis
 Blackout
 Blitz
 D-Day
 Home Front
 Luftwaffe
 Nazi
 Neville Chamberlain
 Winston Churchill

Anglo-Saxons:
 Aetheling
 Angles
 Saxons
 Barbarian
 Hoard
 King Athelstan
 Loot
 Witan
 Pagan religion
 Thegn
 Tribe
 Mead
 Monastery

Vikings:
 Danelaw
 Drinking horn
 Long boat
 Longhouse
 Berserkers
 Danegeld
 Edward the Confessor
 Eyrd
 Harold Godwinson
 Harold Hardrada
 Hoard
 King Alfred the Great
 King Guthrum
 Lindisfarne
 Normans
 Odin
 Pagan
 Plunder
 Runestone
 The Battle of Edington
 The Battle of Hastings
 William the Conqueror
 Monastery

Mayans:
 Maize
 Maize God
 Mayan Ball Game
 Mayan Priest
 Mesoamerica
 Middleworld
 Underworld
 Upperworld

			<p><u>Ancient Egypt:</u> Hieroglyphics Mummy Pyramids Tomb Phorah Scribe Canopic jar Afterlife Mummification Sphinx Excavations Sarcophagus</p> <p><u>A History of Liverpool:</u> Liverpool Albert Dock Black Death Anglican Cathedral Capital of Culture King John Port The Beatles Trade links The liver buildings River Mersey Royal Charter Liverpool</p>	<p><u>Mighty Monarchs:</u> Monarchy King Queen Reign 3 R's Caning Heir Census Divine Right Dunce's hat Elizabeth I Elizabeth II Henry VIII Tudor Victorian Heritage Victoria</p>	<p><u>Ancient Greece:</u> Amphitheatre Olympics Democracy Parthenon City-state Marathon Citizen Philosopher Alphabet Peninsula Mythology Athenians Athens Crete Mount Olympus Myth Trojan War</p>	<p>Bloodletting Chac Chichen Itza Federick Catherwood Hieroglyphs Itzamna Ix Chel Kimi Pok-to-Pok Ritual Ruins</p>
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Concepts	Chronology Legacy Aristocracy	Chronology Aristocracy Monarchy Legacy	Chronology Civilisation Religion Empire Monarchy Aristocracy Trade Legacy	Chronology Empire Conquest and Invasion Legacy Monarchy Trade Religion Aristocracy	Chronology Conquest and Invasion Empire Legacy Monarchy Parliament Religion Justice Aristocracy Civilisation Democracy	Chronology Conquest and Invasion Religion Monarchy Civilisation Justice and Law Trade Legacy Empire
HCE Concepts	Legacy	Legacy Monarchy & Rulers Inventions Continuity & Change	Legacy Monarchy & Rulers Inventions Continuity & Change Conquest & Invasion	Legacy Monarchy & Rulers Inventions Continuity & Change Conquest & Invasion	Legacy Monarchy & Rulers Continuity & Change Conquest & Invasion	Legacy Monarchy & Rulers Inventions Conquest & Invasion