



History Coverage and Progression Framework

For EYFS, Key Stage 1 & Key Stage 2 2024 - 2025

In line with our vision of children becoming their best versions, children start their journey in history learning from Nursery, focusing on events that are relevant to them and their lives. During their time at St John's, we broaden their experience so that children have a variety of opportunities to consider unfamiliar events, periods and themes. Each individual will aim to:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate children's curiosity to know more about the past.
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Begin 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.

At St John's, these skills are embedded within history lessons and developed throughout the students' journey of the history curriculum. By the end of their primary education, children will have a chronological understanding of British history from the Stone Age to the present day. This enables them to sequence time periods and make meaningful connections. They are also able to draw comparisons and parallels between



different time periods and their own lives, creating a strong historical narrative. In addition, they explore world history in the context of ancient civilizations, broadening their experience beyond the local context.

The content and principles of the history curriculum are derived from the 2014 National Curriculum. We utilize the National Curriculum Programmes of Study as a guide for determining the content and objectives, which inform our curriculum.

To ensure comprehensive coverage and progression, we have developed a detailed curriculum plan. In addition, we encourage teachers to seek out supplementary materials that are tailored to the individual needs of our students, thereby creating a unique and personalised learning experience.

We have embraced a thematic approach to learning, with a specific focus on the people and community within our local area when appropriate. By incorporating enquiry-based learning opportunities, we aim to foster a deep understanding of history and enable students to develop their historical knowledge and skills.

At St John's, we are committed to fostering a supportive and collaborative ethos for learning. We believe in providing investigative and enquiry-based learning opportunities to our students. Additionally, we place great emphasis on analytical thinking, as it helps children develop a coherent knowledge and understanding of Britain's past and the wider world. Furthermore, we strive to ignite curiosity among our students, encouraging them to explore and learn more about the past.

At our school, we are committed to promoting diversity and ensuring that our children's educational experience goes beyond prevailing stereotypes and examples. We strive to incorporate themes that represent a wide range of society in order to enrich and enhance the overall development of our students.

As children progress through our school, they are exposed to a variety of meaningful experiences within the subject of History. Quality teaching methods are employed to help them develop the necessary skills to challenge and question the content they encounter. Consequently, they learn to ask insightful questions, think critically, evaluate evidence, analyse arguments, and cultivate a well-rounded perspective. These skills enable them to not only become interested and engaged in the subject, but also to communicate their historical knowledge effectively, appearing as articulate historians.



History Overview (including enquiry question and key concepts) 2024

	Autumn 1	Autumn 2	Spring Term – History Unit	Summer 2	
Nursery	<p>Topic lesson retrieval practice – History from previous year</p> <p>Assembly to begin the topic looking at the local war memorial as the hook, and in particular Harry Champion, to ensure that all learning that follows has the locality at the heart of it.</p> <p>Sharing learning with the community – display in Tesco.</p>	<p>Local Remembrance Project – The Poppy What is a poppy? Why is it special?</p>	<p>Ticket to Ride – History of Transport Pupils are taught that the past is anything that happened before ‘Now’ and link this to modes of transport. Recall times in their life when they have used/experienced/seen different modes of transport.</p> <p>The History of ME Pupils will recall events in own lives including annual celebrations.</p>	<p>Topic lesson retrieval practice – History learning significant people transition week</p> <p>Captain James Cook</p>	
Reception		<p>Local Remembrance Project: Poppies – Why are poppies the symbol of Remembrance? Placing poppies at Penistone Cenotaph.</p>	<p>Ticket to Ride – History of Transport Pupils learn about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>The History of ME Pupils will recall events in own lives, know how they have changed over time, know and share their family tree</p>		<p>Amelia Earhart</p>
Year 1		<p>Local Remembrance Project: Why do we remember? (link to Penistone soldiers) + Edith Cavell</p>	<p>Significant Event: Great Fire of London Pupils are taught about an event beyond living memory that is significant nationally or globally</p> <p>Significant People: Florence Nightingale, Mary Seacole and Edith Cavell Pupils are taught about the lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods</p>		<p>William Caxton and Sir Tim Berners-Lee</p>
Year 2		<p>Local Remembrance Project: What happens on Remembrance Day? What does this look like in Penistone?</p>	<p>Significant Event: Guy Fawkes and the Houses of Parliament Pupils are taught about an event beyond living memory that is significant nationally or globally</p> <p>Pupils are taught changes within living memory, revealing aspects of change in national life (rule of law and democracy)</p> <p>The Royal Family Pupils are taught changes within living memory - The coronation of King Charles III</p>		<p>William Shakespeare</p>
Year 3		<p>Local Remembrance Project: What is the role of Monuments and memorials in remembrance? (with focus on Penistone monuments and memorials.)</p>	<p>Stone Age to Iron Age Pupils are taught about changes in Britain from the Stone Age to the Iron Age, including a local history study on the archaeological discovery of iron age Settlement at Oxspring</p>		<p>Isambard Kingdom Brunel</p>



Year 4		<p>Local Remembrance Project: Who are the soldiers from the cenotaph? The stories of Penistone soldiers Visit to Penistone Archive</p>	<p>Raiders to Invaders Pupils are taught about the Roman Empire and its impact on Britain Pupils are taught about Britain’s settlement by Anglos-Saxons and Scots Pupils are taught about the Viking invasion on Britain.</p>	Christopher Columbus
Year 5		<p>Local Remembrance Project: How did soldiers from the commonwealth support us at war? Brothers in arms – soldiers from the Commonwealth</p>	<p>Ancient Worlds Pupils are taught about the main features of life in Ancient Egypt Pupils are taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	Harriet Tubman
Year 6		<p>Local Remembrance Project: The legacy of war – How did WW1 shape the modern world? What was the legacy of the war in Penistone? – Camell Laird</p>	<p>World War II and the Battle of Britain Pupils are taught about, and engage in, a study of an aspect in British History that extends their knowledge beyond 1066, including a local history study – The role of Penistone in WWII A non – European Society – Early Islamic Civilisation To be linked into RE unit</p>	Childrens choice



Golden Threads and Foundations of History

The Golden Threads of History provide a valuable framework for our history units, enabling our children to make connections between different periods and events. By guiding our children to think more deeply about their learning, we foster their understanding of both past, present, and future.

	Foundations	Society and cultural change	Invention and Exploration	Monarchy and Power	Conflict and Disaster	Legacy
Nursery & Reception	Laying the foundations of narrative and time	History of Transport	History of Transport			History of Transport History of Me
Year 1	Introducing the second order concepts through studying people, places and events	The Great Fire of London Nurses of War	The Great Fire of London		The Great Fire of London	The Great Fire of London Nurses of War
Year 2				The Gunpowder Plot The Royal Family	The Gunpowder Plot	The Gunpowder Plot The Royal Family
Year 3	Developing the second order concepts; introducing historical time; people, places, and beliefs (social history, cultural history). Introducing British narrative; contrasting geographical history of the same period Big pictures and patterns, smaller narratives as exemplars	Stone Age to Iron Age	Stone Age to Iron Age			Stone Age to Iron Age
Year 4		Raiders to Invaders	Raiders to Invaders	Raiders to Invaders	Raiders to Invaders	Raiders to Invaders
Year 5	Continue to develop second order concepts; Pulling together the British historical narrative; patterns over long-time spans (the political, religious, the	Ancient Egyptians Ancient Greece	Ancient Egyptians	Ancient Egyptians Ancient Greece		Ancient Egyptians Ancient Greece



Year 6	social history) and studying a contrasting non-British unit	WWII Early Islamic Civilisations	WWII Early Islamic Civilisations	WWII Early Islamic Civilisations	WWII	WWII Early Islamic Civilisations
Whole school		Remembrance Project		Remembrance Project	Remembrance Project	Remembrance Project

Progression in History Skills and Knowledge

To facilitate progression in learning and pave the way for future learning, we have carefully designed our history units. To achieve this, we have explicitly defined the required knowledge, skills, specific vocabulary, and the way in which the Golden Threads of History are interwoven throughout the curriculum. To enrich our history program, we also consider cross-curricular opportunities, organise visits and invite visitors, and identify suitable books that could be utilized as resources. This document provides an overview of the key components of each History unit.



Remembrance Project

Nursery: Remembrance Project – A local study Poppies – Why are poppies the symbol of Remembrance?	
Main Historical Threads: Conflict and Disaster – War (fighting) happened because countries didn't agree. Legacy – The poppy has become the symbol of remembrance to help us remember the soldiers who died in the war.	
Overview of Learning: Children will be able to understand the past and sequence events in their own life and remember key historical events such as Remembrance Day.	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • A soldier is someone who fights for their country. They protect the people living in a country. • When countries fight against each other it is called a war. • The people of Penistone place Poppies at the cenotaph outside church in Remembrance of the soldiers from Penistone who died. 	<ul style="list-style-type: none"> • To look at pictures/photos and explain what I can see
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Some things we can remember, and some things happened before we can remember • Every year there is a celebration called Remembrance Day to remember Soldiers who died in wars. • People show that they are remembering by wearing poppies • A poppy is a red flower 	past, present, today, history, war, Remembrance
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Whole school Remembrance project
Research Visits/Visitors:	Possible Cross Curricular links:
	Art – make a poppy out of pipe cleaners
Topic Book Links:	Local links (where applicable):
	Soldiers from Penistone are remembered on the cenotaph outside church.



Reception: Remembrance Project – A local Study Poppies – Why are poppies the symbol of Remembrance? Placing poppies at Penistone Cenotaph.	
Main Historical Threads: Conflict and Disaster – War (fighting) happened because countries didn't agree. Legacy – The poppy has become the symbol of remembrance to help us remember the soldiers who died in the war. In Penistone each year there is a parade and service to remember and honour the fallen soldiers from WWI and conflicts which have occurred since.	
Overview of Learning: Children will be able to understand the past and sequence events in their own life and remember key historical events such as Remembrance Day.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • To know and explain what history is • A soldier is someone who fights for their country. They protect the people living in a country. • When countries fight against each other it is called a war. • The people of Penistone place Poppies at the cenotaph outside church in Remembrance of the soldiers from Penistone who died. • Some things we can remember, and some things happened before we can remember • Every year there is a celebration called Remembrance Day to remember Soldiers who died in wars. • People show that they are remembering by wearing poppies • A poppy is a red flower 	<ul style="list-style-type: none"> • Make comparisons between life today and in the past • Use a timeline to develop chronological language e.g., past, present, then, now • Use simple terms to talk about the passing of time. • Use photographs and images to find out about the past
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Poppies are the symbol of remembrance because they started to grow on the Battlefields. • A battlefield is the place where the fighting took place 	History, past, present, remember, remembrance, symbol, battlefields
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Nursery- What a poppy is and why people wear them. 	<ul style="list-style-type: none"> • Whole school Remembrance project
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • 	Art - make an air dried clay poppy
Topic Book Links:	Local links (where applicable):
	Penistone cenotaph and local remembrance day celebrations.



Year 1: Remembrance Project – A local study	
Who do we remember on Remembrance Day? Why do we have Remembrance Day?	
Main Historical Threads:	
<p>Conflict and Disaster – World War 1 involved many countries across the world and many soldiers lost their lives fighting.</p> <p>Legacy – The poppy has become the symbol of remembrance to help us remember the soldiers who died in the war.</p> <p>Society and Cultural Change – Change occurred because women had to take on the roles that men had traditionally done.</p>	
Overview of Learning: Pupils are taught about an event within living memory that is significant nationally, globally and locally.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know that Poppies started to grow where the trenches were, once the war had ended • Name a famous person from the past and explain why they are famous- <i>Edith Louisa Cavell</i> • Know what the conditions would have been like for soldiers • Know what it would have been like for the families at home during the war. 	<ul style="list-style-type: none"> • Make comparisons between life during WW1 and the present day • Place key dates/eras on a timeline to develop chronological language • Use primary sources of evidence to explore events (<i>eg. eye-witness accounts and paintings</i>) • Begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know that World War One was a major global conflict that began in 1914 and ended in 1918. It lasted for 4 years • Remembrance Day marks the very day (11th Nov) that World War One ended in 1918. • The people of Penistone remember local soldiers who died during the conflict. They place poppies at the local cenotaph. • Women had to do a lot of the roles that their husbands/father's/sons had done before the war • Women were allowed in war zones as nurses. Edith Louisa Cavell was famous for treating soldiers from both sides during WWI 	History, past, present, today, here, now, then, order, remember, remembrance, died, Britain, British, war, beyond, living memory, soldier, trenches
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Nursery and Reception - Remembrance project 	<ul style="list-style-type: none"> • Y2 -6 Remembrance project
Research Visits/Visitors:	Possible Cross Curricular links:
	Art – Painting rocks with poppies
Topic Book Links:	Local links (where applicable):
	Local remembrance celebrations



Year 2 Remembrance Project – A local study	
What happens on Remembrance Day?	Why is it important to remember?
Main Historical Threads:	
<p>Conflict and Disaster – World War 1 involved many countries across the world and many soldiers lost their lives fighting.</p> <p>Legacy – The poppy has become the symbol of remembrance to help us remember the soldiers who died in the war.</p> <p style="text-align: center;">In Penistone, and around the UK, each year there is a parade and service to remember and honour the fallen soldiers from WWI and conflicts which have occurred since.</p>	
Overview of Learning: Pupils are taught about an event within living memory that is significant nationally, globally and locally.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • I know the structure of a Remembrance service – Parade, soldiers roll call, 2 minutes silence, last post • I know why we have a Remembrance service. • I know that not everyone wanted to remember, and why. 	<ul style="list-style-type: none"> • Ask and answer appropriate Historical questions, using their growing Historical knowledge. • Increase their awareness of the past by finding out about a significant event - Remembrance Day • Can sequence events in chronological order on a timeline
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know that people attend memorial services/go to church on Remembrance Sunday (in Penistone and around the country) • Remembrance Sunday is always on the closest Sunday to Remembrance Day (which this year is 10th November) • There is often a parade on Remembrance Sunday which usually takes place at a war memorial. • A memorial has names and dates on it and is the place where wreaths are laid. • The cenotaph is a large memorial in London • The King will attend the parade and service in London 	History, past, present, today, here, now, then, order, remember, remembrance, died, Britain, British, war, beyond, living memory, soldier, cenotaph
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • EYFS and Y1 Remembrance project 	<ul style="list-style-type: none"> • KS2 Remembrance project
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Art – string on block printing
Topic Book Links:	Local links (where applicable):
<p>https://www.youtube.com/watch?v=95ahHqbGuy4</p> <p>Penistone Parade 2018</p>	What does the Remembrance Day Parade look like in Penistone?



Year 3 – Remembrance Project – A local Study What is the role of Monuments and memorials in remembrance? (with focus on Penistone monuments and memorials.)	
Main Historical Threads: Conflict and Disaster – World War 1 involved many countries across the world and many soldiers lost their lives fighting. Legacy – Penistone (and other towns and cities around the UK) have memorials and monuments to help us remember the fallen soldiers from many different conflicts.	
Overview of Learning: Pupils will continue to develop their understanding of Remembrance Day and its significance in local, British and World History.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • I will know that a war memorial is erected to commemorate those who died in a war • I will know that there are various war memorials around the UK – eg The cenotaph and The women of World War II memorial in Whitehall, The tomb of the unknown soldier in Westminster Abbey, The National Memorial Arboretum in Staffordshire • I will know that there are graveyards in many countries dedicated to the soldiers who lost their lives • Some memorials/gravestones don't have names on them. 	<ul style="list-style-type: none"> • To be able to explain why monuments are important in helping us to remember • To be able to indicate similarities and differences between memorials and monuments • To begin to understand the chronology of British history.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • War memorials and monuments help us to remember those in military service who have lost their lives • War memorials and monuments offer a place of reflection and remembrance • Memorials can be dedicated to those who have no known grave • Penistone has a war memorial – it displays the names of local men who have died during wars. 	military, commemorate, memorial, cenotaph, reflection
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • EYFS and KS1 Remembrance Project 	<ul style="list-style-type: none"> • Y4 – 6 Remembrance Project
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Visit to Penistone War memorial 	Art – stained glass window poppies
Topic Book Links:	Local links (where applicable):
	<ul style="list-style-type: none"> • Penistone Cenotaph



Year 4 – Remembrance Project – A Local Study Who are the soldiers from our local cenotaph?	
Main Historical Threads: Conflict and Disaster – World War 1 involved many countries across the world and many soldiers lost their lives fighting, including many from Penistone Legacy – Penistone (and other towns and cities around the UK) have memorials and monuments to help us remember the fallen soldiers from many different conflicts. The names of the soldiers are inscribed on the monuments to help us remember who they were. At the Remembrance parade there is a roll call and 2 minutes silence to honour these soldiers.	
Overview of Learning: Pupils will continue to develop their understanding of Remembrance Day and its significance in local, British and World History	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know that an archive is a place that stores historical information • Know that the soldiers who are named on our local memorial were from Penistone. 	<ul style="list-style-type: none"> • To make connections and contrasts across historical periods of time noting similarities, differences and changes. • To research who the local soldiers are who are named on the cenotaph. • To use historical sources to find out about the local soldiers. •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Penistone Archive holds information and many artefacts about the Penistone area. • We can use primary and secondary sources of evidence to help us find out about the past • We can use information held at the archives to find out about the soldiers from Penistone. 	primary, secondary, sources, evidence, historical, archive, research
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • EYFS, KS1 and Y3 Remembrance project 	<ul style="list-style-type: none"> • Y5 and 6 Remembrance Project
Research Visits/Visitors:	Possible Cross Curricular links:
Visit to Penistone Archive and the War memorial in Penistone	Art – Kiln dried clay poppies
Topic Book Links:	Local links (where applicable):



Year 5 – Remembrance Project – A local study How did soldiers from the commonwealth support us at war?	
Main Historical Threads: Conflict and Disaster – World War 1 involved many countries across the world and many soldiers lost their lives fighting, including many from Penistone Legacy – Remembrance Day helps us to remember all soldiers, not just those from our own locality/country.	
Overview of Learning: Pupils will continue to develop their understanding of Remembrance Day and its significance in local, British and World History	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how World War 1 started (Arch Duke Franz Ferdinand was assassinated on June 28th 1914 in Sarajevo) • The countries involved in the war – central powers and entente powers • Know how soldiers from around the commonwealth supported Britain at war. 	<ul style="list-style-type: none"> • To develop a chronological timeline of British and world history. • To locate Sarajevo is on a map • To note why particular events and people from World War 1 are significant
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • We remember soldiers from all around the world • International memorial sites eg Thiepval Memorial, France; Commonwealth Memorial Gates, London; Helles Memorial, Turkey • The commonwealth is a political association of 56 member states, the vast majority of which are former territories of the British Empire 	assassinated, Commonwealth, territories, British, political,
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • EYFS, KS1, LKS2 remembrance project 	<ul style="list-style-type: none"> • Y6 Remembrance Project
Research Visits/Visitors:	Cross Curricular links:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Poly block scraping and printing
Topic Book Links:	Possible Local links (where applicable):



Year 6 – Remembrance Project – A Local Study	
How did WW1 reshape the modern world? What did we learn from the war and how did it bring about positive change - Remembrance and the future?	
Main Historical Threads:	
<p>Conflict and Disaster – World War 1 involved many countries across the world and many soldiers lost their lives fighting, including many from Penistone</p> <p>Monarchy and Power - The War occurred because the leaders of countries didn't agree. Following the war, Countries borders were redrawn and WWI contributed to the beginning of WWII.</p> <p>Legacy – Cammell Lairds in Penistone contributed to the war effort by making munitions and tank parts. It provided the people of Penistone with jobs during and after the war.</p> <p>Society and Cultural change – Role of women changed, severe financial hardship</p> <p>Invention and exploration – huge advances in technology and medical innovation</p>	
Overview of Learning: Pupils will continue to develop their understanding of Remembrance Day and its significance in local, British and World History	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • To know World War One caused serious financial hardship • World War One caused Countries' borders to be redrawn • World War One contributed towards the start of World War 2 • WW1 brought about huge advances in technology affecting the future of military tactics eg planes, submarine detection, gas masks, sound ranging, tanks, photography, sound recording • WW1 brought about Medical innovation eg donating/giving blood, Thomas splint, 	<ul style="list-style-type: none"> • Establish clear narratives within and across periods by using secure chronological understanding • Be able to explain how events during the war changed perceptions of what women were capable of and their role in society • Use primary and secondary sources of evidence to build up a picture of what life in wartime Britain was like • Describe changes which occurred following World War 1
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • How Cammell Lairds Penistone contributed to the war effort • Cammell Lairds made ammunition for the war • Cammell Lairds provided work for the people of Penistone • WW1 caused a shift in the Role of Women and their standing in society • Name some of the technological and medical advancements 	political, society, impact, timeline, social,
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Nursery to Y5 Remembrance Project 	<ul style="list-style-type: none"> • World War 1 (KS3)
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • 	DT – hand sewn poppies using old school jumpers
Topic Book Links:	Local links (where applicable):
	<ul style="list-style-type: none"> • Historical local business, contribution to war and local cenotaph



8 Week history project

Nursery: Ticket to Ride – A history of transport – How has transport changed over time?	
Main Historical Threads: Invention and Exploration,	
Overview of Learning: Pupils begin to learn about events in the past and now, drawing on their experiences and what has been studied in class.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> To know that history is a study of the past To know that different modes of transport travel in different ways (roads, rails/tracks, air and water) 	<ul style="list-style-type: none"> Make comparisons between transport in the past and of now To look at pictures/photos and explain what I can see
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> Some things we can remember, and some things happened before we can remember I can explain how things travel: cars on land, boats on water, trains on rails and planes in the air I know cars, trains, planes and boats were invented before I was born 	now, past, today, before, long ago, changed, invented, history, memory, remember
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Reception- History of Transport Stone Age- invention of the wheel WW2- impact of aircraft during the war
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> Manchester Airport. Grandparents invited in. 	D&T - Make hot air balloons. P.E - Dance (Travel) Science – Materials English - The Way Back Home, Amelia Earhart
Topic Book Links:	Local links (where applicable):
Book Lists for Topics - Transport and Journeys (booksfortopics.com)	

Nursery: The History of Me	
Main Historical Threads: Legacy	
Overview of Learning: Pupils will recall events in own lives, know how they have changed over time, know and share their family tree	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)



<ul style="list-style-type: none"> • To begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (His) • To know who is in their family • To recall things which their families do 	<ul style="list-style-type: none"> • Children can talk about special times, celebrations/ birthdays they remember in their life. (His) • To recall specific events in their lives such as birthdays and Christmas
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain who is in my family • I can talk about events such as my birthday and Christmas 	now, past, today, before, changed, history, memory, remember
Direct Links to prior learning:	Direct Links to future learning:
•	• Reception- The History of Me
Research Visits/Visitors:	Possible Cross Curricular links:
• Grandparents and older family members	•
Topic Book Links:	Local links (where applicable):
https://www.booksfortopics.com/booklists/topics/science-maths-computing/all-about-me/ https://www.booksfortopics.com/booklists/topics/eyfs-topics/toys/	



Reception: Ticket to Ride – A history of transport – How has transport changed over time?	
Main Historical Threads: Invention and Exploration,	
<p>Overview of Learning: Pupils learn about similarities and differences between things in the past and now, drawing on their experiences and what has been studied in class.</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • To know and explain what history is • To know how cars, trains, boats and aeroplanes have evolved through time • To know how different modes of transport are powered now and compare this to the past • To know what transport was like when grandparents were younger. 	<ul style="list-style-type: none"> • Make comparisons between life today and in the past • Use a timeline to develop chronological language e.g., past, present, older, newer • Develop understanding and knowledge of changes within living memory and how they affected changes in national life eg. Transport, holiday destinations • Use simple terms to talk about the passing of time. • Use photographs and images to find out about the past
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Anything that happened before ‘now’ is called history. • Trains used to be powered by steam but now most are powered by electric. • Amelia Earhart was the first woman to fly across the Atlantic. • The Wright Brothers built and flew the first aeroplane. (The Wright Flyer) • It is now easier to travel abroad than when grandparents were younger 	<p>Now, past, today, before, long ago, changed, invented, history, similar, different, remember, memory</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Nursery- Introduction to transport 	<ul style="list-style-type: none"> • Stone Age- invention of the wheel • WW2- impact of aircraft during the war
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Manchester Airport. • Grandparents invited in. 	<p>D&T - Make hot air balloons. P.E - Dance (Travel) Science– Materials English - The Way Back Home, Amelia Earhart</p>
Topic Book Links:	Local links (where applicable):
<p>Book Lists for Topics - Transport and Journeys (booksfortopics.com)</p>	



Reception: The History of Me	
Main Historical Threads: Legacy	
Overview of Learning: Pupils will recall events in own lives, know how they have changed over time, know and share their family tree	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • To Identify members of their immediate family and describing simple family relationships. • To know language related to time, such as 'before', 'after', 'past', 'present', 'then', and 'now', to discuss personal events. • To know everyone was once a baby- including them • To know some of the experiences they have been through in the past 	<ul style="list-style-type: none"> • Articulate basic aspects of their own personal history, such as their name, age, and significant personal experiences (first words, first steps, etc.). • Recognise the concept of change over time, using personal milestones to distinguish between past, present, and future. • Describe their physical growth by comparing past and current photographs or clothing sizes. • Able to sequence a few events or steps in a familiar daily routine, illustrating an understanding of the concept of order and time. • Can use a family tree to explain who part of their/a family is
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know the immediate members of my family • I know about significant events in my past • I know family trees show how different generations are connected 	History, Timeline, Past, Family, Ancestors, Home, Birth, Childhood, Growing up, Celebrate
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Nursery- Introduction of 'Me' 	<ul style="list-style-type: none"> •
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Grandparents and older family members 	<ul style="list-style-type: none"> •
Topic Book Links:	Local links (where applicable):
https://www.booksfortopics.com/booklists/topics/science-maths-computing/all-about-me/ https://www.booksfortopics.com/booklists/topics/eyfs-topics/toys/	



Year 1: Significant Event: The Great Fire of London	
<p style="text-align: center;">Main Historical Threads:</p> <p style="text-align: center;">Monarchy and Power – How King Charles II rebuilt London and the changes he made to its structure.</p> <p style="text-align: center;">Society and Cultural change – How changes in society and life were brought about and improved following the events of the Great Fire</p> <p style="text-align: center;">Conflict and Disaster – How the Fire caused devastation to much of North London.</p> <p style="text-align: center;">Invention and Exploration – How the Great fire was tackled and what changes were brought about as a result.</p> <p style="text-align: center;">Legacy – The introduction of the Fire Brigade, Monuments remembering the Fire, Nursery Rhyme – London’s Burning</p>	
<p style="text-align: center;">Overview of Learning: Pupils are taught about an event beyond living memory that is significant nationally or globally</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know that, at the time, Charles II was King of England, Ireland and Scotland- he was part of the Stuart family (<i>link with Monarch unit cycle B</i>) • Name a famous person from the past and explain why they are famous- <i>Samuel Pepys, Christopher Wren, Charles II,</i> • Know that places have the same names as in the past but look very different; recognise the differences between pictures of London from the Stuart period and pictures from now 	<ul style="list-style-type: none"> • Make comparisons between life in 17th century and the present day • Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods • Use primary sources of evidence to explore events (<i>eg. eye-witness accounts and paintings</i>) • Begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others. •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know that the Great Fire of London started on 2nd September 1666 and lasted for 5 days. • I know the fire started on Pudding Lane in a bakery. • <i>I can give reasons for why the fire started:</i> The weather in London was hot and it hadn’t rained for months; houses in London were mainly built from wood, which is flammable, especially when it is very dry; the houses were also very close together, so the fire could easily spread. • I know Samuel Pepys kept a diary of events and how this has helped us understand what happened 	<p>Great Fire of London, 1666, wood, straw, pitch, bakery, Samuel Pepys, diary, sources, fire break, River Thames, South, St Paul’s Cathedral, monarch, King Charles II, rebuild, stone, brick, fire brigade, monument</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The Royal Family- Year 2



Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> The Emergency Services Museum, Sheffield 	P.E – Gymnastics (Structures) Science – materials D&T - Build bridge structures to test strength. Art —Build London
Topic Book Links:	Local links (where applicable):
Children's Books: Fire of London Topic (booksfortopics.com) #BookList: The Great Fire of London Recommended Reads The Reader Teacher	

Year 1, Significant People: Florence Nightingale, Mary Seacole and Edith Cavell	
Main Historical Threads:	
Society and Cultural change – How changes in society and life were brought about and improved through the work of the 3 Nurses. Conflict and Disaster –How the 3 nurses contributed to the wellbeing and care of soldiers injured whilst fighting in wars. Legacy – The introduction of improved hospital conditions, handwashing, Schools for Nursing,	
Overview of Learning: Pupils are taught about the lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous (Florence Nightingale & Mary Seacole) Able to explain the similarities and differences between the three nurses studied Recall relevant information about Edith Carvel (studied in the local Remembrance unit) 	<ul style="list-style-type: none"> Describe significant people from the past Describe key people from the past who have contributed to national and international achievements and understand their significance Be introduced to different representations of the past and discuss similarities and differences Ask wide range of questions about the past using parts of stories and sources
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> I know that Florence Nightingale was born in Florence, Italy, in 1820 to a wealthy family I know that Nightingale cared for soldiers in the Crimean War all through the night and was gained the nickname ‘the lady of the lamp’. I know Mary Seacole was born in Jamaica (in 1805) 	Chronological, hygiene, unhygienic, Crimean War, cholera, disease, nurse, patient, Jamaica, prejudice, Sutler, battlefield



<ul style="list-style-type: none"> • I know when Seacole heard about the Crimean War she wanted to help, but she was turned down because of the colour of her skin but found a different way to get there instead. • I know Seacole rode onto the battlefields under fire to care for soldiers from both sides. • I know that, after the war, Florence set up a Professional training school and Mary set up the 'British Hospital'. 	
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Remembrance Day unit- Year 1, specific individuals 	<ul style="list-style-type: none"> •
<p>Research Visits/Visitors:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Visit to local area/Cenotaph 	<ul style="list-style-type: none"> •
<p>Topic Book Links:</p>	<p>Local links (where applicable):</p>
<p>https://www.thereaderteacher.com/booklist/significant-individuals/medical</p>	



Year 2, Significant Event: The Gunpowder Plot	
<p>Main Historical Threads:</p> <p>Monarchy and Power – Who was the monarch in 1605? What power did they hold?</p> <p>Conflict and Disaster – The Gunpowder Plot was born through the disagreement in religion between the protestants and Catholics.</p> <p>Legacy – Bonfire Night – an annual celebration which is still a part of life in the UK today.</p>	
<p>Overview of Learning: Pupils are taught about an event beyond living memory that is significant nationally or globally. They are also taught about changes within living memory, revealing aspects of change in national life (rule of law and democracy)</p>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • To know who Guy Fawkes was and why he tried to blow up Parliament • To know the sequence of events that led to him being captured • To know how the UK Parliament is made up and how it works (link with British Values and democracy) • To understand why we still celebrate this event in modern day on Bonfire Night 	<ul style="list-style-type: none"> • Ask and answer appropriate Historical questions, using their growing Historical knowledge. • Increase their awareness of the past by finding out about Guy Fawkes and other significant people involved. • Compare the lives of people in 1605 to present day – finding similarities and differences • Can sequence events in chronological order on a timeline
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know who Guy Fawkes was and his role in the Gunpowder Plot • I know why the plot failed • I know why we celebrate Bonfire Night each year • I know King James I was the Monarch at the time • I know these events happened in 1605 	<p>Protestants, Catholics, faith, heaven, deeds, converted, Houses of Parliament, Monarch, King James I, government, laws. democracy, bonfire night, Gunpowder Plot, failed plot, plotters, 5th November, dummy,</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • The Great Fire of London- Year 1 	<ul style="list-style-type: none"> • The Royal Family- Year 2
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PSHE- British Values
Topic Book Links:	Local links (where applicable):
<p>https://www.thereaderteacher.com/booklist/the-gunpowder-plot</p>	



Year 2, The Royal Family	
Main Historical Threads:	
Monarchy and Power – Who is our King? What power do they hold? Legacy - why will Queen Elizabeth 2 nd be remembered for a long time?	
Overview of Learning: Pupils are taught changes within living memory - The coronation of King Charles III	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • To know who the current Monarch is and when he became King • To know Queen Elizabeth 2 was the longest reigning Monarch in British history • Know where the King’s official residences are • Know what a Coronation is 	<ul style="list-style-type: none"> • Be able to correctly put important dates and events on a timeline • To explain the importance and impact of a monarchy
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know that a coronation is when a King or Queen is crowned • I know that the King’s official London residence is Buckingham Palace • I know King Charles III took over from Queen Elizabeth II when she died (2022) • I know some of the roles and responsibilities of a monarch • I know how succession determines who becomes the next monarch 	Monarchy, King, Queen, Crown, Throne, Reign, Succession, Coronation, Royal Family, Prince, Princess, Royal Residence, King Charles III, Queen Elizabeth II
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • The Gunpowder Plot- Year 2 • The Gret Fire of London- Year 1 	<ul style="list-style-type: none"> •
Research Visits/Visitors:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • 	DT & Art - Tea party English – The Queen’s knickers, The King’s Pants
Topic Book Links:	Local links (where applicable):
Children's Books: Queen Elizabeth II (booksfortopics.com) #BookList: Kings and Queens Recommended Reads The Reader Teacher	



Year 3, Stone Age to Iron Age: How did life in Britain change during the Prehistoric period?	
<p>Main Historical Threads:</p> <p>Society and Cultural Change – How life in Britain changed from the stone age to the iron age. Invention and exploration – How technical advancements changed life in Britain during the prehistoric period.</p> <p>Legacy –</p>	
<p>Overview of Learning: Pupils are taught about changes in Britain from the Stone Age to the Iron Age, including a local history study on the archaeological discovery of iron age Settlement at Oxspring</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • To know the terms historian, archaeologist and evidence, including sources and interpretations • To know why the 3 eras were called what they were • To be able to explain what a typical day would be like in the Stone, Iron or Bronze Age. • To know about life in the Stone Age, Bronze Age and the Iron Age, and how it compares to life today 	<ul style="list-style-type: none"> • To be able to explain why cave paintings are an important source from this time period • To be able to indicate similarities and differences between the 3 eras of this period • To begin to understand the chronology of British history. • To order events chronologically. • To explain the role of an archaeologist.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Trading began during the Bronze Age and this led to settlements to be fortified • I know the word ‘pre-history’ means (a time before people started writing and recording events). • I know our species is called ‘homo-sapiens’ • I know that during the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. • I know that during the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history. • I know that people who lived in the Iron Age were called Celts • I know that the Iron Age ended when the Roman empire invaded 	<p>Bronze Age, Iron Age, Stone Age, Prehistory, million, historians, archaeologists, evidence, sources, interpretations, decay, tusks, open grassland, Mesolithic, spears, harpoons, thatched, Star Carr, fossils, hunter-gatherer, domesticate, settlements, agricultural, Neolithic, pottery trading, hill forts, raiders, alliances, tribes, celts, resources,</p>
Direct Links to prior learning:	Direct Links to future learning:



•	<ul style="list-style-type: none"> • Ancient Greece- similar time period • Roman Empire- similar time period
Research Visits/Visitors:	Possible Cross Curricular links:
• Visit from an archaeologist	Science —Rocks Art/ DT —Cave paintings, making fossils and a Stone Age soup.
Topic Book Links:	Local links (where applicable):
Children's Books: Stone Age to Iron Age (booksfortopics.com) #BookList: Stone Age to Iron Age Recommended Reads The Reader Teacher https://www.thereaderteacher.com/booklist/celts	<ul style="list-style-type: none"> • Iron age roundhouses discovered in Oxspring – Facebook group/newspaper articles.



Year 4, Raiders to Invaders- Roman Empire, Anglo-Saxons and Vikings: Who were the different groups that invaded Britain and how was life in Britain affected/changed by these invaders?	
<p>Main Historical Threads:</p> <p>Society and Cultural change – Life in Britain changed hugely between each of these periods as it was invaded time and time again and the rule of the country kept changing. Invention and exploration – The Vikings set out to explore land across the seas from Scandinavia and were ready to invade and raid once settlements were discovered. Conflict and disaster – Many invasions and battles took place with the Romans, Saxons and Vikings all invading and raiding to develop own wealth and power. They faced rebellion from different groups such as the Picts, and individuals such as Boudicca Monarchy and Power – There were huge power struggles between the different groups during this time, all wanting power over Britain. Legacy – Many Roman inventions/developments are still part of our landscape and cities today eg straight roads, roman baths etc</p>	
<p>Overview of Learning: Pupils are taught about the Roman Empire and its impact on Britain, followed by studying Britain’s settlements by Anglos-Saxons and Scots, before looking at why the Vikings invaded Britain.</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • Know how the achievements of the earliest civilisations changed our way of life. • Know and locate places in Britain and Mainland Europe. • Name and describe some Roman buildings and structures. • Know examples of what people did for leisure in Roman Britain. • Know why the Romans wanted to invade Britain. • Know how the Anglo-Saxons lived and ruled • Know why Britain was so attractive to the Vikings • Know that Vikings and Anglo-Saxons were often in conflict, but... • Not all Vikings were warriors: many came in peace and become farmers. 	<ul style="list-style-type: none"> • Describe the impact of the Roman Empire on modern Britain. • To develop a chronological timeline of British and world history. • To understand and be able to discuss how we find out about Roman Britain. • To make connections and contrasts across historical periods of time noting similarities, differences and changes. • To compare different houses from Roman Britain. • To research where the Roman Empire originated. • To use historical sources to find out about Boudica. • Use evidence to build up a picture of what Anglo-Saxon life was like • Describe social, cultural, religious and ethnic diversity in Britain and the wider world
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know that Caesar attempted to invade Britain- twice unsuccessfully. They started ruling Britain in 43 AD after a third invasion. • I know when the Romans were in Britain, they based themselves in London, which they called Londinium. 	<p>Romans - Peasant, Centurion, Empire, Emperor, Gladiator, Conquer, Invade/invasion, Archaeologist, Settlements, government, dictator, hillfort, military, hostages, rebellion, trade</p>



<ul style="list-style-type: none"> • I know that when the Romans came to Britain, they helped us by creating roads; a written language (which was Latin); introducing coins and even introducing rabbits to our country. • I know Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire. • I know the Romans left Britain in 410 AD because the armies were needed to defend other parts of the Empire. The Anglo-Saxons were the next people to rule England. • I know the Anglo-Saxons ruled most of Britain in settlements • I know why Christianity was a big part of Anglo-Saxon life • I know, because Britain was wealthy, the Vikings invaded (AD793) 	<p>Anglo-Saxons – raid, longhouse, Scandinavia, Angles, Saxons, Wattle and Daub, thatch, Lindisfarne, shires, defend, ruled, kingdom, Burhs, monastery,</p> <p>Vikings – Scandinavia, Norsemen, explore, raid, longships, slaves, Lindisfarne, Monastery, institution,</p>
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • The Stone Age- Year 3 • 	<ul style="list-style-type: none"> • Ancient Egypt- Year 5 • Ancient Greece- Year 5
<p>Research Visits/Visitors:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • 	
<p>Topic Book Links:</p>	<p>Local links (where applicable):</p>
<p>Children's Books: Romans Topic (booksfortopics.com) #BookList: Romans & Ancient Rome Recommended Reads The Reader Teacher https://www.booksfortopics.com/booklists/topics/history/anglo-saxons/ https://www.booksfortopics.com/booklists/topics/history/vikings/ https://www.thereaderteacher.com/booklist/anglo-saxons https://www.thereaderteacher.com/booklist/celts https://www.thereaderteacher.com/booklist/romans https://www.thereaderteacher.com/booklist/vikings</p>	



Years 5, Ancient Worlds- Ancient Egypt and Ancient Greece: What was daily life like in Ancient Egypt and Ancient Greece? What were the biggest achievements of these Ancient Civilisations?	
<p>Main Historical Threads:</p> <p>Society and Cultural change – Life in Ancient Greece changed dramatically after the dark ages. With the development of Democracy, men were given the chance to have their say on a few matters including military decisions. The Ancient Greek beliefs in many Gods was extremely important to them. Invention and exploration – How di the Ancient Egyptians use new technology to aid their lifestyle? Conflict and disaster – The battle between Athens and Sparta. Monarchy and Power – Development of a democratic society. Legacy – Writing, the Olympics, sculpture and architecture, the alphabet,</p>	
<p>Overview of Learning: Pupils are taught about the main features of life in Ancient Egypt and study of Greek life and achievements and their influence on the western world</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • To find out about the way of life in Ancient Egypt. • To know how the Ancient Egyptians used the River Nile • To learn about Egyptian tombs, pyramids, pharaohs and burial sites. • Know when and where the Ancient Greeks lived. • To find out why Alexander the Great was a significant figure. • To know the similarities and differences of both city states: Athens and Sparta • Know what happened at the Battle of Marathon. • To explain the importance of the Olympic Games in Ancient Greek culture. • To know how the lasting achievements of the Ancients still influence life today eg. Writing, Olympics, democracy and sculpture/architecture 	<ul style="list-style-type: none"> • To develop a chronological timeline of British and world history. • To know and understand the importance of artefacts. • To locate Ancient Egypt in time and place. • To make connections and contrasts across historical periods of time noting similarities, differences and changes. • To note why particular events and people from Ancient Egypt are significant • Describe the contrasts between the city-states of Athens and Sparta. • To consider how we can know about what daily life was like so far in the past. •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know the first 1000 years of Ancient Egypt was the last 1000 years of the Stone Age. • I know Cleopatra was the last pharaoh of Egypt before the Romans took over. • I know Tutankhamen was known as the boy king, famous because his tomb was found in 1922. • I know Egyptian men and women wore make-up. 	<p>Ancient Egyptians- Ancient, modern, pyramids, tomb, sarcophagus, artefacts, mummy, chamber, death mask, hieroglyphics, River Nile, Tutankhamen, Valley of the Kings</p> <p>Ancient Greece- civilization, inquirers, ancient philosophy, gods, architecture, Socrates, philosopher, timeline, southern Europe, modern, Sparta, Troy, education, Olympics, Athens, Persians</p>



<ul style="list-style-type: none"> • I know the Egyptians were the first civilization to invent writing. • I know the River Nile was used in all parts of daily life to survive • I know that both Ancient Egyptians and Ancient Greeks believed and prayed to many Gods. They gave meaning to the world people saw around them. • I know Athens and Sparta were the two main city states that ruled much of ancient Greece. • I know Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers. • I know Athenians focused on the arts and learning. • I know that the legacy of the early civilisations can still be seen around us in the modern world, including Writing, Olympics, democracy and sculpture/architecture 	
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • The Stone Age- Year 3 	<ul style="list-style-type: none"> •
<p>Research Visits/Visitors:</p>	<p>Cross Curricular links:</p>
<ul style="list-style-type: none"> • 	<p>Geography—locating Egypt and describing geographical features Maths—codebreaking D.T. -Design aqueduct and mosaic for a villa, make a volcano Maths- Roman Numerals</p>
<p>Topic Book Links:</p>	<p>Possible Local links (where applicable):</p>
<p>Children's Books: Ancient Egypt Topic (booksfortopics.com) #BookList: Ancient Egypt Recommended Reads The Reader Teacher Children's Books: Ancient Greece Topic (booksfortopics.com) #BookList: Ancient Greece Recommended Reads The Reader Teacher</p>	



Year 6, The Second World War and Battle of Britain: Why did Britain go to war in 1939? How did the events of WWII change life in Britain and the wider world?	
Main Historical Threads:	
<p>Society and Cultural change – Life in Britain changed hugely during WWII – Women had a huge role to play and their roles changed again as they did with WWI. Lives in towns and cities were affected by the bombings and devastation caused. Children were evacuated to the countryside to keep them safe so families were split up. Life in Europe had to change as it became affected by the effects of war.</p> <p>Invention and exploration – WWII became a battle in the air following the development of the aeroplane. The development of inventions to help protect civilians – Anderson and Morrison shelters, air raid shelters and sirens, gas masks. Conflict and disaster – The allied troops were fighting Nazi rule in Germany. The Battle of Britain, Blitzkrieg, DDay landings Monarchy and Power – The role of Prime Ministers in leading a country. Germany was being ruled by a dictatorship with the Nazi leader Hitler who believed in an Aryan race and set about a regime of ethnic cleansing through prejudice and discrimination Legacy – How the world changed because of war.</p>	
Overview of Learning: Pupils are taught about, and engage in, a study of an aspect in British History that extends their knowledge beyond 1066, including a local history study – The role of Penistone in WWII	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • To know why WW2 started and why Britain became involved • To know the main countries who were involved and locate them on a map • To understand who Churchill was and his significance as a leader • To know and understand what life was like for an evacuee • To understand rationing, 'Make do and mend' and 'Digging for Victory' • To understand the importance of women in the war • To Know the main events of the Battle of Britain 	<ul style="list-style-type: none"> • To develop a timeline of key events leading up to and during WW2 • Establish clear narratives within and across periods by using secure chronological understanding • Be able to explain how events during the war changed perceptions of what women were capable of and their role in society • Use primary and secondary sources of evidence to build up a picture of what life in wartime Britain was like • Describe social, cultural, religious and ethnic diversity in Britain and the wider world
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan. • I know Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. 	Empires, trenches, fatalities, conflict, military, civilians, economic depression, hyperinflation, election, opposition, tyrant, violated, abort, invasion, conflict, imported, Fuhrer, government, declared, rationing, suicide,



<ul style="list-style-type: none"> • I know aircraft played a major role in the war-the Battle of Britain was the first military battle fought entirely by the Air Forces • I know Anne Frank, who lived in Germany but fled to Amsterdam during WW2 as she was Jewish, famously wrote a diary of her life 'The Diary of a Young Girl', while hiding from the Nazi's. • I know that soldiers fought in trenches, mainly in France • I know Winston Churchill was the British Prime Minister for most of the war. He was famous for his speeches and refusing to give in. 	
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • History of Transport- Reception 	<ul style="list-style-type: none"> • World War 2 (KS3)
<p>Research Visits/Visitors:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Yorkshire Air Museum • Tatton Park 	<p>Art – Blitz Scene, Spitfire sketch DT – Anderson Shelter, Rag rugging, prepare a meal using foods we have grown. P.E – Jive, Jitterbug and Swing Literacy- The Day the War Came, Letters from the Lighthouse, Promise Music – Singing war time songs</p>
<p>Topic Book Links:</p>	<p>Local links (where applicable):</p>
<p>#BookList: World War 2 Recommended Reads The Reader Teacher Children's Books: World War 2 Topic (booksfortopics.com)</p>	<ul style="list-style-type: none"> • War memorial in Penistone



Year 6, A non-European Study: Early Islamic Civilisations	
Main Historical Threads:	
<p>Society and Change: social structure offered new approaches to governance and justice, Invention and Exploration: invention of tools such as the astrolabe was crucial for navigation and observing the stars, along with development of new techniques in optical science and medicine. Legacy: society blended cultures, art, literature, and architecture which influenced styles in Europe and Asia.</p>	
Overview of Learning: <i>To be linked into RE unit</i>	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • To know why they were considered an advanced society in relation to that period of time in Europe. • To know the similarities and differences between the Golden Age of Baghdad to Dark Age London • To understand the importance of trade and its impact on Baghdad • To know the importance of The House of Wisdom 	<ul style="list-style-type: none"> • Identify and place events correctly on a timeline and maps • Make comparisons between different times in the past • Compare an aspect of life with the same aspect in another period • Compare beliefs and behaviour with another time studied
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • Literacy was highly valued with people expected to learn to read Arabic so they could understand the teachings of the Qur’an. • When the Mongols destroyed the city of Baghdad, they threw so many manuscripts into the Tigris that its waters were said to have run black with ink! • Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today. • ‘The Round City’ was built as two large semicircles with a mosque at the centre and housed the caliph’s palace, libraries, government and military buildings. 	arabesque, calligraphy, caliph, caliphate, democracy, empire, geometric, government, House of Wisdom, Islam, mosque, Muhammad, Muslim, scholar, Silk Road, The Quran, trade, vegetal
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Vikings, Celts and Saxons 	<ul style="list-style-type: none"> •
Research Visits/Visitors:	Cross Curricular links:
<ul style="list-style-type: none"> • Visit to the local mosque 	Art – Geometric patterns DT – Making 3D artefacts using Modroc Computing and Speaking and Listening – Produced their own advert for the House of Wisdom RE – Different types of Islam and their founders
Topic Book Links:	Local links (where applicable):
Book Lists for World Civilizations (booksfortopics.com)	



#BookList: Ancient Civilisations Recommended Reads The Reader Teacher	
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National Curriculum Coverage Grid for our History Units

<p>Key Stage 1: 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.</p>				
NC Pupils should be taught...	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.
Year 1: The Great Fire of London	X	X	X	<i>Remembrance Project</i>
Year 1: Nursing- Florence Nightingale, Mary Seacole and Edith Carvell	X	X	X	<i>Remembrance Project</i>
Year 2: Guy Fawkes and the Gunpowder Plot		X	X	<i>Remembrance Project</i>
Year 2: The Royal Family		X	X	<i>Remembrance Project</i>



<p>Key Stage 2: 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.</p>				
<i>(NC) Pupils should be taught about:</i>	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England	A local history study
<i>Year group and cycle taught:</i>	• Year 3	• Year 4	• Year 4	• Years 3, 4, 5, 6
<i>NC Examples (non-statutory) This could include:</i>	♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture	♣ Julius Caesar’s attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian’s Wall ♣ British resistance, for example, Boudica ♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066	♣ a depth study linked to one of the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
<i>(NC) Pupils should be taught about:</i>	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	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.	Ancient Greece – a study of Greek life and achievements and their influence on the western world
<i>Year group and cycle taught:</i>	• Year 6 WW2	• Year 5 Ancient Egyptians	• Year 6 Islamic Civilisations	• Year 5



<p>NC Examples (non-statutory) This could include:</p>	<p>♣ the changing power of monarchs using case studies such as John, Anne and Victoria ♣ 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 ♣ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain</p>			
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Progression of Historical Concepts including questioning

	EYFS	KS1	Y3/4	Y5/6
Chronological Understanding	<ul style="list-style-type: none"> To place events (pictures or text) in order. To place numbers in order To use words that indicate past To identify how they have changed To identify things that are from the past/old Start to use words and phrases such as before, after, past, present, then and now. 	<ul style="list-style-type: none"> Use words and phrases relevant to the past; old, new, a long time ago. Recognise that some objects belong in the past. Begin to understand where people and events fit on a timeline. Recount changes within living memory. Use words and phrases such as before, after, past, present, then and now. Understand where people and events fit within a chronological timeline. Sequence photographs and objects on a timeline. 	<ul style="list-style-type: none"> Develop an increasingly secure chronological knowledge of local, British and world history, using dates. Use words and phrases related to a specific period. Understand more complex terms eg BC/AD. Put events, places and people on a timeline (matching dates) Use mathematical knowledge to work out how long ago events took place. Identify some main events from a period of history (add some relevant detail about them) and order them 	<ul style="list-style-type: none"> Develop an increasingly secure chronological knowledge of local, British and world history, using dates. Order a greater number of significant events, movements and dates on a timeline. Describe the main changes in a period in history and place them in the correct order. Summarise the main events from a period of history, explaining the order of events and what happened.
Possible questions	<p>What came before/after? How have you changed?</p>	<p>When did it happen? How long did it take? How do we know? How can we tell an object is from the past?</p>	<p>How would you describe a period? What do we know about this time? What does AC/BC mean?</p>	<p>How long ago did this event take place? How was life different/same? What was the sequence of key events during this period?</p>



<p>Cause and Consequence</p>	<ul style="list-style-type: none"> • Question why things happen and give explanations • Begin to identify what made something happen 	<ul style="list-style-type: none"> • Begin to recognise that significant events happened because of a cause • Begin to understand that aspects of life changed following an event 	<ul style="list-style-type: none"> • Identify reasons for and results of people’s actions • understand why people may have had to do something • Look for links and effects in time studied • Offer a reasonable explanation for some events • Address and devise historical questions about cause • Comment on the importance of cause and effects for some key events. 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied • Short and long term causes of events identified and explained
<p>Possible questions</p>	<p>What happened? Why?</p>	<p>Why did people do things? Why did an event happen? What happened as a result?</p>	<p>Why did it happen? What was the result? Who was affected? What was the impact of the event on others?</p>	<p>Why was it important? How do key events link? What influenced these events?</p>
<p>Continuity and Change</p>	<p>Can talk about:</p> <ul style="list-style-type: none"> • Changes that have happened to themselves 	<p>Can begin to identify</p> <ul style="list-style-type: none"> • old and new things in a picture. • what was different and what was the same when their parents and 	<p>Can identify between and within periods:</p> <ul style="list-style-type: none"> • Things that stayed the same • Things that changed 	<p>Can identify and explain within and between periods of history:</p> <ul style="list-style-type: none"> • key changes • similarities



		grandparents were children	<ul style="list-style-type: none"> • Make links between events over time. • Begin to note the similarities and differences: within current period of history being studied when current period of history being studied is compared to previous periods that have been studied 	<ul style="list-style-type: none"> • why certain changes were important • any subtle differences between similarities • how changes may have been different in different places during the same period of history
Possible questions	What has stayed the same? What is different?	What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?	What has stayed the same (comparing past periods)? Why? What has changed? Why and how? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?	What has stayed the same (comparing past periods)? Why? What has changed? Why and how? Which changes were most significant? Why? Did it change like this everywhere or for everyone?
Historical significance	<ul style="list-style-type: none"> • Recognise and describe a special object. • Recognise and describe a special time or event in their life (self, family or friends). 	<ul style="list-style-type: none"> • Talk about who or what was important (eg in simple historical account). • Talk about why they (who or what) were important and what changed / happened. 	<ul style="list-style-type: none"> • Identify historically significant people and events from a period of history and what they did/happened. • Begin to identify why what they did (or what happened) was important and how it changed things for people. 	<ul style="list-style-type: none"> • Identify historically significant people and events from a period of history. • Explain why they were significant. • Describe and explain why what they did (or what happened) was important



				and how it changed things for people.
Possible questions	Can you tell me why that is special? Can you tell me what happened?	Who was an important person? What did this person do? What important thing happened? What changed after this?	Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?	Why was this person important? Explain what this person did that was important? What impact did this person have on events or people? What impact did this event (or period of history) have on events or people? How did life change following this?
Similarities and Differences	Know about similarities and differences between: <ul style="list-style-type: none"> • themselves and others • families • Communities • traditions 	Start to understand life was different for different people in the past: <ul style="list-style-type: none"> • rich and poor • male and female <p>Start to understand that this may have been different in different places at the same time</p>	Identify (by including some examples) how life was different for different people in the past: <ul style="list-style-type: none"> • rich and poor • male and female • different cultures and races • different religions • Identify that this may have been different in different places at the same time 	Explain (and give examples) how life was different for different people in the past: <ul style="list-style-type: none"> • rich and poor male and female • different cultures and races different religions • Explain (and give examples) that this may have been different in different places at the same time. • Attempt to explain reasons for these differences or explain the reasons other give.
Possible questions	What is the same? What is different?	Was this the same for everyone? How would life of a #####	Can you give an example of how life was different for someone who was there?	Which groups was this different for? Can you give an example?



		<p>person have been different? Who would this have been different for?</p>	<p>Was this the same everywhere? Where was it different? How was it different?</p>	<p>Why was there this difference? Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer?</p>
<p>Historical Sources of Evidence to be used throughout school</p> <ul style="list-style-type: none"> • <i>Photographs</i> • <i>Audio recordings</i> • <i>Video recordings</i> • <i>Films</i> • <i>Journals, letters and diaries</i> • <i>Speeches</i> • <i>Visitors and interviews</i> • <i>Published books, newspapers and magazine clippings published at the time</i> • <i>Autobiographies and memoirs</i> • <i>Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls</i> 				



Appendix 1:

Here are some examples of alternative Deeper Thinking Big Questions which could be answered throughout history units taught:

Please note that the teacher's may choose to create their own Big Questions to suit the needs of the children that they teach, these are simply provided to give ideas for the formulation of their Big Questions:

KS1:

Great Fire of London:

- The Great Fire of London helped to destroy lots of disease in the city. It was good for London. Do you agree with this statement? Why?

The Royal Family:

- Do you think that the Royal Family is really needed in our modern society? Why?

KS2:

Stone Age to Iron Age:

- What was the most useful tool for a Stone Age person?
- How are cave paintings similar to hieroglyphics?
- Life is better now than in Stone Age time. Do you agree with this statement?
- What was the most important of the 3 ages we have studied and why?

Romans:

- What do these buildings tell us about Romans and why?
- Would you prefer to live in a Celtic or Roman home? Why?
- Why is a Roman home so different to a Celtic home?
- Which is the most interesting God and why?
- Having learnt about their love of art, what can we learn about the Romans?
- Would you rather live as a Roman or Celt?
- Would you want to be a Roman soldier living in Britain?
- The Romans were good for Britain. Do you agree with this statement?



Ancient Greeks:

- Do you think the ancient Greeks truly established democracy and why?
- Would you rather take part in the ancient or modern Olympics?
- Which state would you rather live in, Athens or Sparta?
- Which Greek god would you prefer to be and why?
- Do you think the Trojan horse really existed? Give reasons for your answer.
- Was Paris right to run off with Helen of Troy? Give reasons for your answer.

Anglo Saxons:

- How did the Anglo Saxons bring law and order?
- What things are left that proves the Anglo Saxons came to Britain.
- Would you like to live as an Anglo Saxon – yes/no – why?

Vikings:

- Was the Viking life glamorous? Why?
- Are the Vikings misunderstood? (always portrayed as negative)
- What did the Vikings ever do for us?
- Was the Dane Geld a good idea? Why/why not? Could you think of a better solution?

Ancient Egypt:

- Why do we need archaeologists?
- Which tool is most important to an archaeologist? Why?
- Was it fair that only the pharaohs were buried in tombs? Why?
- How would Ancient Egypt be different without the River Nile?

World War 2:

- What would you dislike the most about warfare?
- Do you think that going to war was the correct decision and why?
- How might life have changed for the families of the soldiers sent to fight in the war?