

HISTORY

Intent

To deliver the history content as set out in the national curriculum.

Implementation

Through a progress model of thematic learning, including a wide range of excursions, pupils are taught about key historical events chronologically from Reception to through to Year 6, with specific vocabulary and knowledge clearly mapped.

Impact

For our pupils to:

Be inspired to enquire about the past and the wider world.

Become independent thinkers with the skills to question, to think critically and to analyse sources.

Have an understanding of local and global society and how they have changed over time.

Have an awareness of the impact that past events can have on the present and future.

Have a broad knowledge of social issues in an evolving society.

‘The more you know about the past, the better prepared you are for the future’.

Theodore Rossevelt



History Curriculum

Each child studies 3 units of History in each phase (EYFS, KS1, LKS2, UKS2).

- EYFS – Personal history: own, family, friends, Space travel, Dinosaurs
- Year 1 – Toy Story (The Victorians), Fire! Fire! (The Great Fire of London), Samuel Pepys, MayDay (Grace Darling/Titanic)
- Year 2 – History of Chellaston, The Plague of London/Eyam, Heroes to the Rescue (Florence Nightingale/Mary Seacole), Castles in Derbyshire
- Year 3 – Changes in Britain from the Stone Age to the Iron Age, Britain's settlement by Anglo-Saxons and Scots, Legendry Leaders
- Year 4 – The Roman Empire and it's impact on Britain, The Tudors, Joseph Wright, Slave Trade
- Year 5 – Ancient Egyptians, The Anglo-Saxon and Viking struggle for the Kingdom of England, The suffragettes
- Year 6 – Ancient Greece, Islamic Civilization, WW2

Historical topics have been chosen to ensure that the subject content of the national curriculum is delivered, alongside securing the children's knowledge of historical events that have impacted our own locality or the unique demographic of our school and also the wider world, exploring a range of cultures and beliefs.

As is laid out in the national curriculum, historical periods are taught broadly in chronological order within each key concept, to reinforce pupils' understanding of time and order. Each year the children will study a period from Ancient History, Middle History and Recent History

Through a progress model of thematic learning, the children will revisit key concepts during each topic that has a history driver. These key concepts are community, innovations, peace and conflict, power and governance, justice and equality.

Each unit is supported by a knowledge organiser which details the key facts, vocabulary and skills for each unit. This is sent home in advance of the unit, allowing children to make a head start on their learning.

Links are built with other subjects, predominantly but not exclusively with writing, geography, art, music and science.



Chellaston Fields
SPENCER ACADEMY

Historical Knowledge Progression



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Ancient History (Events beyond living memory)	<p>Know that the world used to be very different. Know what dinosaurs were and that they became extinct</p>			<p>What and when was the Stone Age? Who were the first humans?</p>	<p>Where is Egypt and when was the Ancient Egyptian period? What are the famous human features in Egypt and what were they used for? What were the hieroglyphics?</p>	<p>When did the Romans come to Britain? How did Britain change when they invaded? Who was Queen Boudicca?</p>	<p>Who were the Ancient Greeks? What are the main characteristics of the Athenians and the Spartans? What were the Olympic games like? How have they changed?</p>
Middle History (Events beyond living memory)	<p>Through fairy tales, understand that people's lives used to be different. They lived in different houses, did not have the modern technology we have now, jobs and clothes were different.</p>	<p>What was the date of the Great Fire of London? Where was Pudding Lane? Who was Samuel Pepys and where did he live? When did Grace Darling live and what did she do?</p>	<p>When did the great plague take place? What caused the plague in Eyam? Who was Mary Queen of Scots and why was she imprisoned at Tutbury? What was she like compared to Queen Elizabeth II?</p>	<p>How did the Anglo Saxons attempt to bring law and order into the country?</p>	<p>When and why did the Vikings leave Scandinavia? What do we mean by 'invade' and 'settle'? What was life like during the Viking times?</p>	<p>Who ruled England during the Tudor period? How was life different for the rich and the poor? What was the Spanish Armada?</p>	<p>When did the Islamic Civilisation start and end? What were they known for? What impact did they have on the world?</p>
Recent History (Events within living memory)	<p>Who am I? What does my family tree look like? How is my family the same/different than someone else's family?</p>	<p>History of me and my family, compare holidays now and those of grandparents Know how leisure time has changed in living memory. Know the year they were born and that this is different to parents</p>	<p>When did Florence Nightingale and Mary Seacole live and what did they achieve?</p>	<p>What were Scott and Shackleton remembered for?</p>	<p>What was Joseph Arkwright known for?</p>	<p>Who were the suffragettes? Who was Emmeline Pankhurst? What started the Civil Right movement and why?</p>	<p>Why and when did WW2 start? Who were the world leaders? What was life like during WW2? What changed for the women?</p>
Local History	<p>Where are the local places that have been special or important to me? E.g. nursery</p>	<p>What can we learn about toys from Sudbury Museum of Childhood?</p>	<p>What can you find out about the Plague by visiting Eyam?</p>	<p>What can we learn by visiting Cragwell Crags?</p>	<p>What can you learn about life in the Tudor times by visiting Mary Arden's house? What can you learn about Joseph Wright at Derby Museum?</p>		<p>Who was Johnnie Johnson and where did he come from? Who was Henry Royce and Charles Rolls? What part did RR play in WW2?</p>
Significant person	<p>People in own family who are important in our story. Know who the Queen Elizabeth II is.</p>	<p>Queen Victoria Samuel Pepys Grace Darling Tim Peak</p>	<p>Henry Ford Florence Nightingale Mary Seacole Mary Queen of Scots</p>	<p>Scott and Shackleton Bear Grylls</p>	<p>Howard Carter Richard Arkwright</p>	<p>Emmeline Pankhurst Martin Luther King</p>	<p>Mr Royce Jonny Johnson Winston Churchill Adolf Hitler</p>



History in own locality



Lives of significant individuals in the past



Events beyond living memory (middle)

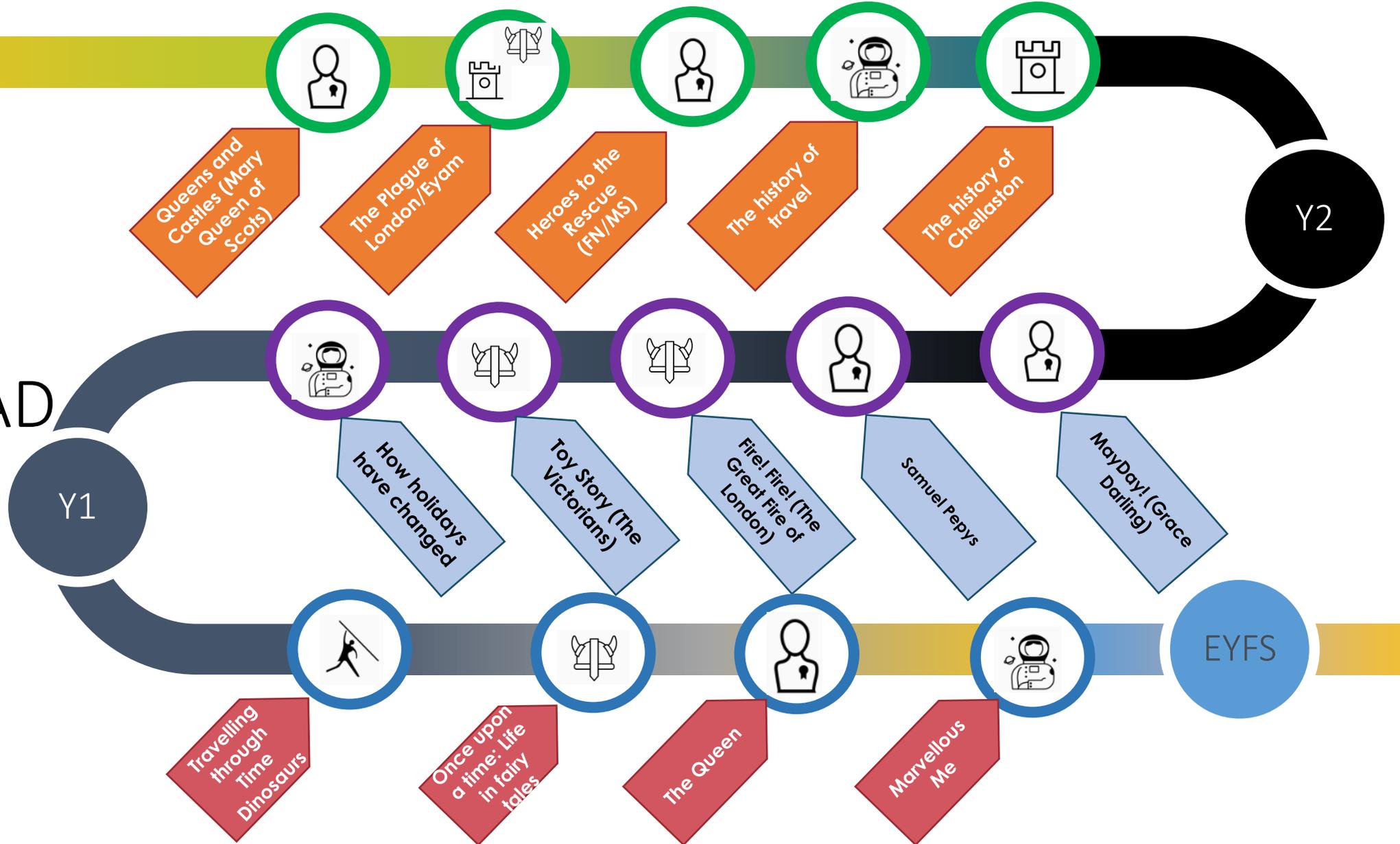


Events beyond living memory (ancient)



Changes within living memory

HISTORY TOPIC ROAD MAP EYFS - KS1





Lives of significant individuals in the past



Local History



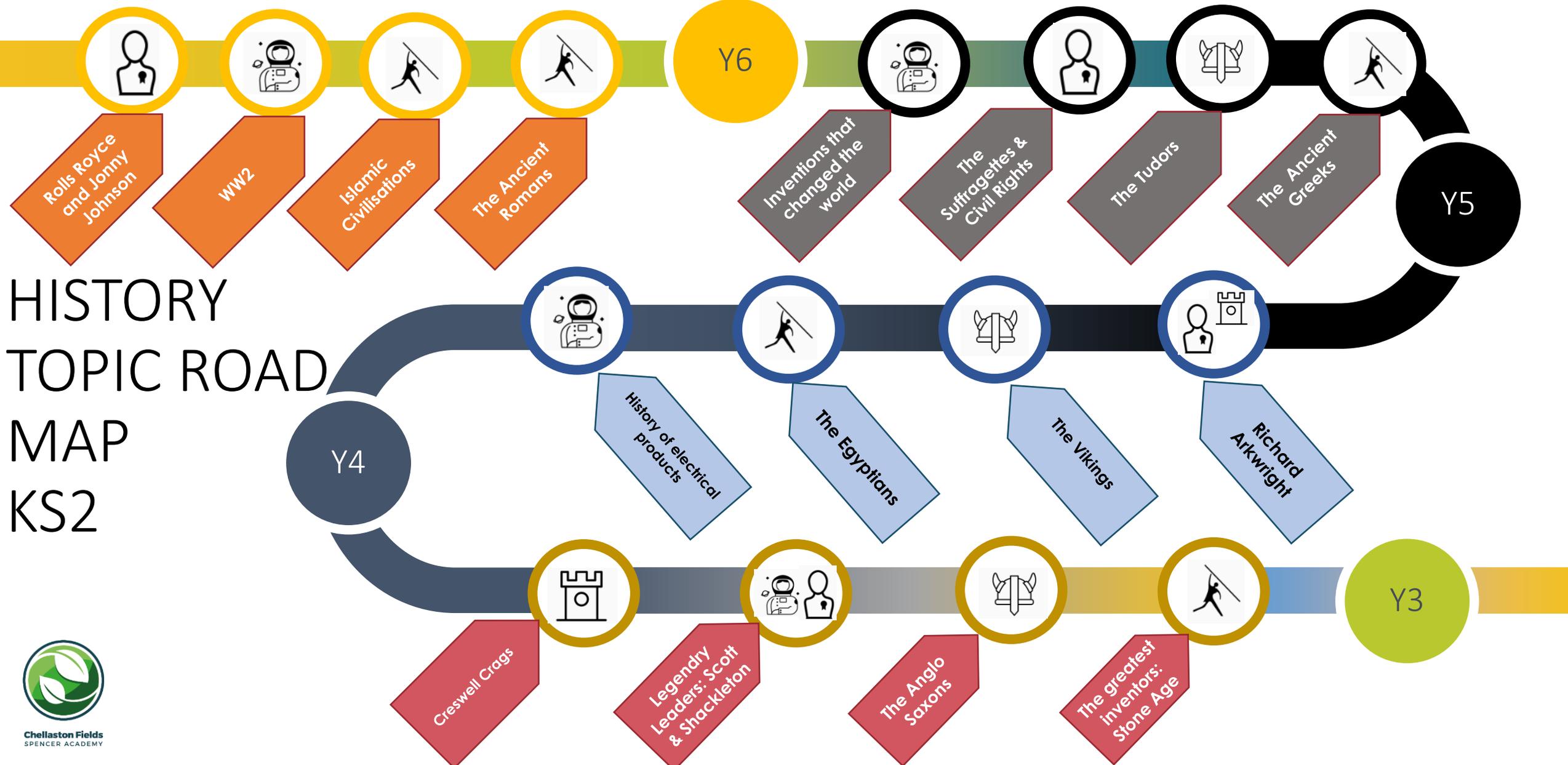
Recent History



Middle History



Ancient History



Autumn

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changes beyond living memory The Victorians (Toys)	Local History The history of Chellaston	Ancient History Pre History to the Stone Age	Recent History The history of electrical products	Ancient/ Middle History Ancient Greece	Ancient History Ancient Rome and its impact on Britain

Spring

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Events beyond living memory Great Fire of London Significant People Samuel Pepys	Changes beyond living memory Kings and Queens Castles	Middle History Anglo Saxons and Scots	Ancient History The Egyptians	Middle History The Tudors	Middle History Islamic Civilisation

Summer

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significant People Grace Darling Significant Events The Titanic	Events beyond living memory The Plague Significant People Florence Nightingale and Mary Seacole	Recent History Shackleton and Scott	Middle History The Vikings Local History Joseph Wright	Recent History The Suffragettes and Civil Rights	Recent History WW2 Local History Rolls Royce

Reception Knowledge

- How their family is the same/different from someone else's family.
- Who is our Queen and how long she has reigned for.
- When Neil Armstrong went to the moon.
- Why astronauts go to the moon and how this helps us to learn about the world.

Reception Statements

Chronological understanding

Identify personal history

Remembers and talks about significant events in their own experience

Describes special times or events in their lives

Uses a timeline to show when Neil Armstrong went to the moon

Knowledge and understanding of events

Enjoys family customs

Knows how the Queen became Queen

Year 1 Knowledge

- How Victorian toys are different from toys today.
- What moving toys children played with a long time ago.
- What the date was of the Great Fire of London.
- What the similarities and differences are between the Fire Brigade then and now.
- Where Pudding Lane is.
- Who Samuel Pepys was.
- When Grace Darling lived and what she is famous for.

Year 1 Statements

Chronological Understanding

Understand the difference between things that happened in the past and present.

Order a set of events or objects.

Use words and phrases such as: now, yesterday, last week, when I was born, a long time ago, before I was born

Use a timeline to place important events.

Know the year they were born and age and that this is different from their parents and grandparents

Knowledge and Understanding of Events

Begin to identify differences between items from the past and similar items now.

Historical Enquiry and Interpretation

Ask questions about old and new objects.

Find out more about a famous person from the past and carry out research on them.

Year 2 Knowledge

- How old our school is compared to other schools in the village.
- Which buildings are the oldest and the newest.
- Who Henry Ford was.
- When the Great Plague took place.
- When Florence Nightingale and Mary Seacole lived and what their life was like.

Year 2 Statements

Chronological Understanding

Use the words past, present, then, now, before and after when telling others about an event.

Recount changes in their own lifetime.

Use a timeline to place important objects.

Knowledge and Understanding of Events

Recounting interesting facts about a historical event

Learn about the life of someone famous in Britain.

Historical Enquiry and Interpretation

Identify different ways in which the past is represented and how we learn about the past.

Ask and answer questions using a wider range of sources.

Year 3 Knowledge

- What and when the Stone Age was.
- Who the first humans were.
- How Britain changed during the Anglo Saxon occupation.
- How Anglo Saxons brought law and order into the country.
- What historical evidence there is to find at Cragwell Crag and how this helps us to learn about history.
- Who Scott and Shackleton were.

Year 3 Statements

Chronological Understanding

Understand the use of vocabulary: ancient, century, decade

Understand that a timeline can be divided into BC and AD

Use timeline to place historical events in chronological order.

Knowledge and Understanding of Events

Recognise that Britain has been invaded by several groups over time.

Begin to suggest why certain events happened as they did in history.

Historical Enquiry and Interpretation

Gather evidence about the past through visits to sites of historical interest.

Recognise the part that archaeologists had/have in helping us to understand the past.

Ask questions and answers about the past using different sources.

Year 4 Knowledge

- Where Egypt is and when the Ancient Egyptian period was.
- The famous features of Egypt and how they were built.
- What hieroglyphics are.
- When and why the Vikings left Scandinavia.
- What we mean by 'invade' and 'settle'.
- What life was like during Viking times.
- What Joseph Wright was known for and where he lived.
- Who Rosa Parks was and what she was famous for.

Year 4 Statements

Chronological Understanding

Order significant events and dates on a timeline.

Describe the main changes in a period of history.

Knowledge and Understanding of Events

Recognise that Britain was invaded in the past and that this has influenced life in Britain.

Suggest why certain people acted as they did in history.

Use evidence to show how the lives of rich and poor differed.

Describe how some of the things I have studied from the past affect/influence the present.

Historical Enquiry and Interpretation

Hypothesise what life would have been like for different people in the past.

To begin to choose appropriate sources and select evidence from those sources to respond to an historical question.

Give more than one reason to support a historical argument.

Year 5 Knowledge

- Who the Ancient Greeks were.
- The main characteristics of the Athenians and the Spartans.
- When the Olympic Games started and how they have changed.
- Who ruled during the Tudor period.
- How life was different for the rich and poor during the Tudor times.
- What the Spanish Armada was.
- Who were the suffragettes and what they achieved.
- Know who Emmeline Pankhurst and Martin Luther King were
- What the Civil Rights movement accomplished.

Year 5 Statements

Chronological Understanding

Refer to dates and use historical chronological language.

Describe the main changes in a period of history.

Order significant events, movements and dates on a timeline.

Understand how some historical events occurred concurrently in different locations.

Knowledge and Understanding of Events

Describe similarities and differences between different people, events, time periods and artefacts.

To understand how major events in history have contributed to the formation of the United Kingdom.

Make links between features of past societies, eg weaponry.

Historical Enquiry and Interpretation

Appreciate how historical artefacts have helped us understand about British lives in the past.

Form an interpretation of historical events or figures using sources.

Take bias into account when researching an historical event or figure.

Year 6 Knowledge

- When and why the Romans came.
- How Britain changed when the Romans came.
- Who Queen Boudicca was.
- When the Islamic Civilisation was and what they were known for.
- When WW2 took place and who the world leaders were during this time.
- What life was like during WW2.
- When Rolls Royce started and what part they played during WW2.
- Significant individuals: Winston Churchill, Adolf Hitler, Jonny Johnson, Mr Royce

Year 6 Statements

Chronological Understanding

Order significant events, movements and dates on a timeline.

Place a specific event on a timeline by decade.

Identify and compare changes within and across different periods.

Place features of historical events and people from past societies and periods in a chronological framework.

Knowledge and Understanding of Events

Chronologically summarise the main events from a specific period.

Recognise and describe change and continuity across periods of history.

Give specific examples of how major events in British and World History have impacted on aspects of British society today eg, role of women in WW2.

To understand how Empire has continued to and has been affected by historical events.

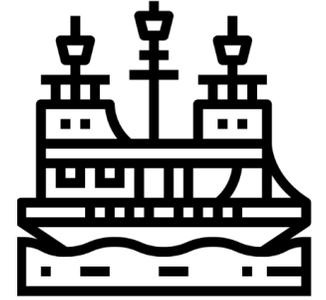
Historical Enquiry and Interpretation

Understand that some evidence from the past is propaganda, opinion or misinformation and this affects interpretations.

Compare different historical sources that discuss the same event.

Knowledge organisers

Year 1: Land Ahoy! Pirates set sail around the UK



History: Changes in living

Land Ahoy! Pirates set sail around the UK!

Year 1, Autumn 1



Key Vocabulary

Younger - earlier stage of life

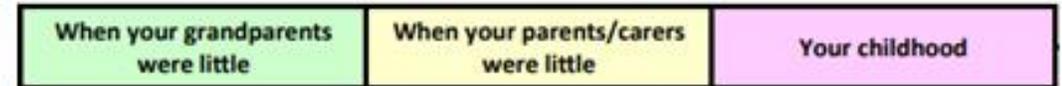
Sibling - a sister or brother

Similarity - something that is almost the same as something else

Grandparent - the parents of your Mum or Dad

Difference - something that is not the same as something else

Timeline



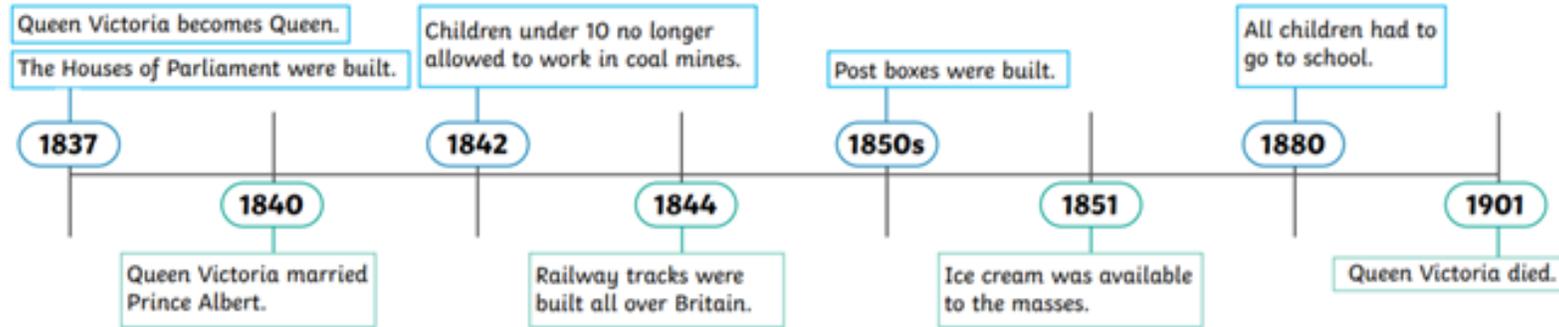
My birthday: day, month and year
My Mum and Dads birthdays
My Grandparents birthdays



Year 1: Toy Story! A Victorian Christmas



What happened in the Victorian period?



Key Vocabulary

Rocking Horse



Hoop and stick



China doll



Key Facts

The Victorians were the people who lived during the reign of Queen Victoria.

- More and more factories and workhouses were built for people to work in, so towns and cities grew.
- The railways grew so people could travel faster and further.
- The poor were very poor - they worked in workhouses and factories.
- Many rich people had servants.
- There was no electricity.
- Not many people could read or write but Queen Victoria made all children go to school.
- Children were made to work in dangerous places such as in coal mines or as chimney sweeps. They worked very long hours for very little money.

