

Eastfield Primary School



History Long Term Curriculum Plan 2019-2020



Key Stage 1
Programme of Study

Pupils should be taught about:

H1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

H2 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]

H3 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]

H4 significant historical events, people and places in their own locality.

Year 1

Investigating old and new toys H1

Changes within and beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life

Similarity and Difference

Pupils will focus on comparing and contrasting toys from 100 years ago to present day and how developments in technology have had an impact on the change in materials used to make toys.

Continuity and Change

Pupils will identify things that have stayed the same and things that have changed between their own life and the toys they play with and also beyond living memory with a focus on games.

They will handle artefacts, make observations and simple comparisons and ask questions such as Why would you use this? When would you use this? When in the past is it from?

Pupils will understand some ways we find out about the past – people recounting memories and museums. Pupils will sequence events in their own lives and 3 or 4 artefacts from beyond living memory. They will understand that we can find out about the past in different ways.

Key Knowledge

Know that toys their grandparents played with were different to their own

Organise a number of artifacts by age

Know what a number of older objects were used for

Know the main differences between their school days and that of their grandparents

<p><u>Key Historical Concepts</u> <u>(Enquiry)</u> <u>Similarity and Difference</u> What are toys like? What were toys like in the past? How do we know some toys are old? How do we describe toys?</p>	<p><u>Key Historical Skills</u> Ask questions and with support answer some simple historical questions e.g. <u>Why would you use this?</u> <u>When would you use this?</u> <u>When in the past, is it from?</u> Handle sources of evidence</p>	<p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • To describe the characteristics of modern toys. • To use everyday words and phrases to describe objects in the past. • To recognise differences between old and new toys. • To describe the characteristics of old and new toys. • To sort toys by criteria. 	<p><u>Prior Learning</u> It is helpful if the children have: • listened to, and told, stories about what has happened to them and/or their families in the past • asked and answered questions of visitors to the classroom • described the characteristics of objects,</p>
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<p>What is the same and what is different about old and new toys of similar types? <u>Continuity and Change</u> How have I changed? Have I changed the games and toys I play with? What did year 1 pupils play with 100 years ago? What did my family play when they were 6?</p>	<p>and make observations and simple comparisons e.g. <i>Photographs, toys, clothes, objects related to subject</i> Understand some ways we find out about the past Sequence 3 or 4 artefacts/ sources. Sequence events within lifetime on a simple line.</p>	<ul style="list-style-type: none"> To identify similarities and differences between old and new toys. To understand that design, materials and technology can indicate whether a toy is old or new To understand how I've changed in my life To Understand why I play with different toys then and now To know different ways we can find out about the past <p><u>Vocabulary to be taught</u> Significant impact interpret affect cause similar /difference</p>	<p>e.g. in the classroom • carried out sorting tasks <u>Assessment</u> Children will ask questions about toys in the past Children will infer information about toys in the past by studying old toys Children will be able to describe a range of old toys using appropriate vocabulary Children know that technology and material make toys different Sequence events in their life from old to new Sequence old and new toys</p>
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Outcome: Pupils describe toys referring to technology and material. Pupils talk about reasons for sequencing events and objects.

Investigating Grace Darling, a famous heroine H4

Significant historical events, people and places in their own locality

Similarity and Difference

Pupils will make observations about different types of people, events, beliefs within a period (Victorian) and compare it with life today.

Continuity and Change

Pupils will focus on things that have changed or stayed the same between their own life and life at different times beyond living memory.

They will compare and contrast changes that have been made in a particular period of time- focussing on one or more: health, diet, routines, **working life, home life, school life, education**, clothing, **transport, technology**

Link to changes in materials, changes in what they see around them and things that stay the same in their life and with things around them.

Cause and Consequence

Pupils will recognise why people did things, why events happened and what happened as a result. Why did this event occur? What happened after the event? Why did someone act like they did? (Develop Empathy)

Key Knowledge

Name a famous person from the past and explain why they are famous

Know what we use today instead of a number of older artefacts

Know that children's lives today are different to those of children a long time ago

<p><u>Key Historical Concepts (Enquiry)</u> <u>Similarity and Difference</u> What are the similarities and differences between Grace's life and my life? How was Grace's home life different to mine in the 1800's? <u>Cause and Consequence</u> Why do you think Grace chose to help her</p>	<p><u>Key Historical Skills</u> Understand some ways we find out about the past Sequence 3 or 4 events on a timeline Exposure to BC/ AD,</p>	<p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> I can identify the similarities and differences between my life and the life of Grace Darling. I can describe how life at home was different to mine. I can sequence 3 or 4 events in the story on a time line. I can name more than one way we can find out 	<p><u>Assessment</u> Pupils can sequence 3 or 4 events from earliest to latest. Pupils know the similarities and differences between life now and the life of Grace Darling. For example: Grace was educated by her father and didn't go to school.</p>
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<p>father that night? Why did she become a famous person? Continuity and Change How has transport (on the sea) changed from the Victorian period to now? How would technology have helped Grace Darling?</p>	<p>years/ centuries relating to period studied</p>	<p>about the past.</p> <ul style="list-style-type: none"> I can imagine what Grace was thinking and feeling the night she rescued the sailors. I understand what other people thought of Grace and say why. I know how boats have changed over time and relate the changes to technology and materials <p><u>Vocabulary to be taught</u> significant impact interpret affect cause similar /difference</p>	<p>Grace lived in a lighthouse and not a house. Grace worked around the house and didn't go to work.</p> <p>Pupils recognise the bravery Grace showed that night considering her age and the dangers she faced at sea.</p> <p>Pupils understand the difference in materials and technology in boats today.</p>
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**Outcome: Write a postcard to explain the similarities and differences in life then and now.
Design a certificate for Grace and choose the character award.**

Year 2

Investigating Amy Johnson and her first solo flight to Australia - H3

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

Significance

Talk about who was important e.g. in a simple historical account To discuss how historical events and people can impact on life after an event Amy Johnson - Why is she seen as significant? How have things changes as a result of this person? How do we know about them? How has this historical event impacted on life afterwards?

Cause and Consequence

Pupils can recognise why Amy Johnson flew solo to Australia, why the events happened and what happened as a result. Why did this event occur? What happened after the event? Why did Amy act like she did? (Develop Empathy)

<http://amyjohnsonartstrust.co.uk/discovering-amy-teachers-resource-pack/>
amy johnson teacher's pack - East Riding Museums

Key Knowledge

- Know the name of a famous person close to where they live
- Know how the local area is different to the way it used to be a long time ago
- Differentiate between things that were here 100 years ago and things that were not

<u>Key Historical Concepts (Enquiry)</u>	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
<p>Significance</p> <p>1. Why did you think that people still remember Amy Johnson? (Key aspect of historical understanding: significance)</p> <p>2. Why was flying to Australia so difficult for a woman like Amy? (Characteristic features of the period.)</p>	<p>Use sources – observe and handle to answer questions about the past e.g. Photographs, toys, clothes, objects related to subject which show now and then</p>	<ul style="list-style-type: none"> I know why Amy Johnson was a significant individual in her time. I know why flying to Australia would have been difficult in the early 20th century. I can use sources to answer questions about the past. I can explain why the event was so significant. 	<p>Pupils can explain the significance of the event and relate it to society's perception of women in the early 20th century.</p> <p>Pupils can explain the difficulties Amy would have experienced and relate it to the differences in technology and materials at the time.</p>



<p>3. How did people react to Amy’s famous flight at the time, and how do we know? (Evidence)</p> <p>4. How did things change after her famous flight? (Change, consequences)</p>	<p>Choose and use parts of stories and other resources to show understanding</p>	<ul style="list-style-type: none"> • I know that sources give us information about other people’s reaction to an event. • I can describe some of the changes in women’s lives after this event. • I can say how Amy Johnson impacted on some of the changes to women’s lives. (women and work/ women’s equal pay) <p><u>Vocabulary to be taught</u> generation decade sources similar /difference</p>	<p>Pupils can talk about about the sources of information they’ve used and what it has told them.</p> <p>Pupils can explain how women’s lives have changed as a result of this significant event.</p>
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**Outcome: A diary entry to explain the difficulties Amy experienced on the flight.
An award to honor some of the character virtues she would have shown during the long flight
A newspaper report to celebrate the changes since the early 20th century to the lives of women.**

**Investigating the Great Fire of London H2 - What happened to London during the fire of 1066?
*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]***

Cause and consequences
Pupils will develop their historical thinking skills by recognising why the Great Fire of London occurred, why it spread so quickly, who was affected by the fire and how this event changed London.

Continuity and Change
Pupils will compare and contrast from extracts from the diary of Samuel Peypys changes in life in London from 1600’s to today. They will focus on the changes in materials, changes in what they see around them and things that stay the same in their life and with things around them.
Pupils will order events from the Great Fire of London from Samuel Peypys’s diary and begin to develop their understanding a century as 100 years. They will choose and use parts of stories and other resources to show their understanding.

Key Knowledge
Know about an event that happened long ago, even before their grandparents were born

<u>Key Historical Concepts</u> (Enquiry)	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
<p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> • What was Stuart London like? • Could anyone have stopped what happened on 2 September 1666? • What did people do first? • What was it like at the height of the fire? • What was left of London? • What did the King do to make 	<ul style="list-style-type: none"> • Ask and answer simple historical questions • Use evidence to gain knowledge and ask questions • Use sources – observe to answer questions (The diary of Samuel Peypys) • Choose and use parts of stories and other resources to show understanding (Making a poem from key words) 	<ul style="list-style-type: none"> • Show knowledge and understanding of aspects of the past beyond living memory ~ identifying characteristic features of a period. • Show understanding that the past has been interpreted in different ways • Begin to realise that there are reasons why people acted as they did • Describe the event studied in structured work • Select and combine information from 	<ul style="list-style-type: none"> • Can the children create a factual description that identifies characteristic features of Stuart London? • Can the children recognise that there may be different viewpoints about what or who caused the fire? (discuss in groups) • Can the children give reasons for actions within the speech bubbles • Can the children create an account of what the fire was like?



<p>London better?</p>	<ul style="list-style-type: none"> Sequence events on a timeline for people and events beyond living memory. 	<p>different sources</p> <ul style="list-style-type: none"> Gives reasons for and results of changes <p><u>Vocabulary to be taught</u> generation decade sources similar /difference</p>	<ul style="list-style-type: none"> Can the children select three examples to demonstrate what they think might be significant? Can the children explain why choices were made when rebuilding London?
<p><u>Continuity and change</u></p> <ul style="list-style-type: none"> How is my life different living in Hull now to living in London in 1066? 	<ul style="list-style-type: none"> Exposure to BC/ AD, years/ centuries relating to period studied e.g. <u>Order events from Great Fire of London from Samuel Pepys’ diary</u> 	<ul style="list-style-type: none"> Link changes in materials, changes in what they see around them and things that stay the same in their life and with things around them 	<ul style="list-style-type: none"> Can the children recognise the changes in materials used then and now and what they see around them and can they compare this to what has stayed the same?

Outcome: Diary entry detailing assessment criteria on cause and consequence of the great fire of London

Key Stage 2
Programme of Study

Pupils should be taught about:

BH5 changes in Britain from the Stone Age to the Iron Age

BH6 the Roman Empire and its impact on

BH7 Britain’s settlement by Anglo-Saxons and Scots

BH8 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

BH9 a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

LH10 a local history study

WH11 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

WH12 Ancient Greece – a study of Greek life and achievements and their influence on the western world

WH13 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.

Year 3

Changes in Britain from the Stone Age to the Iron Age 800,000BC-43AD

Similarity and Difference

Pupils will learn about the Stone Age and begin to understand the complexity of people’s lives and the relationship between different groups. Pupils will make comparisons about the people and their lives at work and at home. They will understand how the nature of evidence used to understand history in this period in material rather than written. They will look at the impact on the landscape and existing artifacts to build up their enquiry thought and historical understanding.

Continuity and Change

Children will be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age – a period of over 10,000 years! Pupils will be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size, until well into the Iron Age.



Pupils will focus on the **economy** to explain the change and continuity in the Stone Age, looking at the development of the economy from a mobile hunter-gatherer lifestyle to settled farming, contrasting long-distance trade and gift exchange to the adoption of coinage later on in the prehistoric period.
 Pupils will use artefacts to learn more about the time period.

Key Knowledge

Know what is meant by 'hunter-gatherers'

Know the main differences between the stone, bronze and iron ages

Know how Britain changed between the beginning of the stone age and the iron age

<p><u>Key Historical Concepts (Enquiry)</u> <u>Continuity and Change</u></p>	<p><u>Key Historical Skills</u></p>	<p><u>Learning Objectives</u></p>	<p><u>Assessment</u></p>
<p>1. What was 'new' about the New Stone Age?</p> <p>2. Which was better, bronze or iron?</p> <p><u>Similarity and Difference</u></p> <p>3. When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>	<ul style="list-style-type: none"> • <i>Formulate simple questions from the sources</i> • <i>Answer historical questions</i> • <i>e.g What does the source tell you? What else can this tell you? How do we know about...from this source?</i> • <i>Use sources to find out about period studied</i> • <i>With support, use various sources to piece together information about a period of history and with support discuss links to a key concept</i> • <i>Place dates and events on a timeline for the period being studied and discuss a key concept within the period being studied.</i> • <i>Use BC/ AD, years/ centuries relating to period studied</i> 	<p>I know what Britain was like after the last Ice Age I know how few people lived in Britain at the time I know how they fed and clothed themselves and why they were nomadic <i>I can draw conclusions using the evidence we have To realise that for some questions there are no clear answers</i> I know immigrants brought new animals and crops to Britain I know what impact this had on settlement <i>I know most of our evidence for the Stone Age comes from archaeologists and archaeologists disagree with each other</i></p> <p>I know how bronze was made and where copper and tin come from I know how bronze tools and weapons were made. I know where iron comes from and how iron tools and weapons were made I know why it took so long for iron to reach Britain I know how bronze tool and iron tools and weapons changed lives. I know how to make comparisons I know how to reach a conclusion I know how to present my conclusions most effectively.</p> <p><u>Vocabulary to be taught</u> period attribute perceive</p>	<p>Can the children talk about how people lived in the 'old' stone age? Can the children work out what changed, as well as what stayed the same? Using one of the examples given, can the children explain how a recent discovery by archaeologists has changed the way we think about the Stone Age?</p> <p>Can children explain where bronze comes from, and how it is made? Can pupils identify some of the similarities and differences between an Iron Age village and a village or town they know about today? Can children explain the impact bronze and iron tools had on life at the time?</p> <p>Can children produce a 'living graph' showing: 1. the attractions and difficulties of the Stone Age? 2. the attractions and difficulties of the bronze Age? 3. the attractions and difficulties of the iron Age? Pupils focus on characteristic features ~ how we recognise the defining features of a period or event through physical features, such as dress, architecture, transport, and the ideas that shape the period – when trying to answer this enquiry question. When was it</p>



			better? Can children reach a reasoned conclusion in answer to the enquiry question? to live – Stone Age, Bronze Age or Iron Age?
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**Outcome: Living graphs to show the attractions and difficulties of each of the 3 periods
A written conclusion giving reasons why it was better and when?**

The Roman Empire and its impact on Britain 43AD-410AD

Cause and Consequence

Pupils will investigate the Roman invasion on Britain and identify and explain reasons for this event and the changes that followed. What caused the Romans to invade Britain and what were their impact on the people and beliefs of Britain’s during their rule and what consequences of Roman invasion can we still see today in Britain? How did the Roman Invasion change the British landscape?

Pupils will develop their chronological understanding by placing dates and events on a timeline, with a focus on the invasions and linking it to learning about **why** the Romans wanted to invade Britain and the **consequence**.

Continuity and Change

Pupil will use **culture** as a historical focus and using this theme pupils will investigate in detail, the ‘Romanisation’ of Britain and the development of agriculture, urbanisation, industry and architecture through the key question, How did the Roman invasion change the way people lived, traded and socialised?

Key Knowledge

Know how Britain changed from the iron age to the end of the Roman occupation

Know how the Roman occupation helped to advance British society

Know how there was resistance to the Roman occupation and know about Boudicca

Know about at least one famous Roman emperor

<u>Key Historical Concepts</u> <u>(Enquiry)</u> <u>Cause and Consequence</u>	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
1. When did the Romans invade and why? 2. Did the native Britons welcome or resist the Romans, and why?	<ul style="list-style-type: none"> Formulate simple questions from the sources With support, evaluate the usefulness of different sources Answer historical questions e.g What does the source tell you? What else can this tell you? How do we know about...from this source? Use sources to find out about period studied Use centuries relating to 	<ul style="list-style-type: none"> (1) I know the Romans attempted to invade twice before they were successful on their third attempt I know why they wanted to control the minerals and exports from this country I understand why we know so little about this period of history – which sources can we use? I know why the Roman Army was so successful in building up the Roman Empire (2) I know why some tribes did not welcome the Romans and why some did. to order the story of the Iceni demonstrating chronological understanding I can assess sources for accuracy and bias I can develop my historical interpretation skills (3) I can interpret ruins 	(1) Why do we know so little about this era? What evidence can we use? Why was the Roman army so successful? (2) Can the children organise the narrative chronologically? Can the children research their own locality? Are the children able to correctly assess the images for accuracy? Can they apply this to their own



<p><u>Continuity and Change</u></p> <p>3. How did the Romans influence the culture of the people already here?</p>	<p>period studied when constructing a timeline e.g Romans – key events in Roman invasion of Britain</p>	<ul style="list-style-type: none"> I can consider the evidence used for an artist’s impression of what the Fort may have looked like I can present and communicate my understanding to a variety of audiences <p><u>Vocabulary to be taught</u> Period attribute perceive media</p>	<p>pictures? (3) Are the children able to identify the evidence used? Can the children present their ideas clearly and coherently?</p>
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Outcome: A factsheet detailing HOW the romans changed Britain (Life, Trade,Social)

Year 4

Britain’s settlement by Anglo-Saxons and Scots 410AD-800AD

Similarities and Difference

From learning about a new period in history, pupils will draw comparisons and contrasts to the Roman Invasions (that perhaps the Anglo-Saxons came to seek better farming land as they came from areas of Europe that flooded regularly and agreed to live harmoniously in settlements) Pupils will look at the **ethnic** diversity of the Anglo-Saxons and Scots compared with the Romans. The children will learn that similarities and difference can unite people not just divide people using the Anglo-Saxons and Scots as an example.

Continuity and Change

Pupils will consider the values of **Britishness** in the context of an island nation and the many centuries of immigration. Pupils will investigate how the Christian **religion** spread widely at this time. Pupils will also look at how the Saxons influenced the English language we use today and the similarities between the counties we have today and the Saxon Shires.

Key Knowledge

- Know about how the Anglo Saxons attempted to bring law and order into the country
- Know that during the Anglo-Saxon period, Britain was divided into many Kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 790AD-1066AD

Cause and Consequence

Pupils will explore why the Vikings chose to invade Britain. Through the battles between the Saxons and the Vikings, pupils will understand the concept of **treaties** and other agreements which occurred, bringing battle to an end.

Continuity and Change

Pupils will investigate whether or not Vikings were invaders or settlers. They will use the political theme to explore how Britain changed as the Vikings settled. Pupils will study the Tynwald parliament to understand the changes to **democracy** and national leadership. Pupils will consider the role of **migration** in the developments of **civilisations**.

Key Knowledge

- Know where the Viking originated from
- Know that the Vikings and Anglo-Saxons were often in conflict
- Know why the Vikings frequently won battles with the Anglo-Saxons
- Know how to place features of historical events and people from the past societies and periods in a chronological framework

<u>Key Historical Concepts</u>	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
<p><u>(Enquiry)</u></p> <p>1. What happened to Britain</p>	<ul style="list-style-type: none"> Begin to formulate, with support, historically valid 	<p>(1) I know specialist vocabulary and terminology related to these invaders and settlers;</p>	<ul style="list-style-type: none"> The main features regarding the chronology,



<p>when the Romans left?</p> <p>2. How well did the Saxons and Vikings get on with each other?</p> <p>3. Was life better in Anglo-Saxon or Roman Britain?</p>	<p>questions</p> <ul style="list-style-type: none"> • Answer historical questions e.g What does the source tell you? What else can this tell you? How do we know about...from this source? • Expose pupils to primary and secondary sources • Use a range of sources/ evidence to build up a picture of the past • Use various sources to piece together information about a period of history and with support link to 1 key concept • Place dates and events on a timeline for the period being studied. (when the Anglo-Saxons were in England 	<p>I know the key features, sequence and duration of these societies. Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle? I know the reasons for the arrival of the Saxons, Vikings and Scots and differences in reasons for migration between Saxons and Vikings and between these societies and today Why did they come to Britain and move away from where they were born? I know how we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence; I know the characteristic features of different groups within these societies. What kind of people were they? I know the challenges facing the early settlers and how they overcame them; I know how the arrival of these societies might be interpreted differently. What challenges did they face in establishing settlement? I know the main features regarding the chronology, reasons for invading and settling and the main features of these societies. (2) I know the key events associated with the raids and why Vikings caused so much fear; I know how Vikings were able to succeed and the Saxon responses; How much fear did the Viking raids cause? I can explain the conflict between Saxons and Vikings I can name some of the contributions made by Alfred I know the changing relationship between Saxons and Vikings including how and why the pendulum swung too and fro. With so much rivalry between Saxons and Vikings – who was more successful? (3) I know the key features and differences about life in Saxon and Viking times; I can explain the attitudes and values held by Saxons and Vikings; I know the role of different groups and sections of the population and I can make informed judgements about the quality of life for different groups. Was there much difference in the lives led by Saxons and Vikings? I can explain the nature of religious life when the Saxons and Vikings first arrived; I can explain the nature of and reactions to the reintroduction of Christianity and how and why Christianity spread How important was religion to the Saxons and Vikings? <u>Vocabulary to be taught</u> Unify chapter concept successor primary</p>	<p>reasons for invading and settling and the main features of these societies.</p> <ul style="list-style-type: none"> • The key aspects of Saxon and Viking religion and society at a local and national level.
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Outcome: Oral presentation in groups considering:

- a) What might be different in their lives if the Saxons/Vikings had never arrived stressing landscape, parishes, manors, counties, law and order
- b) What were the main changes during the time the Saxons and Vikings were in this country – summarising some of the main successes and failures such as Offa, Alfred, Ethelred, Athelstan and Cnut;
- c) Whether it would have been better if the Saxons and Vikings had never come.

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Civilization 3150BC-30BC

Continuity and Change

Pupils will explore life in Ancient Egypt with a **social and cultural** focus, looking at the everyday lives of people at work and home. They will look at how this changed and evolved during the historical period. Pupils will explore the role of the **monarchy** and study the evolution of **class and status** in Ancient Egypt.

Significance

Pupils will explore the significance of construction and technology and the relevance to today’s society. Pupils will research who built the pyramids and how and look at notable improvements in technology for that time including the construction of canal systems to support irrigation of crops, early ploughs and the first key-operated locks. Pupils will consider the impact this had on their civilization at the time and how many lives were affected as a result of these improvements (trade).

Pupils will begin to look at primary and secondary sources and begin to evaluate the usefulness of different sources. They will use various sources to piece together information about Ancient Egypt with a social and cultural theme. Pupils will place dates and events on a timeline for the period and use BC/AD to show where the period sat in relation to the birth of Christ.

Key Knowledge

Know about the key features of Ancient Egypt

<u>Key Historical Concepts (Enquiry)</u>	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
<p>Where in the world is Egypt and what makes it ‘ancient’?</p> <p>Who built the Great Pyramid at Giza?</p> <p>Why do people describe the River Nile as ‘a gift’?</p>	<ul style="list-style-type: none"> • Begin to formulate, with support, historically valid questions • Answer historical questions e.g <i>What does the source tell you? What else can this tell you? How do we know about...from this source?</i> • Expose pupils to primary and secondary sources • Use a range of sources/ evidence to build up a picture of the past 	<p>Where in the world is Egypt and what makes it ‘ancient’?</p> <ul style="list-style-type: none"> • Explain where Ancient Egypt was located. • Label a map of Ancient Egypt and its surroundings. • Describe Ancient Egypt as being part of the Fertile Crescent (Cradle of Civilisation). • Describe what society was like at the start of the Ancient Egyptian civilisation. • Describe the terrain and climate of Egypt. • Place the Ancient Egyptian civilisation on a world history timeline. • Describe how everyday lives of people at work and home has changed and evolved during the period • Understand the role of the monarchy and how class and status evolved in ancient Egypt • Describe what society was like in Britain at the start of the Ancient Egyptian civilisation. <p>Who built the Great Pyramid at Giza?</p> <ul style="list-style-type: none"> • Compare the construction of the pyramids, relating to the time take and the technology used with construction of a large building today • Look at sources of evidence to build up own picture of the past • Begin to evaluate the effectiveness of sources <p>Why do people describe the River Nile as ‘a gift’?</p>	<p>To appreciate where the Ancient Egyptian located and how it was composed civilisation was.</p> <p>Label a map of Ancient Egypt and its surroundings.</p> <p>Locate the Fertile Crescent and identify the countries in that area today.</p> <p>Describe the physical and human geography of Ancient Egypt</p> <p>To place the Ancient Egyptians on a timeline of other ancient civilisations & British history.</p> <p>To establish what society was like in Britain during the Ancient Egyptian civilisation.</p>



	<ul style="list-style-type: none"> • Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> • I know the improvements in technology including the construction of the canal system • I know how this contributed positively to farming and trade • I know how the River Nile contributed to agricultural improvements <p><u>Vocabulary to be taught</u> Unify chapter concept successor primary</p>	Answer the question- Is the River Nile a 'gift' for the Egyptians
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Outcome: See assessment criteria

Year 5 - A non-European society that provides contrasts with British history – (Mayan civilisation c.AD900)

Overview of Unit

Significance

Pupils will learn how important the improvements made during the Mayan times (writing, urbanization/architecture, astronomy, medicine and the number system) were on an international scale and why it would be considered significant, focusing on Relevance – the significant effect it has had on modern life.

Continuity and Change

Pupils will focus on the rapid changes made to technology during this period due to the geographical location traversing Central America.

Pupils will place key events from this period on a timeline and relate also to the time of Ancient Egypt. They may make comparisons in relation to the improvements in technology.

Pupils will select relevant sections of information from sources to form conclusions linked to improvements in technology.

Key Knowledge

Know about the impact that the Mayan civilization had on the world

<u>Key Historical Concepts (Enquiry)</u>	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
<p><u>Significance</u> The unit is structured around the achievements of the Maya, which in turn describes some of the key features of the culture.</p> <ol style="list-style-type: none"> 1. Where and when did the Maya live? 2. What was Maya writing like? 3. How did the Maya tell the time? 4. What numbers did the Maya use in Maths? 5. How do we know about the Maya? <p>To know how important the consequences of the Mayan culture was on a local, national and international scale and why it would be considered significant – the relevance of early trade on modern day life</p> <p><u>Continuity and Change</u></p> <ol style="list-style-type: none"> 1. How has technology developed or continued over time? 3. How has trade developed or continued over time? (Focus on products and transport) 	<p>With support, formulate historically valid questions related to the key concepts</p> <p>Answer historical questions – What can we learn from Mayan civilization?</p> <p>Place key events from current period of study on a time-line, in relation to ancient Egypt.</p> <p>Make comparisons within or across the Mayan and the Egyptian periods in relation to significance in Technology.</p> <p>Select relevant sections of information from sources to form conclusions linked to one of the key concepts</p>	<ul style="list-style-type: none"> • When and where the Maya lived and the type of environment they lived in • Understand the difficulties of sustaining a civilization in a rainforest environment • Learn about the Maya writing system and its uses • The similarities and differences between the Maya writing system and ours • Understand and use the Maya Calendar round • To write your birthdate in the Maya calendar system • What Maya trade goods were and how they were transported across South America and Central America <p><u>Vocabulary to be taught</u></p>	<ul style="list-style-type: none"> • How well adapted to life in the rain forest were the Maya? • Were all Maya towns and cities the same? • Can you write your name in Mayan? Can you make a model of a stela with the major events of your life on it? • How similar, and how different, Mayan and Egyptian writing were • Can you work out the important dates in your life in the Make a personal timeline using Maya dating. • Can you produce a calendar for next week/month/term date system? • Draw up a trade route map for the main Maya goods – where did the salt, jade, obsidian and limestone they depended upon come from? How were the Maya cities, sometimes up to 50,000 strong, fed? Where did the food come from? Cacao beans were used as currency – what was the



		Justify duration considerable coincide contradict	exchange rate? What are the advantages and disadvantages of using cacao beans as currency?
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**Outcome: Large scale A3 presentation on the significant impact improvements made during Mayan times has impacted on modern day
Map charting the similarities and difference in trade from Mayan times to now**

A local history study The Fishing Industry

Significance

Focusing on the story of Lillian Bilocca and her Headscarf Revolutionaries, pupils will learn about the importance the consequences of the poor standards in the fishing industry was on a local scale focusing on profundity – how deeply people’s lives were affected after the triple trawler tragedy, Quantity – how many lives were affected, Durability – for how long people’s lives were affected and relevance – the significant effect Lillian Bilocca’s campaign had on modern life.

Cause and Consequence

Pupils will look at the long-term and short-term causes and consequences of the triple trawler tragedy and make justifications on which causes were most important and why things needed to change. (death, broken societies dealing with grief and anger) (Campaigns and changes to the law)

Pupils will create a timeline of the changes and use more specific dates e.g. 8th May 1962

Pupils will begin to identify primary and secondary sources and compare accounts of events from different sources that have different opinions. Pupils will understand fact and opinion and offer some reasons for different versions of events.

<u>Key Historical Concepts (Enquiry) Significance</u>	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
<p>Who was Lillian Bilocca and why was she so significant in Hull? Who was affected by the actions of Lillian Bilocca?</p> <p><u>Cause and Consequence</u> What caused the triple trawler tragedy? What were the consequences of the tragedy?</p>	<ul style="list-style-type: none"> Answer historical questions e.g. <i>What can we learn from...?</i> <i>What has this taught you about using evidence?</i> Begin to identify primary and secondary sources Compare accounts of events from different sources (linked to key concept similarities and differences) Understand fact and opinion Offer some reasons for different versions of events Use relevant/ more complex dates e.g. 8th May 1945 	<ul style="list-style-type: none"> I know the short term and long term causes and consequences of the triple trawler tragedy I can justify which causes were most important and give reasons I can understand what needed to change and how I can look at different sources and identify fact and opinion I can sequence events using more specific dates <i>I know that the consequences of the poor standards of the fishing industry was on local families made Lillian Bilocca’s actions significant</i> <i>(profundity and quantity) I understand the number of people affected and the ways in which families were affected made the tragedy significant.</i> <i>(durability) I know that if no changes were made, the durability of the event would have been even more significant.</i> <i>I can explain how the result of Lillian Bilocca’s campaign impacted on the people of Hull.</i> <p><u>Vocabulary to be taught</u> Justify duration considerable coincide contradict</p>	<ul style="list-style-type: none"> Explain in detail the causes and resulting short and long term consequences of the tragedy Explain the impact the tragedy had on people and families in Hull with a focus on profundity, quantity and durability. Understand the difficulties Lillian Bilocca experienced through her campaign and give reasons. Explain how other groups of people reacted to her campaign Explain how significant the result of the campaign has been on modern life.

Outcome: Newspaper article to celebrate the success of the campaign giving details of the story in full.



Year 6

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2)

Cause and Consequence

Pupils will evaluate how the event impacted Britain and Europe in the short term and long-term. They will identify the short term and long-term causes of the war and justify which causes were most important.

Continuity and Change

When pupils learn about WW2 they will focus on the political theme and investigate changes relating to the impact of the war on legal rights, power and governments.

Significance

Pupils will understand the significance of women during WW2 and how the role of a working woman evolved during the war and the importance of these roles. Pupils will consider how deeply people's lives have been affected, how many lives have been affected and for how long people's lives been affected and why.

Pupils must identify which sources are fact or opinion. They must be aware that different evidence will lead to different conclusions – some evidence may be persuading or giving a specific viewpoint.

<u>Key Historical</u>	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
<p><u>Concepts</u> <u>(Enquiry)</u></p> <p>World War II: whose war?</p> <p>What was the impact of World War II on people in our locality?</p> <p>New opportunities? How significant was the impact of World War II on women?</p>	<ul style="list-style-type: none"> Formulate historically valid questions related to the key concepts Use questions to challenge historical concepts e.g. <i>How has this source changed your opinion? How reliable....? Why are there different interpretations of this time period? Why do historians disagree?</i> Recognise primary and secondary sources Link a range of sources to make own conclusions to one or more of the key concepts Identify which sources are fact and opinion Be aware that different evidence will lead to different conclusions, some evidence / authors may be persuading or giving a specific viewpoint Bring knowledge together to construct an informed response – linked to 1 or more key concept Summarise and evaluate your timeline related to one or more of the key concepts <i>(significance)</i> 	<p>(1) What happened? Whose war was it? The children should develop a coherent narrative of the war, including a British and world dimension. I know which events were most significant and why in causing the war I can distinguish between long and short term causes of the war I can explore government power and rights through political propaganda. I know the changes relating to the impact of the war on legal rights</p> <p>(2) The Blitz 1940: How typical was our locality? The children should understand how our knowledge of the impact of the war is constructed from a range of sources. I know there were similarities and differences between people and their experiences of the war in Hull.</p> <p>(3) Why were working women so important? What did women do in the war? How important was World War II in changing the role of women? I can address historically valid questions about significance and construct my responses through careful selection and organization of information from a range of sources</p> <p><u>Vocabulary to be taught</u> Derive relevant deduce document legislate</p>	<p>Can the children answer questions about the people involved in the war from both Britain and the rest of the world?</p> <p>Can the children identify and name some of the change of laws during WW2?</p> <p>Can children give different reasons for propaganda campaigns by the government during WW2?</p> <p>Can the children identify and appreciate that there were similarities and differences between people's experiences of the war?</p> <p>Can the children understand the significance of World War II in terms of the role of women?</p>

Outcome: Discussion: How important was World War II compared to other events affecting the role of women (e.g. obtaining the vote in 1918)? How different are women's lives today compared to during World War II?



Ancient Greece – a study of Greek life and achievements and their influence on the western world

Continuity and Change

Pupils will explore the similarities and differences with life in Ancient Greece and today and what is left of the legacy of the ancient Greek period of history in our world today.

Significance

Pupils will explore the Greek gift of **democracy** and relevance this has had on today’s society.

They will recognize primary and secondary sources and link sources to make their own conclusions to what Greeks considered important at that time.

Key Knowledge

Know some of the main characteristics of the Athenians and the Spartans

Know at least 5 sports competed in the Ancient Greek Olympics

Know the influence the gods had on Ancient Greece

<u>Key Historical Concepts (Enquiry)</u>	<u>Key Historical Skills</u>	<u>Learning Objectives</u>	<u>Assessment</u>
<p><u>Continuity and Change</u></p> <p>How can we find out about the civilisation of Ancient Greece?</p> <p><u>Significance</u></p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p>	<ul style="list-style-type: none"> Formulate historically valid questions related to the key concepts Use questions to challenge historical concepts e.g. <i>How has this source changed your opinion? How reliable....? Why are there different interpretations of this time period? Why do historians disagree?</i> Recognise primary and secondary sources Link a range of sources to make own conclusions to one or more of the key concepts Bring knowledge together to construct an informed response – linked to 1 or more key concept Place current period of study on a time line in relation to other periods studied from years 1-6. Compare and explain a 	<p>Who were the Ancient Greeks?</p> <p>I know about the location, physical features and climate of modern Greece</p> <p>I can place Ancient Greece in time</p> <p>I can locate Ancient Greece, Athens and Sparta on a map and that Ancient Greece consisted of city states</p> <p>I can carry out research using secondary sources of written information</p> <p>I can identify some of the similarities and differences between life in Athens and Sparta</p> <p>What do artefacts tell us about what life was like in Ancient Greece?</p> <p>I can infer information from artefacts about what life was like in Ancient Greece</p> <p>I can consider the utility and limitations of using artefacts in isolation from other historical sources</p> <p>What do archaeological sites tell us about what life was like in Ancient Greece?</p> <p>I can infer information from archaeological sites about what life was like in Ancient Greece</p> <p>I can select and combine information from different sources about life in Ancient Greece</p> <p>I can produce structured work making appropriate use of dates and terms</p> <p>What do we know about the achievements of Alexander the Great?</p> <p>I can use different sources to identify the most important achievements of Alexander the Great giving reasons</p>	<ul style="list-style-type: none"> place Ancient Greece in time using a timeline identify some of the similarities and differences between life in Athens and Sparta and report their findings to the rest of the class begin to show an understanding of key terms such as democracy, civilisation, culture, laws, justice infer information from artefacts about what life was like in Ancient Greece begin to identify what other sources they might need to get a fuller picture about life in Ancient Greece infer information from artefacts about what life was like in Ancient Greece select and combine information from different sources about life in Ancient Greece produce structured work in the form of a tour guide for an Ancient Greek historical site making appropriate use of dates and terms use different sources to identify the most important achievements of Alexander the Great giving reasons



	<p>timeline in relation to more than one of the 4 key concepts.</p>	<p>What are the similarities between our school and schools in Ancient Greece? I can use a range of sources to find out about life in Ancient Greek schools and make inferences I can describe similarities and differences from the past and give reasons for some of these</p> <p>What can we learn from our language about Ancient Greece? I can make inferences from a film clip about an aspect of life in Ancient Greece I can use written sources to make inferences about the influence of the Ancient Greek language on modern English</p> <p>What do some of our buildings tell us about how we view Ancient Greece today? I can use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture, and make inferences about the influence of the latter</p> <p>How were the Ancient Greeks governed and are there any similarities with how we are governed today? to understand and use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy to understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today</p> <p>How have the Olympic Games changed since they were first held in Ancient Greece? I can select and combine information from different sources about the recent past and Ancient Greece I can identify some of the similarities and differences between life in Ancient Greece and today</p> <p><u>Vocabulary to be taught</u> Derive relevant deduce document legislate</p>	<ul style="list-style-type: none"> • use a range of sources to find out about life in Ancient Greek schools and make inferences • describe similarities and differences from the past and give reasons for some of these • make inferences about the influence of the Ancient Greek language on modern English • use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture, and make inferences about the influence of the latter • show some understanding of how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today • identify the similarities and differences between the Olympic games now and then.
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Outcome: Which is the most important legacy of the Ancient Greeks?

- show knowledge and understanding of aspects of life in Ancient Greece
- identify the most important legacy of the Ancient Greeks giving reason



History at a Glance at Eastfield Primary School		
Year 1	Changes within living memory Toys – old and new	Famous People, place and events Grace Darling
Year 2	The lives of significant individuals Amy Johnson	Events beyond living memory The Great Fire of London 1666
Year 3	The Stone-Age 800000BCE-43CE	The Romans 43CE-410CE
Year 4	The Anglo-Saxons and Scots in Britain 410CE-800CE The Vikings and Anglo-Saxons in Britain 790CE-1066CE	Ancient Civilisation (option) Ancient Egypt 3150BCE-30BCE
Year 5	Non-European Study Mayan Civilisation c. 900	Local History Study Hull and its Fishing Heritage
Year 6	Events beyond 1066 WW2 – 1939-1945	Ancient Greece 1200BCE-500CE