

| Year Group: 1 & 2 | Subject: History | | |
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| Key Vocabulary See end of document | Key Questions | Resources | Cross Curricular Links Literacy RE Digital literacy History topics Geography topics Science topics |
| Two Year rolling programme KS1 Pupils should; <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time. • know where the people and events they study fit within a chronological framework. • identify similarities and differences between ways of life in different periods. • use a wide vocabulary of everyday historical terms. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • understand some of the ways in which we find out about the past and identify different ways in which it is represented. | | | |
| National Curriculum Objectives: <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally (e.g. 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 (e.g. 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 Edith Cavell) • Significant historical events, people and places in their own locality. | | | |

| Year A | | |
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| Unit 1 | Unit 2 | Unit 3 |
| <p>Remembrance Day (Events beyond Living Memory) Finding out about Remembrance or Poppy Day. Who we are remembering and giving thanks to? When did events like WW1, WW2 and the Falklands War happen? How and why were the service men and women brave? What did those we remember do for us? Why do we wear poppies at this time? Why is 11th November important?</p> <ul style="list-style-type: none"> • Can they research about a famous event that happens in Britain and why it has been happening for some time? | <p>The Great Fire of London (Events beyond Living Memory) Learn all about the historical events of the Great Fire of London. What happened? Where did it happen? How and why did it happen? Did the Great Fire change things in London and if so, how?</p> <ul style="list-style-type: none"> • Can they recount some interesting facts from an historical event, such as where the fire of London started? | <p>Significant British individuals in the past who have contributed to national and international achievements) Finding out about an individual - Why is he/she famous? Where was he/she from? How did he get to the moon? When did he achieve his piece of history?</p> <ul style="list-style-type: none"> • Can they explain why Britain has a special history by naming some famous events and some famous people? |
| <p>AFL opportunities:</p> | | |

| Year B | | |
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| Unit 1 | Unit 2 | Unit 3 |
| <p>The Gunpowder Plot (Significant historical events, people and places in their own locality) Learning all about Guy Fawkes (born in York) and the story of the gunpowder plot. This will of course be linked to how we have continued to celebrate this historical event each year with Bonfire Night.</p> <ul style="list-style-type: none"> • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? | <p>Toys Past and Present (Changes within living memory) Finding out about toys from past times and comparing these with the more modern toys that children have today. Where appropriate, this can be used to reveal aspects of change in national life (e.g. the toys we can now afford to buy that many Victorian children could not; the materials available now compared with the past; the technology available now; the fact that there was no electricity for toys a long time ago; etc.).</p> <ul style="list-style-type: none"> • Can they identify objects from the past, such as vinyl record? • Can they ask and answer questions about old and new objects? • Can they answer questions using an artefact/ photograph provided? | <p>A local study linked to visit – Bollington or Macclesfield canal.</p> <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they answer questions using an artefact/ photograph provided? • Can they find out something about the past by talking to an older person? • Can they explain how their local area was different in the past? |
| <p>AFL opportunities:</p> | | |

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| Year Group: 3 & 4 | Term: | Subject: History | |
| Key Vocabulary See end of document | Key Questions | Resources | Cross Curricular Links |
| <p>Two Year rolling programme – lower key stage 2</p> <p>Pupils should;</p> <ul style="list-style-type: none"> • 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. • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. | | | |
| <p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - The Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - A local history study – Industrial Revolution | | | |

| Year A | | |
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| Unit 1 | Unit 2 | Unit 3 |
| <p>The Vikings Learn about the Anglo-Saxon period in British history. This will include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms - place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne.</p> <ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Can they explain how events from the past has helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? | <p>A local history Study – the Industrial Revolution</p> <ul style="list-style-type: none"> • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they use various sources of evidence to answer questions? • Can they research two versions of an event and say how they differ? • Can they use their 'information finding' skills in writing to help them write about historical information | <p>The Victorians Learn about the life and reign of Queen Victoria with a specific focus upon the changing power of monarchs at different times in British history. This could be done by comparing the role and power of Queen Victoria in comparison to our current monarch, Queen Elizabeth II. This topic can also be developed into a wider study of the Victorian period in Britain.</p> <ul style="list-style-type: none"> • Can they describe events from the past using dates when things happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? |
| <p>AFL opportunities:</p> | | |

| Year B | | |
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| Unit 1 | Unit 2 | Unit 3 |
| <p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they use their 'information finding' skills in writing to help them write about historical information? | <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> - Can they describe events from the past using dates when things happened? - Can they suggest why certain people acted as they did in history? - Can they use various sources of evidence to answer questions? - Can they research two versions of an event and say how they differ? | <p>Britain's settlement by Anglo Saxons and Scots</p> <ul style="list-style-type: none"> - Can they use their mathematical knowledge to work out how long ago events would have happened? - Can they suggest why certain events happened as they did in history? - Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? - Can they begin to picture what life would have been like for the early settlers? - Can they recognise that Britain has been invaded by several different groups over time? - Can they explain how events from the past has helped shape our lives? - Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? - Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? |
| <p>AFL opportunities:</p> | | |

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| Year Group: 5 & 6 | Term: | Subject: History | |
| Key Vocabulary See end of document | Key Questions | Resources | Cross Curricular Links |
| <p>Two Year rolling programme – upper key stage 2</p> <p>Pupils should;</p> <ul style="list-style-type: none"> • 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. • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. | | | |
| <p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Crime and Punishment World Wars • The achievements of the earliest civilizations - 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 or Mayan civilization c. AD 900 • Ancient Greece | | | |

| Year A | | |
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| Unit 1 | Unit 2 | Unit 3 |
| <p>A non-European society that provides contrasts with British history – The Mayans</p> <ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • | <p>Ancient Greece</p> <ul style="list-style-type: none"> • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe historical events from the different period/s they are studying/have studied? • Do they appreciate that significant events in history has helped shape the country we have today? • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Crime and Punishment</p> <p>Key focus areas - crime and punishment through the ages including the Anglo Saxon, Tudor and Victorian periods. We will also be studying the famous highwayman Dick Turpin. Our learning will compare historical to modern day crime and punishment focusing on similarities and differences.</p> <ul style="list-style-type: none"> • Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources? • Can they place a specific event on a timeline by decade? |
| <p>AFL opportunities:</p> | | |

| Year B | | |
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| Unit 1 | Unit 2 | Unit 3 |
| <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World Wars</p> <ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources? • Can they summarise how Britain has had a major influence on world history? • | <p>The achievements of the earliest civilizations –</p> <p>A study of Ancient Egyptians</p> <ul style="list-style-type: none"> • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe historical events from the different period/s they are studying/have studied? | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Women in History</p> <p>Key areas of focus could be: The changing role of women - Suffragettes in Britain; the life of women in Victorian times compared to women in Britain today; Mrs Thatcher (first woman Prime Minister); Rosa Parks; etc.</p> <ul style="list-style-type: none"> • Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources? • Can they place a specific event on a timeline by decade? |
| <p>AFL opportunities:</p> | | |

St Gregory's Medium Term Plan

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|-----------------------|--------------|----------------|-----------------|-------------------|------------------|--------------------|
| AD | Change | Democracy | Hunter-gatherer | Metal-working | Parliament | Sacrifice |
| Agriculture | Church | Discovery | Immigrant | Migration | Past | Secondary evidence |
| Ancient civilisations | Christianity | Diversity | International | Missionary | Peasant | Settler |
| Archaeology | Chronology | Emigrant | Interpretation | Monarchy | Pope | Significance |
| Aristocracy | Colony | Emperor | Invasion | Monastery | Prehistory | Slave |
| Artefact | Conquest | Empire | Invention | Museum | Present | Stone Age |
| BC | Continuity | Execution | Iron Age | Myths and legends | Primary evidence | Torture |
| Bronze Age | Court | Explorer | Islam | Nation | Rebellion | Traitor |
| Calendar | Crusades | Global | King/Queen | Nomad | Republic | Treason |
| Causation | Dark Ages | Gods/Goddesses | Local | Oral History | Revolt | Yesterday |
| Century | Decade | Heresy | Long ago | | | |

Key KS1 & KS2 historical terms