



# History at Kenton Primary School



## History Intent

At Kenton Primary School, it is our intent that the history element of our curriculum will support pupils to learn about significant people, events and places in the past and inspire pupils' curiosity to know more about the past. We intend to stimulate the children's interest and understanding about the life of people who lived in the past. We teach a sense of chronology, and learn about change and continuity in our own local area and in other parts of the world. Through this, the children develop a sense of identity and a cultural understanding based on their historical heritage. Children at Kenton Primary School look at history in a variety of ways, for example, from political, economic, technological and scientific, social, religious, culture or aesthetic perspectives. They use a variety of sources of information to help them to investigate the past in depth, using dates and historical vocabulary to describe events, people and developments. They learn that the past can be interpreted and represented in a variety of ways. Within our curriculum, we plan in many memorable experiences, such as educational visits to support children's love of history and develop their understanding of concepts.

Being mindful of the school's priority to have high aspirations for all pupils and wishing to promote our golden threads, we use our local area and local historical figures to show that everyone, no matter what their background might be able to achieve their goals and dreams. With this in mind, we have transferred the National Curriculum statements into our long term plans for history, with a huge emphasis on our local area, therefore encouraging pupils enthusiasm within history and supporting the needs of our pupils. Our long term plans set out objectives which link and build on prior knowledge and understanding. The teaching of historical vocabulary is continually embedded, reinforced and revised throughout all lessons, as our history flows through other curriculum subjects.

## History Implementation

Staff are aware and follow the rolling programme for history. Teachers feel confident to teach and have excellent subject knowledge and understanding of the pedagogy of teaching History, through staff training and shared knowledge and experience. The best quality of education is ensured throughout all Key Stages through effective termly monitoring of books, learning walks and pupils and teacher voice.

## History Impact

Across the school year, lesson observations and learning walks take place and evidence that teachers provide a broad and balanced history curriculum. Teachers are using the rolling programme and progression of skills documents to ensure children's prior knowledge is taken into account and developed upon. Book scrutinies show that children can demonstrate that they are acquiring the key knowledge and skills within our rolling programme. Pupil voice reflects the growing historical understanding, use of vocabulary and enthusiasm of history, alongside showing that pupils are developing a chronological awareness.

At the end of the year, teachers will use their judgements to grade the children on the history work they have completed. This data will be analysed by the humanities lead and further CPD may be put in place if necessary. Analysis by the subject leader enables a consistent approach to history teaching across the school and this is supported through monitoring of children's books, pupil conferencing and through termly conversations with pupils.

## Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for 2 Pupil Premium funding and those with SEND

### Statement about how your subject does this:

At Kenton Primary School, we aim to ignite a passion for history learning in children. Within history, we aim to reduce the barriers to learning that are often found in core subjects and empower children to learn in more creative ways. Children are encouraged to work independently, in pairs and in group work. Adaptations are made to the lessons being taught based on the needs of the children. Teachers deliver content and provide scaffolding for individuals through a range of resources and IT equipment. Throughout our academic year, trips, Visits, visitors and quest days take place in history which gives our disadvantaged children the opportunity to develop their depth of understanding, applying their knowledge and broaden their vocabulary.

# What History is taught at Kenton?

This is an overview of what the year groups will cover in our 2-year rolling programme.

## Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow (Year N/R)	Understanding the past- Myself Remembrance (Society)	Understanding the past- families (Society)	Understanding the past- famous explorer	Understanding the past- animals in history	Understanding the past- transport (Tech and transport)	Understanding the past- Our area (Society)
Willow (Year 1)	How does my family tree compare to the Royal Family? (Society, Monarchy, religion)		How did Ernest Shackleton survive his exploration of the poles? (Tech and transport)		Why did the Great Fire of London cause so much damage? (Society, tech and transport)	
Oak (Year 2/3/4)	Stone age to Iron Age (Tech and transport, trade, religion, society)		Stone age to Iron Age (Tech and transport, trade, religion, society)		Was life the same for all Victorian children? (Monarchy, empire, society)	
Chestnut (Year 5/6)	How is the Mayan Culture different from our own? (Empire, society, religion, trade, tech and transport)		How do we know so much about the Greeks? (Empire, society, tech and transport, religion, government)		Why did Britain have to go to war in 1939? (Society, government, invasion)	<b>How have humans changed the coastline?</b> Local study – coasts – Teignmouth beach trip OS map work. Coastal features, groynes, flood defences.

## Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow (Year N/R)	Understanding the past- Myself  (Society)	Understanding the past- families  (Society)	Understanding the past- animals in history	Understanding the past - the world around us	Understanding the past- objects	
Willow (Year 1)		<b>Guy Fawkes</b> How did Guy Fawkes feel before, during, and after the events of 5 <sup>th</sup> November?  (religion, monarchy, government)	<b>Florence Nightingale</b> How did Florence Nightingale help others?  (Society, tech and transport)		<b>History of Powderham</b> Why is Powderham castle special?  (Monarchy, society, trade)	
Oak (Year 2/3/4)	<b>Vikings</b> Were the Vikings ruthless raiders or peaceful settlers?  (Invasion, monarchy, trade, tech and transport, religion)		<b>Romans</b> What was the impact of the Roman invasion?  (Empire, invasion, tech and transport, religion)		<b>Egyptians</b> What can pyramids tell us about life in Egypt?  (Empire, society, religion)	
Chestnut (Year 5/6)	Black and British How far has life improved for Black people living in Britain in the last 60 years?  (Society, government)		<b>Brunel's Inventions</b> How has Brunel's work improved the lives of those living in Britain?  (Trade, empire, tech and transport, monarchy)		<b>The Power of Monarchs</b> How has the role of the Monarch changed from Tudor times to today?  (Monarchy, government, religion, society)	

## Formative Assessment.

At Kenton Primary School, each unit of work is assessed with a final assessment piece which allows the children to answer their enquiry question using the evidence and sources they have learnt throughout the topic. Formative assessment will take place by the class teacher who will assess the piece against history objectives in the national curriculum and on our Target Tracker, our school's assessment programme. Formative assessment will be fed back to the subject leader. The subject leader will monitor the teaching, learning and assessment of history.

## End Points and expectations.

These may need to be broken down into skills as set out in your examples.

Our history curriculum follows a progression of skills which is organised into the following

### By the end of EYFS:

Understanding the world

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## By the end of Key Stage One Aged 7: (Taken from the historical association)

Pupils develop their understanding of significant people, places and events in the past using basic subject vocabulary through identifying, selecting, describing and sequencing information from a variety of historical sources to compare and contrast and offer reasons for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did.

Figure 4: Suggested history benchmarks as an aid to long-term planning

### By the age of 7 pupils should:

- have knowledge and understanding of people and events from the recent and more distant past, including from their own lives and communities, as well as from Britain and the wider world. They should be familiar with different stories about significant people and events from the past and where these fit within a chronological framework .
- be able to demonstrate their understanding of the past by identifying similarities and differences between ways of life in different periods, by using common words and phrases about the passing of time. They should be able to give some reasons why people in the past acted as they did, and identify some of the ways in which the past is represented.
- be able to choose and use parts of stories and other sources to ask and answer questions about the past. They should understand some of the ways in which we find out about the past.
- be able to communicate in different ways about aspects of life in past times and use a wide vocabulary of everyday historical terms.

## By the end of Lower Key Stage Two Aged 9:

Pupils demonstrate a more nuanced understanding using more sophisticated subject vocabulary of significant people, places, situations, changes and events of British history through synthesising relevant information from a broad range of historical sources to explain through more informed responses how and why people lived and behaved at particular times in the past making meaningful links between them.

### By the age of 9 pupils should:

- have knowledge and understanding of some of the main people, events and periods from the history of their locality, Britain and the wider world and be able to place these into different periods of time. They should have knowledge and understanding about some of the different technological, scientific, cultural and aesthetic achievements along with some of the social, political, religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to use a range of sources of information to find answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find about the past by using different sources of information.

## By the end of Upper Key Stage Two Aged 11:

Pupils make *informed conclusions* and *reasoned judgements* about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well as an aspect or theme of British history post 1066, through *selecting* and *evaluating*, *critiquing and justifying* their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways.

### By the age of 11 pupils should:

- have knowledge and understanding of some of the significant people, events, and periods from the history of their locality, Britain and the wider world and be able to fit these into a secure chronological framework. They should have knowledge and understanding of different technological, scientific, cultural and aesthetic achievements along with social, political religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to demonstrate their understanding of the past by describing characteristic features of periods and societies from the ancient to the more recent past, and by identifying contrasts, connections and trends within and across periods of history. They should be able to identify and describe some short- and long-term causes and consequences of the main historical events and changes studied. They should be able to identify and describe some different ways in which the past has been interpreted.
- be able to use different sources of information to help them investigate the past and use relevant information to support their findings. They should understand how our knowledge of the past is constructed from a range of sources.
- be able to describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.



# Early Years Foundation Stage

The statements that are applicable to the development of children's historical understanding and knowledge are drawn from Understanding the World, where children are guided to make sense of their physical world and their community.

## Knowledge Skills and Understanding Break Down for History (UW)

### Foundation Stage

- In the EYFS children will be exposed to a variety of different artefacts, images, and stories about times from the past. This will be the children's first real experience of historical sources within school, and they will be encouraged to make connections between their own lives and the lives of those from the past.
- Children will be making connections between the past and their own lives through thinking about how they have developed within their lifetimes. This will include comparing information such as "when I was a baby I could not write, but now that I am four, I can write in sentences." They will be encouraged to make connections between themselves and their peers when looking at their past and noticing similarities and differences.
- Children will move on from considering history within the context of themselves, to the history of the community around them. They will achieve this through use of scaling. They will look at old photographs of the area of Preston and draw comparisons with what they see today.
- Children will be exposed via a range of sources to the ways in which people carried out everyday tasks in the past, e.g. 19<sup>th</sup> century fire engines contrasted to modern day engines. The learning will be linked to their Learning Experiences.

## Knowledge, Skills and Understanding Broken Down for History

### Year One

### Enquiry Question

### Cycle A (Year 2 23/24)

Autumn: How does my family tree compare to the Royal Family? (Society, Monarchy, religion)



Understand and sequence our own timeline of life so far. Identify people in their own family and create a family tree. Look at and identify people in the royal family. Compare similarities and differences between the families and what life is like.

### Spring: How did Ernest Shackleton survive his exploration to the poles? (Tech and transport)

Understand and sequence the key events in Ernest Shackleton's life. Identify the key missions he took and their outcomes. Identify how he survived his exploration of the poles.

Use a range of sources such as: letters, newspaper articles, maps, books, photographs and images to gather information.

### Summer: Why did the Great Fire of London cause so much damage? (Society, tech and transport)

Understand and sequence the key events of The Great Fire of London in 1666. Identify how the Great Fire of London started and what happened to people during the fire. Identify how and why the fire spread and how it was stopped. Compare fire management strategies used then compared to now. Identify what changes were made as a result of The Great Fire of London. Compare St Paul's Cathedral before and after the Great Fire and discuss why certain changes were made, such as stone rather than wood.

Use a range of sources such as Samuel Pepys' diary, letters, newsletters, BBC Magic Grandad videos, books, photographs and images, maps, paintings.

### Cycle B(

#### Autumn 2: How did Guy Fawkes feel before, during and after the events on 5<sup>th</sup> November? (Religion, monarchy, government)

Understand who Guy Fawkes is, what he did, and the impact of Guy Fawkes. Sequence the key events of the Gunpowder plot. Identify what went wrong with the Gunpowder plot and how we know this. Identify how the Gunpowder plot is remembered now.

Born 1570- 1606 London. Gunpowder Plot- He aimed to blow up important buildings in London, whilst James I and chief ministers met within it because he didn't agree with the faith of the King. He was caught before anyone was hurt. He went to jail on 5<sup>th</sup> November- we remember this every year on Bonfire Night.

Use a range of sources such as: photographs and images, maps, newsletters, books, letters (first and second-hand sources) to gather information.

Begin to pose 'how' and 'when' questions such as: How is Guy Fawkes remembered? How did Guy Fawkes die? When did the Gunpowder plot happen? How is bonfire night celebrated?

#### Spring 1: How did Florence Nightingale help others? (society, trade)

Understand and sequence, using a timeline, the key events in the life of Florence Nightingale. (Born 12<sup>th</sup> May 1820, 1837 campaigned for better care in hospitals, 1851 became a nurse, 1853- 1856 Crimean war, 1854 helped soldiers in Turkey, 1854 ensured hospitals were clean,

1854 named 'Lady of the Lamp', 1855 Nightingale Fund, 1856 returned to England, 1860 Nightingale Training School opened, 1883 awarded the Royal Red Cross, 1910 died.) Identify why Florence Nightingale is remembered today and key achievements within accomplished within her life. Discuss opinions people had of Florence Nightingale and who influenced her to go to Crimea. Compare to a Nurse's job now. Use a range of sources such as: photographs and images, maps, letters, paintings, artefacts, book extracts, films, newspaper articles to gather information. Identify the key aspects of Mary Seacole's life. Compare Florence Nightingale to Mary Seacole.

### Summer 1: Why is Powderham castle a special place to visit? (monarchy, society, trade)

Identify where Powderham castle is. Understand and sequence, using a timeline, the key events of Powderham castle. Compare house types/ structures (Children to compare photographs of their own houses and those in another area) and look at features of a castle. Discuss what is different about castles and why Powderham is so special and still visited today.

Visit Powderham Castle on a school trip.

Use a range of sources such as: maps, photographs, first hand visit, artefacts, book extracts

### Vocabulary -

#### Cycle A-

Autumn - history, family, life, timeline, life cycle, royal family, queen, king, London, Kenton, family tree, compare

Spring - Antarctica, expedition, South, Ernest Shackleton, glacier, orca, krill, squid

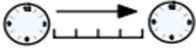



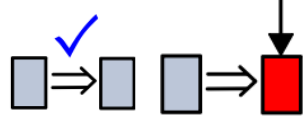

Summer - London, firefighter, Samuel Pepys, smoke, River Thames, bakery, Pudding Lane, leather bucket, King Charles II, diary, Tower of London, fire hooks, water squirt, fire breaks

#### Cycle B

Autumn - fireworks, Guy Fawkes, conspirators, gunpowder, bonfire, Houses of Parliament, guard, King James I

Spring - nurse, Florence Nightingale, hospital, cleaning, charity, Crimean War, Red Cross, soldier, injured, Lady of the Lamp

Summer - Powderham, River Exe, castle, turret, tower,

Chronology	Interpreting History	Historical Enquiry Using Evidence	Change and Continuity	Cause and Consequence	Similarities and Differences
					
To understand how timelines show chronology (Cycle A and B)	Using a range of sources to discover historical information, including diary entries, secondary sources including	Begin asking questions linked to factual knowledge, eg 'when' and 'how' questions (Cycle A and B)	Identify the changes within my family and how they affect my life. (Cycle A, Autumn)	Understand the reasons why the Gunpowder plot is celebrated each year as	Discuss similarities and differences between fire management services in 1666

<p>To understand where our current lives are on a chronological timeline (Cycle A and B)</p> <p>To sequence the events of their own life's timeline (Cycle A, Autumn)</p> <p>To sequence the life of Ernest Shackleton (Cycle A, Spring)</p> <p>To sequence the key events of The Great Fire of London (Cycle A, Summer)</p> <p>To sequence the key events of the Gunpowder plot (Cycle B, Autumn 2)</p> <p>To sequence the key events in the life of Florence Nightingale (Cycle B, Spring 1)</p> <p>To sequence the timeline of Powderham Castle (Cycle B, Summer 1)</p>	<p>opinions of historians and artwork (Cycle A and B)</p> <p>Use a range of sources to make simple observations about the key figures/ events studied (Cycle A and B)</p>	<p>Offer simple explanations to simple questions beginning with 'how', 'when' and 'why,' (Cycle A and B)</p> <p>Use sources of information to gather knowledge (Cycle A and B)</p> <p>Distinguish between fact and fiction (Cycle A and B)</p>	<p>Recognise the impact that Florence Nightingale had on health care. (Cycle B, Spring 1)</p>	<p>Bonfire Night (Cycle B, Autumn 2)</p>	<p>compared to now (Cycle A, Summer)</p> <p>Discuss similarities and differences in St Paul's Cathedral before and after The Great Fire of London (Cycle A, Summer)</p> <p>Make direct comparisons between nursing at the time of Florence Nightingale compared to now (Cycle B, Spring 1)</p> <p>Discuss similarities and differences between different types of buildings and Powderham Castle (Cycle B, Summer 1)</p>
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## Knowledge, Skills and Understanding Broken Down for History

### Year Two, Three and four

#### Enquiry Question -

#### Cycle A

#### Autumn/ Spring: How did life change from stone age to Bronze Age? (trade, religion, tech and transport, society)

Identify and place the Stone age, Bronze age and Iron age in a wider history timeline. Identify what life was like in the old stone age (palaeolithic) and use sources to gather information on changes that happened in the new stone age (neolithic). Compare similarities and

differences between the old stone age and the new stone age and analyse the impact that this had people. Interpret how life changed for people in the Bronze age based on these changes. Identify positive and negative consequences that this had. Interpret how life changed in the iron age and the differences between stone age, bronze age and iron age.

Use a range of sources such as: photographs, maps, artefacts, books, videos, drawings, paintings, engravings.

### Summer: Was life the same for all Victorian children? (monarchy, empire, society)

Understand and sequence Victorian Era into a wider history timeline. Identify what the Victorian Era is, who was in charge and what life was like at that period. Identify what life was like for Victorian children and adults and what daily life looked like. Compare similarities and differences in children's life compared to now.

Use a range of sources such as: photographs, newspaper articles, letters, books, artefacts, drawings, paintings

Visit Powderham to spend the day as a household staff Victorian style.

### Cycle B (Year 22/23)

#### Autumn 1: Were the Vikings ruthless raiders or peaceful settlers? (invasion, monarchy, trade, tech and transport, religion)

Understand when the Vikings period took place within a timeline. Identify how and where the Vikings came from. Identify what Viking life was like and find out more about raiding and settling. Identify what perception we have of the Vikings and how/ why they have gained such a bad reputation. Identify how recent excavations have changed our view of the Vikings. Discuss how we should remember the Vikings- Were they raiders or settlers?

Trip to Wildwood Escot- Viking village

Use a range of sources such as: photographs and images, maps, artefacts, engravings, book extracts, drawings, paintings.

#### Spring 1: What was the impact of the Roman invasion? (empire, society, invasion, tech and transport, religion)

Understand the timeline in which the romans invaded and where they came from. Sequence the key events in the Roman Empire. Identify why the Romans invaded Britain and what they found here. Find about our Boudica and why she stood up to the Romans and what image we have of her today. Explore if the Romans were able to keep control over such a vast empire. Compare the roman way of life to life now.

Discover how our lives today have been impacted due to the romans. Explore the roman withdrawal and Anglo-Saxon settlement.

Use a range of sources such as: mosaics, artefacts, maps, photographs, engravings, paintings, book extracts, portraits, drawings, statues, building ruins, artist reconstructions.

## Summer 1: What can pyramids tell us about life in Egypt? (empire, religion, society)

Identify on a timeline the Ancient Egyptian period. Identify how we can find out about life in Ancient Egypt when it was over 5000 years ago. Identify what sources survived and how they were discussed. Explore the evidence and investigate what it tells us about everyday life for men, women and children. Identify the cause and consequence the Egyptians had when the Nile flooded. Interpret what the Ancient Egyptians believed about life after death and explain how we know this.

Use a range of sources such as: artefacts, photographs, maps, engravings, films, book extracts, paintings, drawings, artist reconstructions, statues, sculptures and monuments.

### Vocabulary:

Victorian Era- workhouse, monarch, squire, shilling, typhoid, reign, scullery, cholera, maid, butler, Queen Victoria, cane, cobbles, dormitory, Industrial Revolution, mangle, sovereign, chimney sweep,

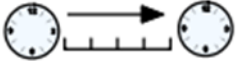

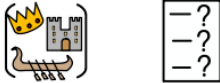
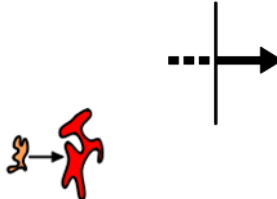
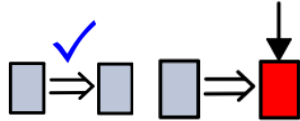

### River Exe-

Bronze age: prehistoric, palaeolithic, mesolithic, neolithic, settlement, technology, sources, migration, consequence,

Vikings- Viking, longship, settler, raider, axe, shield, spear, coins, Scandinavia, Norway, Sweden, Denmark,

Romans- chariot, toga, soldier, Julius Caesar, Colosseum, gladiator, Empire, aqueduct, mosaic, amphitheatre, barbarian, villa, temple, bath house

Egyptians- Egypt, sphinx, coffin, pyramid, plough, mummification, tomb, Nile, sickle, mattock, pharaoh, canopic jars, desert, hieroglyphics,

Chronology	Interpreting History	Historical Enquiry Using Evidence	Change and Continuity	Cause and Consequence	Similarities and Differences
					
Understand and identify when the Victorian era took place and place it on a timeline. (Cycle A )  Identify and place the Stone Age, Bronze Age and Iron Age on a timeline and understand that it started at	Using a range of sources to discover historical information, including diary entries, secondary sources including opinions of historians and artwork (Cycle A and B)  Use a range of sources to make simple observations	Offer detailed explanations to an enquiry question using evidence (Cycle A and B)  Use sources of information to gather knowledge (Cycle A and B)	Identify what has changed/ been affected in our life now based on the Romans Empire (Cycle B, Spring)  Identify how Vikings settling is now shown in movement of people (Cycle B)	Identify some of the consequences of the developments in technology during the Bronze Age. (Cycle A, Summer)  Identify the impact of people settling in another country (Cycle B, Autumn)	Compare similarities and differences in Victorian children's life compared to our lives now. (Cycle A )  Compare life in the Bronze age to another historic period. (Cycle A)

<p>different times in different countries (Cycle A )</p> <p>Place the Vikings on a timeline of Wider history (Cycle B)</p> <p>Understand and sequence the key events of the Roman Empire and understand it lasted for around 1000 years (Cycle B)</p>	<p>about the key figures/ events studied (Cycle A and B)</p> <p>Understand that goods were traded with other people and Vikings often settled in settlements across the countries they travelled to. (Cycle B)</p> <p>Identify why Vikings were not an empire. (Cycle B)</p> <p>Understand what an empire is - "An empire is a group of countries ruled by one country and its monarch or government." (Cycle B)</p> <p>Identify which lands Romans conquered. (Cycle B)</p>	<p>Distinguish between fact and fiction (Cycle A and B)</p>		<p>Identify the cause and effect on Egyptians of the Nile Flooding (Cycle B)</p>	<p>Compare similarities and differences of peoples' opinions on the Vikings. (Cycle B)</p> <p>Identify similarities and differences in the Roman way of life compared to our lives now. (Cycle B)</p> <p>Identify similarities and differences in the importance of religion in Ancient Egypt compared to the Romans. (Cycle B)</p>
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## Knowledge, Skills and Understanding Broken Down for History

### Year Five and six

#### Enquiry Question -

#### Cycle A

Autumn: How is the Mayan Culture different from our own? (empire, society, religion, trade, tech and transport)

Identify and place Mayan period on a timeline. Identify where the ancient Mayan people lived and identify some of the major features and cities in them. Explore the different ritual elements of the ancient Mayan religion and describe some of their gods. Read and write some of the numbers and letters. Research and identify the significance of corn and sweetcorn. Identify and describe the different features of Mayan cities and analyse what it would have been like to live there. Compare how the Mayan culture is different from our own.



Use a range of sources such as: artefacts, photographs, books, films, artist reconstructions, engravings

### Spring: How do we know so much about the Greeks? (empire, tech and transport, society, religion, government)

Understand and sequence the Greeks period into a wider history timeline. Identify how we know so much about the Greeks. Look at a range of sources and artefacts and analyse what this tells us about the Greeks and what we can interpret about their life based on this evidence.

Identify who the ancient Greeks were and what daily life was like. Look at Greek alphabet and recap that this was adapted from the Mayan civilisation. Compare Greek lifestyle to Mayan culture.

Use a range of sources such as: photographs, paintings, artefacts, films, drawings, artist reconstructions, books, engravings.

### Summer: Why did Britain have to go to war in 1939? (government, society, invasion)

Place 1939 on a wider historic timeline. Identify how the war started. Find out about Adolf Hitler, his beliefs and what life was like under Hitler's rule. Sequence the events that happened in World War II. Create a map to show who the axis powers and allied powers were.

Analyse and interpret what the World War II would have been like and what happened in this time. Identify what happened to the families at home in England during World war II.

Use a range of sources such as: audio footage from British Prime Minister, newspapers, letters, photographs, paintings, films, drawings, artistic reconstructions.

## Cycle B

### Autumn: How far has life improved for Black people living in Britain in the last 60 years? (society, government, trade)

Look at story of Rosa Parks and Martin Luther King. Identify that the first Black people on the landscape of Britain were roman soldiers.

Discuss and investigate the evidence of the role of Black people in Tudor society. Identify what slave trade is. Pupils to explain the

Use a range of sources such as: artefacts, photographs, newspapers, letters, films, book extracts, artist reconstructions, paintings, drawings.

### Spring: How has Brunel's work improved the lives of those living in Britain? (trade, empire, tech and transport, monarchy)

Identify who Brunel was and place his life on a wider historical timeline and include his major milestones. Explore a range of sources about Brunel and his career to identify historical information about his achievements. Identify his achievements and look at his successes and failures and what these tell us. Analyse how Brunel's work improved the lives of those living in Britain. Explore how these are still used in life today and discuss what 'legacy' means and what it looks like for him. Compare how life was different for Brunel as an engineer in C19 to that of an engineer today.



Use a range of sources such as: pictures, maps, newspaper, films, book extracts, artistic impressions, drawings

## Summer: How has the power of Monarchs changed the country we live in? (monarchy, government, religion, society)

Identify and recap what a monarch is and who our monarchy is and what they do. Create a timeline and place the current monarchy on this, alongside the previous monarch (Queen Elizabeth II). Look at different periods of time and discuss/ research what the monarch system was at that time. British monarchy started with Anglo Saxon England in 10<sup>th</sup> century. 13<sup>th</sup> Century- Principality of Wales became a client state. 16<sup>th</sup> Century- English reformation. 1603- Single sovereign. 1649- Commonwealth founded. 1689- Bill of rights 1707- Kingdoms of England and Scotland merged 1801 Ireland joined and British head was the nominal head of the British empire. 1926- Balfour Declaration of 1926. After second world war, vast majority of British colonies became independent, bringing the empire to an end. George VI and his successors adopted the title Head of the Commonwealth.

Identify the similarities and differences between the power of monarchs at different times. Identify how the power has changed within England.

Use a range of sources such as: photographs, letters, films, books, drawings, paintings, artistic impressions, maps.

### Vocabulary:

Mayans: civilisation, drought, jaguar, scribes, codices, maize, cacao beans,

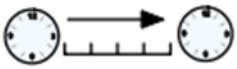





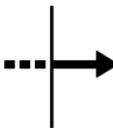

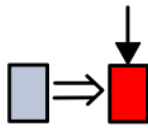


World War II - allies, axis, Adolf Hitler, prejudice, invade, artefacts, holocaust, evacuee children, gas mask, bomb, medal, Nazi flag, Winston Churchill, Spitfire, Blitz, air raid shelter, swastika

Greeks- vase, Olympics, tunic, Athens, columns, lyre, Mount Olympus, myth, Parthenon, Sparta, temple,

Crime and Punishment- arson, expelled, freeman, Danelaw, poaching, slander, slave, democracy, parliament, empire, military, monarchy, government,

Brunel: Brunel, steamships, period, SS Great Britain, suspension bridge, engineer, Great Western Railway, factory, passenger, Industrial Revolution, Paddington Station, dockyard, tunnel, structure, design, British Empire, evidence, chronology, decade, century, Parliament, transport, invention, monarch

Monarchs- Commonwealth, sovereign, Head of State, coronation, inherit, heir, monarchy, British values, reign, constitutional

Chronology	Interpreting History	Historical Enquiry Using Evidence	Change and Continuity	Cause and Consequence	Similarities and Differences
	 	 	 	 	 
Place the Maya Civilisation in a wider historical timeline (Cycle A, Autumn)  Identify 1939 on a timeline and sequence the events in	Using a range of sources to discover historical information, including diary entries, secondary sources including opinions of	Offer detailed explanations to an enquiry question using evidence from a range of sources (Cycle A and B)	Identify how crime and punishment changed over time. (Cycle B, Autumn)  Isambard Kingdom Brunel (1806-1859) was one of the	Identify the effect of Mayan's developing writing strategies. (Cycle A, Autumn)	Identify similarities and differences in the mayan culture compared to now. (Cycle A, Autumn)

<p>the second world war. (Cycle A, Summer)</p> <p>Identify Greeks on a wider historical timetable (Cycle A, Spring)</p> <p>To place different periods of crime of punishment on a wider history timeline. (Cycle B, Autumn)</p> <p>Identify when Brunel was alive and place this in a timeline alongside other periods. Identify the major milestones he achieved and when. (Cycle B, Spring)</p> <p>Identify and place different monarchs on a timeline related to wider history. (Cycle B, Summer)</p>	<p>historians and artwork (Cycle A and B)</p> <p>Use a range of sources to make simple observations about the key figures/ events studied (Cycle A and B)</p> <p>Explore the relevance and usefulness of source material. What do we need to know to find the answer to our enquiry question? (Cycle A and B)</p> <p>Understand the way in which crime and punishment has changed and why. (Cycle B, Autumn)</p> <p>Understand how Brunel's inventions have changed our world as we see it now. (Cycle B, Spring)</p>	<p>Use sources of information to gather knowledge (Cycle A and B)</p> <p>Critically examine evidence to inform judgement for enquiry question (Cycle A and B)</p> <p>Compare sources and construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Cycle A and B)</p>	<p>most famous civil engineers and mechanics in history. In a 2002 poll by the BBC, Brunel was voted the second greatest Briton of all time (after Winston Churchill). His lasting legacy has revolutionised how we approach engineering, transport and construction. Was his success a turning point in history, or part of an age where change was occurring at pace? (Cycle B, Spring)</p> <p>Identify the changes within our monarchy over the years and identify how the power changes. (Cycle B, Summer)</p>	<p>Identify the cause and consequences of World War II. (Cycle A, Spring)</p> <p>Brunel's engineering successes led to huge improvements and change with positive consequences. (Cycle B, Spring)</p>	<p>Identify similarities and differences between the Maya and Greek periods. (Cycle A, Spring)</p> <p>Identify similarities and differences in crime and punishments over a period of time. (Cycle B, autumn)</p> <p>Explore how Brunel was successful in an age of invention and discovery. How was life different for Brunel as an engineer in the C19 to that of an engineer today? Does this make his achievements even more astonishing? (Cycle B, Spring)</p> <p>Identify similarities and differences in power of the monarchs at different time periods within England. (Cycle B, Summer)</p>
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## Key Skills for History Explained

Chronology	Chronology is the study of time. It refers to the passing of time and to putting events in the correct order in which they happened. Children will develop an understanding of the chronology of key events studied throughout their time at Preston Primary School and will be able to place these in the correct order.
Interpreting History	This refers to creating an explanation of past events. The children interpret historical events through use of sources, data and the opinions of others (for example, through use of textbooks).
Historical Enquiry using Evidence	Evidence is provided to historians through objects, artefacts, documents, and images amongst other things. Historians use evidence to arrive at their judgement of an event. Sources can be defined as primary (firsthand, created at the time), or secondary (second hand, usually the opinion or judgement of historians and taken from textbooks).
Change and continuity	Change refers to the changes that occur throughout history. It is interlinked with continuity as children need to realise that change is rarely large and decisive all at once. Instead, changes often occur slowly and over long periods of time. Continuity refers to things that stay the same over a long period of time, e.g. the reign of the British monarchy. Change that is sudden, decisive and has a large impact on society is called a 'turning point'.
Cause and consequence	This is the understanding that events sometimes happen because they are triggered by a separate event. It is about looking into the effect of seemingly small events and the effect they have on the topic studied.
Similarities and differences	Looking for similarities and differences between groups of people, periods of time and places can help children to understand the realities of life in the past. When considering similarities and differences, it is important to avoid generalisations and ensure that children are aware that people perceived events in the past in many different ways based on their own contexts.

<u>Historical vocabulary</u>	<u>Definition</u>
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empire	A group of countries ruled over by one country and it's monarch or system of government. There is central rule in place.
colony	A country that is under the control of another, whether in an Empire or not. E.g. India was a colony of the British Empire.
settlers	People who have moved to and settled in new land.
invasion	When one country invades another using military force or, when a group of people invade another country using force. E.g. the military of the Roman Empire invaded Britain, but the Vikings did not have a formalised military when they invaded Britain. Both groups invaded Britain.
suffrage	The right to vote in parliamentary and general elections.
suffragette	The suffragettes were a part of the wider suffrage movement in the late 1800s and early 1900s.
sovereignty	Supreme power over a territory.
unification	The joining together of two separate parts.
city state	A small area of land (a city) that rules itself independently.
dynasty	A family or line of rulers. The current British monarchy is the Windsor dynasty.