

Progression in History at Whale Hill Primary School

Intent Statement

Our History curriculum aims to inspire pupils with a curiosity and fascination about the past and a sense of identity so children can make connections and develop an understanding of their place in time. Through our progressive, enquiry-based framework, children will develop knowledge of significant people, events and civilisations from the past and an understanding of how they impacted on local, national and world history. Alongside developing their historical skills, pupils will develop a strong sense of locality and an interest in the past and how this has shaped the present day.



PROGRESSION IN HISTORY

CHRONOLOGY

National Curriculum aim: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p>* Sequence events from their own life. * Begin to sequence images and artefacts from different time periods. * Children talk about past and present events in their own lives and those of family members.</p> <p>Unit (cycle A and B): How have I changed? <u>Intent:</u> Introduction to what history is. <u>Future learning:</u> This forms foundations for future learning on chronology.</p> <p>Unit (cycle A): What did school used to be like? <u>Intent:</u> Children begin to use simple language relating to the passing of time. <u>Future learning:</u> Y2 - Children learn about school life during the Victorian period.</p> | <p>* Understand the difference between things that happened in the past and in the present. * Sequence 3 or 4 artefacts from distinctly different time periods. Use to introduce timelines. * Use of simple terms relating to the passing of time (e.g. yesterday, last week, before, after, a long time ago).</p> <p>Unit 2: How has transport changed over time? <u>Builds on EYFS:</u> Old and new transport. <u>Intent:</u> Children produce timeline of inventions and comparisons between then and now. <u>Future learning:</u> Y1 Unit 3 - Victorians at the Seaside. Having an understanding of George Stephenson's achievements supports</p> | <p>* Sequence artefacts/images closer together in time and check with a source of information (e.g. a text). * Sequence photographs from different periods. * Use a timeline to place important events. * Use of developing language relating to the passing of time (e.g. earlier, later, many years ago).</p> <p>Unit 2: What was life like for children in Victorian Britain? <u>Builds on EYFS:</u> What did schools used to be like and Y1 work on Queen Victoria and the Victorian period. <u>Intent:</u> Children sequence artefacts and check with a source of information. <u>Future learning:</u> The context of the Victorian time period provides background and contextual knowledge for the study of Gertrude Bell in Y2 and Y6 Unit 2 - Crime and</p> | <p>* Place the time studied on a timeline. * Use dates and terms related to the study unit and the passing of time. * Sequence several events and/or artefacts. * Introduction to BC and AD and understand how a timeline can be divided into these distinct parts.</p> <p>Unit 1: What was life like in Prehistoric Britain? <u>Builds on KS1:</u> Children now expand their chronological knowledge by moving on to look at BC times. <u>Intent:</u> Children place studied periods on a timeline, sequence events and compare and track changes over time. The span of time covered becomes much larger and children are introduced to the terms BC and AD. <u>Future learning:</u> Y4 Unit 2 - The Romans. Provides the chronological KS2</p> | <p>* Use a timeline to place studied periods and historical events in chronological order. * Use terms related to the period and begin to date events. * Understand more complex terms (e.g. BC/AD).</p> <p>Unit 1: Who were the Ancient Greeks and what is their legacy today? <u>Builds on Y3:</u> Chronologically, this period follows on from learning about the ancient Egyptians in Year 3. <u>Intent:</u> Developing understanding of the term 'ancient'. Placing of significant events and dates on a timeline. Completion of a world history timeline covering studied periods so far. <u>Future learning:</u> Y6 Unit 1 - The Mayans. This is a comparative topic so builds on previous learning and provides contrasts</p> | <p>* Know and sequence key events from the time studied. * Use relevant terms and period labels. * Make comparisons between different times in the past and place on a timeline * Secure understanding that a timeline can be divided into BC and AD.</p> <p>Unit 1: Why did the Anglo-Saxons and Scots invade and settle in Britain? <u>Builds on Y3 and Y4:</u> Chronologically, this period follows on from Prehistoric Britain and Roman Britain. <u>Intent:</u> Developing the chronological understanding of the history of Britain. <u>Future learning:</u> Y5 Unit 2 - Who were the Vikings? Unit 2: Who were the Vikings?</p> | <p>* Place current study on timeline in relation to other studies. * Use relevant dates and times. * Sequence a range of events accurately on a timeline and corroborate with evidence when relevant. * Describe the main changes in a period of history.</p> <p>Unit 1: Who were the Mayans and what were their major achievements? <u>Builds on Y3 and Y4:</u> Learning about ancient civilisations - Ancient Egypt and Ancient Greece. <u>Intent:</u> Enables children to use their chronological knowledge to compare ancient civilisations. Children are able to place studied periods on a timeline in relation to other studies. Events are sequenced correctly</p> |

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| <p>Unit (cycle B): Toys from long ago. <u>Intent:</u> Children begin to use simple language relating to the passing of time. <u>Future learning:</u> Application and development of language in KS1.</p> <p>Unit (cycle A): Old and new transport. <u>Intent:</u> Children understand that things change over time. <u>Future learning:</u> Y1 - George Stephenson and transport.</p> <p>Unit (cycle B): What were shops like in the past? <u>Intent:</u> Children understand that things change over time. <u>Future learning:</u> Y2 - Eston in the past.</p> <p>Unit (cycle B): What was the seaside like in the past? <u>Intent:</u> Children use language relating to the passing of time and understand that things change over time. <u>Future learning:</u> Y1 - Victorians at the Seaside.</p> | <p>learning about the growth of seaside holidays.</p> <p>Unit 3: The Victorians at the Seaside: How have seaside holidays changed? <u>Builds on EYFS:</u> What was the seaside like in the past? <u>Intent:</u> Compare and contrast similarities and differences in different time periods and developing sequencing skills. <u>Future learning:</u> Y2, Unit 2 - What was life like for children in Victorian Britain? Children develop their knowledge of the Victorian period.</p> | <p>Punishment in Victorian times.</p> <p>Unit 3: Local History Study - What was it like to live in Eston 100 years ago? <u>Builds on EYFS:</u> Elements from topics including schools and shops from the past. <u>Intent:</u> Developing understanding of chronology through timeline work, Sequencing images and explaining similarities and differences between Eston now and then. <u>Future learning:</u> Y6 - Local History study: The Industrialisation of Middlesbrough.</p> <p>Unit 4: Why do we remember famous explorers? <u>Builds on EYFS:</u> Who was Captain Cook? Also builds on work on significant individuals covered in KS1. <u>Intent:</u> Sequencing significant events from the lives of famous explorers and comparing aspects of life in different periods. <u>Future learning:</u> Using chronology to make comparisons across and between different time periods in KS2.</p> | <p>foundations for learning about British history.</p> <p>Unit 2: What can we find out about Ancient Egypt from what has survived? <u>Builds on Y3 Unit 1 - Prehistoric Britain.</u> Placing of concurrent civilisations on a timeline. <u>Intent:</u> Understanding different civilisations existed at the same time and making comparisons between them. Placing of concurrent civilisations on a timeline. Look at world history timeline. <u>Future learning:</u> Y4 Unit 1 - Ancient Greece.</p> <p>Unit 3: What was life like on the Home Front during the Second World War? <u>Builds on:</u> Y2 Unit 1 - What are we remembering on Remembrance Day? <u>Intent:</u> Sequencing several events over a relatively shorter period of time to those studied already. <u>Future learning:</u> Y4 Unit 3 - Battle of Britain and The Blitz, Y5 Unit 3 - Rebuilding Britain after the Second World War.</p> | <p>with already studied ancient civilisations.</p> <p>Unit 2: Who were the Romans and what was the Roman Empire's impact upon Britain? <u>Builds on Y3:</u> Chronologically, this period follows on from Prehistoric Britain. <u>Intent:</u> Developing chronological understanding of the history of Britain. <u>Future learning:</u> Y5 Unit 1 and 2 - The Anglo-Saxons and Vikings.</p> <p>Unit 3: How significant were the Battle of Britain and The Blitz during the Second World War? <u>Builds on:</u> Y3 Unit 3 - Life on the Home Front during WW2. <u>Intent:</u> Chronologically, this unit fits with Year 3 learning about the Home Front during WW2, enabling children to develop their WW2 timeline. Children date events from own enquiry. <u>Future learning:</u> Y5 Unit 3 - Rebuilding Britain after WW2 and Y6 Unit 2 - Crime and Punishment during WW2.</p> | <p><u>Builds on Y5 Unit 1:</u> Chronologically, this period follows on from The Anglo-Saxon and Scots invasion of Britain. <u>Intent:</u> Developing the chronological understanding of the history of Britain. <u>Future learning:</u> Y6 Unit 2 - Crime and Punishment. This unit will cover learning from across KS1 and KS2 with a focus on Roman, Viking, Victorian and WW2 forms of punishment.</p> <p>Unit 3: How was Britain rebuilt after the Second World War? <u>Builds on Y3 and Y4:</u> The Home Front during WW2, The Battle of Britain and The Blitz. <u>Intent:</u> Chronologically, this unit fits in with learning from Y3 and Y4. It enables children to place studied events and develop their WW2 timeline. Children date reforms using their own enquiry skills and compare how life had changed after the war and what its legacy was for Britain. <u>Future learning:</u> Y6 Unit 2 - Crime and Punishment during WW2.</p> | <p>following individual research.</p> <p>Unit 2: Crime and Punishment through the centuries. How and why has it changed? <u>Builds on KS1 and KS2:</u> Coverage of a range of studied periods enables children to draw on their chronological knowledge from The Romans, The Vikings, The Victorians and WW2. <u>Intent:</u> Children draw upon their chronological knowledge to track how a theme has changed over time.</p> <p>Unit 3: Local History Study - The Industrialisation of Middlesbrough <u>Builds on Y2:</u> Local History Study - What was it like to live in Eston 100 years ago? <u>Also builds on KS2</u> elements of local study delivered through learning about WW2 and its local impact. <u>Intent:</u> Children use their research and enquiry skills to trace Middlesbrough's chronological development from farmland to an industrial centre.</p> |
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BRITISH HISTORY

National Curriculum aim: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p>*Topics have a focus on change within living memory, which provides children with the foundations for KS1 where learning reveals how studied themes impacted on changes in national life.</p> <p>Unit (cycle A): What did school used to be like? <u>Intent:</u> To understand that places familiar to the children change over time. <u>Future learning:</u> Y2 Unit 2 - What was life like for children in Victorian Britain?</p> <p>Unit (cycle A): Old and new transport. <u>Intent:</u> To understand that things familiar to the children change over time. <u>Future learning:</u> Y1 Unit 2 - How has transport changed over time?</p> <p>Unit (cycle B): What was the seaside like in the past? <u>Intent:</u> To understand how places familiar to the children can change over time.</p> | <p><u>KS1 Curriculum content</u> Pupils should be taught about: *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. *The lives of significant people in the past who have contributed to national and international achievements.</p> <p>Unit 1: Who was Queen Victoria? <u>Builds on EYFS:</u> Learning about significant people. <u>Intent:</u> To learn about a significant monarch, incorporate elements of British values and provide the context of learning about the Victorian period. <u>Future learning:</u> Y1 Unit 3 - The Victorians at the Seaside and Y2 Unit 2 - What was life like for children in Victorian Britain?</p> <p>Unit 2: How has transport changed over time?</p> | <p><u>KS1 Curriculum content</u> Pupils should be taught about: *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. *The lives of significant people in the past who have contributed to national and international achievements.</p> <p>Unit 1: What are we remembering on Remembrance Day? Who was William Short? <u>Builds on EYFS and Y1:</u> Learning begins to move beyond what is more local to the children with an introduction to a significant British event. <u>Intent:</u> Children learn about how and why we mark a significant date in British history. <u>Future learning:</u> Provides foundations for KS2 learning about WW2, in Years 3-6.</p> <p>Unit 2: What was life like for children in Victorian Britain?</p> | <p><u>KS2 Curriculum content</u> Pupils should be taught about: *Changes in Britain from the Stone Age to the Iron Age. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Unit 1: What was life like in Prehistoric Britain? <u>Builds on KS1:</u> Children focussed on AD periods of British history and those within living memory. <u>Intent:</u> Children develop their chronological narrative of Britain through learning about the earliest times of British civilisation and are introduced to BC on a timeline. They learn about the beginnings of British history. <u>Future learning:</u> Y4 Unit 2 - The Romans.</p> <p>Unit 3: What was life like on the Home Front</p> | <p><u>KS2 Curriculum content</u> Pupils should be taught about: *The Roman Empire and its impact on Britain. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Unit 2: Who were the Romans and what was the Roman Empire's impact upon Britain? <u>Builds on Y3:</u> Chronologically, this period follows on from Prehistoric Britain. <u>Intent:</u> Children continue to learn about the chronological narrative of Britain through learning what happened after the end of the prehistoric period. They learn about the lasting impact that the Romans had on Britain and explore the collapse of the Roman Empire and why the Roman rule of Britain came to an end. <u>Future learning:</u> Y5 Unit 1 and 2 - The Anglo-Saxons and Vikings.</p> <p>Unit 3: What was life like on the Home Front</p> | <p><u>KS2 Curriculum content</u> Pupils should be taught about: *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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Unit 1: Why did the Anglo-Saxons and Scots invade and settle in Britain? <u>Builds on Y3 and Y4:</u> Chronologically, this period follows on from Prehistoric Britain and Roman Britain. <u>Intent:</u> Developing the chronology and understanding of the history of Britain. Children learn about why Britain was a destination for invading and settling and the impact this had upon its history. <u>Future learning:</u> Y5 Unit 2 - Who were the Vikings?</p> | <p><u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Unit 2: Crime and Punishment through the centuries. How and why has it changed? <u>Builds on KS1 and KS2:</u> Coverage of a range of studied periods enables children to draw on their British history knowledge from The Romans, The Vikings, The Victorians and WW2. <u>Intent:</u> Children use their previous learning, from both KS1 and KS2, to investigate a theme in British history that extends their knowledge beyond 1066. They are able to refer to and apply their previous knowledge and learning to understand how and why crime and punishment has changed.</p> |

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| <p><u>Future learning:</u> Y1 Unit 3 - Victorians at the Seaside.</p> <p>*Children are introduced to the concept of significant individuals.</p> <p>Unit (cycle B): Who was Captain Cook? <u>Intent:</u> To understand that important people who made significant achievements are remembered. <u>Future learning:</u> Y2 Unit 4 - Why do we remember famous explorers?</p> | <p><u>Builds on EYFS:</u> Old and new transport. <u>Intent:</u> Children learn about changes within living memory and the life of a significant local person (Stephenson) who had national and international achievements. <u>Future learning:</u> Y1 Unit 3 - Victorians at the Seaside. Having an understanding of George Stephenson's achievements supports learning about the growth of seaside holidays.</p> <p>Unit 3: The Victorians at the Seaside: How have seaside holidays changed? <u>Builds on EYFS:</u> What was the seaside like in the past? <u>Intent:</u> Children learn about changes to an area familiar to them (coastal) and how themes they have previously learned about (Queen Victoria and transport) impacted upon this. <u>Future learning:</u> Y2, Unit 2 - What was life like for children in Victorian Britain?</p> | <p><u>Builds on EYFS:</u> What did schools used to be like and Y1 work on the Victorian period. <u>Intent:</u> To learn about events beyond living memory and develop comparing and contrasting skills through understanding what life was like in a different historical period that the children already have some knowledge of. They are able to develop the depth of their knowledge. <u>Future learning:</u> Y6 Unit 2 - Crime and Punishment in Victorian times.</p> <p>Unit 4: Why do we remember famous explorers? <u>Builds on EYFS:</u> Who was Captain Cook? Also builds on work on significant individuals covered in KS1. <u>Intent:</u> Both studied explorers (Cook and Bell) made significant achievements in Britain, and also the wider world. Learning about Captain James Cook helps to establish national identity in the growth of Britain as an empire and why it became so significant. Gertrude Bell gained unheard of success for women in her field of work and therefore made significant achievements in British history. <u>Future learning:</u> KS2 topics build on the concept of empire which is introduced in this topic.</p> | <p>during the Second World War? <u>Builds on:</u> Y2 Unit 1 - What are we remembering on Remembrance Day? <u>Intent:</u> Children learn about a significant theme in British history - conflict in WW2. This topic enables children to develop their understanding of the British Empire and how one of the most significant events in British history impacted on a nation. <u>Future learning:</u> Y4 Unit 3 - Battle of Britain and The Blitz, Y5 Unit 3 - Rebuilding Britain after the Second World War.</p> | <p>Unit 3: How significant were the Battle of Britain and The Blitz during the Second World War? <u>Builds on:</u> Y3 Unit 3 - Life on the Home Front during WW2. <u>Intent:</u> Children continue to learn about the impact of conflict in WW2 on Britain. This topic enables children to continue developing their understanding of the British Empire and how one of the most significant events in British history impacted on a nation. <u>Future learning:</u> Y5 Unit 3 - Rebuilding Britain after the Second World War and Y6 Unit 2 - Crime and Punishment during WW2.</p> | <p>Unit 2: Who were the Vikings? <u>Builds on Y5 Unit 1:</u> Chronologically, this period follows on from The Anglo-Saxon and Scots invasion of Britain. <u>Intent:</u> Children continue to learn about the chronological narrative of Britain. They learn about how and why Britain changed under Viking rule. <u>Future learning:</u> Y6 Unit 2 - Crime and Punishment. This unit will cover and extend learning from across KS1 and KS2 with a focus on Roman, Viking, Victorian and WW2 forms of punishment.</p> <p>Unit 3: How was Britain rebuilt after the Second World War? <u>Builds on Y3 and Y4:</u> The Home Front during WW2, The Battle of Britain and The Blitz. <u>Intent:</u> Children develop their knowledge of Britain and WW2 through learning about the legacy of the war and how this impacted upon the British Empire and society. <u>Future learning:</u> Y6 Unit 2 - Crime and Punishment during WW2.</p> | |
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ANCIENT AND WORLD HISTORY

National Curriculum aim: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires, characteristic features of past non-European societies; achievements and follies of mankind.

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p><i>Given that the Early Learning Goals are centred very much around the children themselves, our scheme of work for EYFS has a focus on historical learning around the child's own history and topics the children can relate to (e.g. school, toys, transport). Providing these links back to the child themselves and what is familiar to them allows for a deeper meaning, even when embarking on a topic that is not directly linked to them.</i></p> | <p><i>History in Year 1 builds on EYFS study and enquiry through extending concepts and ideas introduced to the children, for example significant people and significant places, especially in our own locality. These foundations are used in following year groups to support learning in ancient and world history as topics move beyond those already studied which have had increased elements of familiarity and locality to the children.</i></p> | <p><i>*Children begin to realise that history extends beyond their own locality and nation. *Children learn how events can be significant locally, nationally and internationally.</i></p> <p>Unit 1: What are we remembering on Remembrance Day? Who was William Short? <u>Builds on EYFS and Y1:</u> Learning begins to move beyond what is more local to the children with an introduction to a world event. <u>Intent:</u> Children recognise how local historical figures have contributed to national efforts as part of a world event. Children continue to develop their understanding that local history can have a national impact. <u>Future learning:</u> Provides foundations for KS2 learning where study moves beyond the significance of locality</p> | <p><i>*Children are introduced to the term 'ancient civilisation'. *Children learn that concurrent civilisations existed around the world and made significant achievements. *Children begin to make comparisons between ancient civilisations, with support.</i></p> <p><u>KS2 Curriculum content</u> Pupils should be taught about: *The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt (civilisation chosen from a list of possibilities.)</p> <p>Unit 2: What can we find out about Ancient Egypt from what has survived? <u>Builds on Y2 Unit 1 - Remembrance.</u> This topic introduced children to the concept of history</p> | <p><i>*Children understand the meaning of 'ancient civilisation'. *Children know that concurrent civilisations existed around the world and made significant achievements. *Children can make comparisons between ancient civilisations. *Children begin to understand how empires are able to expand and be dissolved.</i></p> <p><u>KS2 Curriculum content</u> Pupils should be taught about: *Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>Unit 1: Who were the Ancient Greeks and what is their legacy today? <u>Builds on Y3 Unit 2 - Ancient Egypt.</u> Children have prior knowledge that ancient civilisations existed around the world and know that the ancient</p> | <p><i>Lesson starter activities in Year 5 will focus on learning around the ancient civilisations studied by the children in lower KS2. This will provide opportunities for children to consolidate their learning before moving on to a topic in Y6 where children make comparisons across and between studied ancient civilisations.</i></p> | <p><i>*Children understand reasons for the expansion and dissolution of empires. *Children understand when ancient civilisations existed in relation to periods and civilisations studied. *Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements.</i></p> <p><u>KS2 Curriculum content</u> Pupils should be taught about: *A non-European society that provides contrasts with British history.</p> <p>Unit 1: Who were the Mayans and what were their major achievements? <u>Builds on Y3 and Y4:</u> Learning about ancient civilisations - Ancient Egypt and Ancient Greece.</p> |

and into the wider world and ancient civilisations.

extending beyond their locality and nation.
Intent: Children investigate the achievements of the ancient Egyptian civilisation and the study provides opportunities for comparisons between concurrent civilisations around the world.
Future learning: Y4 Unit 1 - Ancient Greece.
Children develop their knowledge of concepts including empire, civilisation, legacy and achievements.

Egyptian civilisation had many achievements.
Intent: Children develop their understanding of ancient civilisations through learning about the ancient *Greeks*, along with the concepts of empire, legacy and achievements. They begin to make some comparisons between ancient civilisations.
Future learning: Y6 Unit 1 - The Mayans. This is a comparative topic so builds on previous learning and provides contrasts with already studied ancient civilisations.

Intent: Enables children to use their chronological knowledge to compare ancient civilisations. Having already learned about other ancient civilisations, the Ancient Maya provide a contrast with many of these groups in terms of beliefs, architecture and society.

LOCALITY

National Curriculum aim: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p>*Children learn that people and places change over time by studying aspects of history which are familiar to them - themselves and their own, local surroundings. *To understand that people who lived locally are remembered for important achievements.</p> <p>Unit (cycle A): How have I changed? <u>Intent:</u> Children understand that things change over time by looking at the historical perspective of themselves. Learning begins as close to the child's personal history and locality as possible. <u>Future learning:</u> Provides foundations for future learning on locality.</p> <p>Unit (cycle B): Who was Captain Cook? <u>Intent:</u> To understand that Significant historical figures lived in locations close to them and are</p> | <p><u>KS1 Curriculum content</u> Pupils should be taught about: *Significant historical events, people and places in their own locality.</p> <p>Unit 2: How has transport changed over time? <u>Builds on EYFS:</u> Children know that there are significant local historical figures who are remembered for important achievements (Captain James Cook). <u>Intent:</u> Children learn about the significant achievements of a local engineer and how his work had far reaching achievements beyond his own locality. <u>Future learning:</u> Y1 Unit 3 - Victorian Seaside Holidays. Children begin to learn about the 'cause and consequence' elements of local history and how an individual's achievements impacted both locally and nationally.</p> | <p><u>KS1 Curriculum content</u> Pupils should be taught about: *Significant historical events, people and places in their own locality.</p> <p>Unit 1: What are we remembering on Remembrance Day? Who was William Short? <u>Builds on EYFS and Y1:</u> Learning about significant, local historical figures. <u>Intent:</u> To recognise how local historical figures have contributed to national efforts. Children continue to develop their understanding that local history can have a national impact. <u>Future learning:</u> Y3 Unit 3 - What was life like on the Home Front during WW2? Children study the impact of war on their locality.</p> <p>Unit 3: Local History Study - What was it like to live in Eston 100 years ago? <u>Builds on EYFS and KS1:</u> Children have learned about their own personal history, how significant, local figures have impacted upon their locality and what some parts</p> | <p><u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.</p> <p>Unit 3: What was life like on the Home Front during the Second World War? <u>Builds on:</u> Y2 Unit 1 - What are we remembering on Remembrance Day? <u>Intent:</u> Having already been introduced to the concept of invasion and conflict through learning about Remembrance and the study of a local war hero (William Short), children develop their understanding of how war has impacted upon their locality through learning about Middlesbrough's Home Front during WW2. <u>Future learning:</u> Y4 Unit 3 - How significant were</p> | <p><u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.</p> <p>Unit 3: How significant were the Battle of Britain and The Blitz during the Second World War? <u>Builds on:</u> Y2 Unit 3 - What was it like to live in Eston 100 years ago? An already acquired understanding of the importance of ironstone mining to the area will provide foundations for enquiry in to why Middlesbrough was a target for bombing. Also builds on Y3 Unit 3 - Life on the Home Front during WW2. <u>Intent:</u> Having already learned about the impact of WW2 on Middlesbrough's Home</p> | <p><u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.</p> <p>Unit 3: How was Britain rebuilt after the Second World War? <u>Builds on Y3 and Y4:</u> The Home Front during WW2, The Battle of Britain and The Blitz. <u>Intent:</u> Having learned about the impact of the war on their locality, children now learn about how the war affected Middlesbrough in the post-war period (manufacturing and industry in the area, establishment of the NHS and changes to the education system). <u>Future learning:</u> Y6 Unit 3 - Local History Study: The Industrialisation of Middlesbrough. Children</p> | <p><u>KS2 Curriculum content</u> Pupils should be taught about: *A local history study.</p> <p>Unit 3: Local History Study - The Industrialisation of Middlesbrough <u>Builds on:</u> Y3 Unit 3 - Life on the Home Front during the Second World War, Y4 Unit 3 - the significance of the Battle of Britain and The Blitz, Y5 Unit 3 - The rebuilding of Britain after WW2. <u>Intent:</u> Children develop their learning relating to the impact of WW2 on their locality through studying how it affected the industrialisation of Middlesbrough.</p> |

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| <p>remembered for important reasons today. <u>Future learning:</u> Y2 Unit 4 - Why do we remember famous explorers? Children compare Captain Cook to Ernest Shackleton and study why Captain Cook is a significant, local historical figure.</p> | <p>Unit 3: The Victorians at the Seaside: How have seaside holidays changed? <u>Builds on:</u> Y1 Unit 2 - How has transport changed over time? <u>Intent:</u> As children live in a coastal area, they are able to compare their locality with how it was in the past. They use acquired knowledge relating to George Stephenson to learn about how his work impacted on an element of history with strong local links, with a focus on developing skills in cause and consequence, similarities and differences and significance. <u>Future learning:</u> Y2, Unit 3 - What was it like to live in Eston 100 years ago? Children learn about another area in their locality of historical significance.</p> | <p>of their local area were like in the past. <u>Intent:</u> Along with developing similarity and difference and continuity and change concepts, the focus on ironstone mining extends the local element of KS1 learning to the wider area of the Tees Valley and enables children to understand how significant this was to the development of their local area. <u>Future learning:</u> Y6 - Local History study: The industrialisation of Middlesbrough and KS2 local elements taught through WW2 topics in Y3, Y4 and Y5. Unit 4: Why do we remember famous explorers? <u>Builds on:</u> EYFS - Who was Captain Cook? Also builds on work on significant local individuals covered in KS1. <u>Intent:</u> Captain James Cook is a significant figure who had local, national and international impacts which enables children to see how widespread local history can be. Children develop their comparison skills through comparing Captain Cook to another local explorer, Gertrude Bell, and the achievements they made. <u>Future learning:</u> As children move to KS2, this unit supports future learning which moves beyond the locality and looks at the concept of empire.</p> | <p>the Battle of Britain and The Blitz during the Second World War? Children learn about the bombing of Middlesbrough during WW2.</p> | <p>Front, children develop enquiry skills through using knowledge of their local area's industrial history to investigate why Middlesbrough was a target for bombing during The Blitz. <u>Future learning:</u> Y5 Unit 3 - Rebuilding Britain after the Second World War.</p> | <p>learn about how WW2 impacted on Middlesbrough's industrial development.</p> | |
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HISTORICAL ENQUIRY

National Curriculum aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.

(CONTINUE WITH AND BUILD UPON SKILLS DEVELOPED IN PREVIOUS YEAR GROUPS.)

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|--|--|--|---|---|--|
| <p>*Encourage and prompt children to ask their own questions about the past.</p> <p>* Children know about similarities and differences between themselves, others, families, communities and traditions.</p> | <p>*Encourage children to ask their own questions about the past.</p> <p>*Find answers to simple questions about the past from sources of information (including photographs, artefacts, videos, images, interviews, books).</p> <p>* Explore events, look at pictures and ask questions (e.g. Which things are old and which are new? What were people doing?).</p> | <p>* Work with sources - observe/handle sources (including written accounts, photographs, images, artefacts, videos) to answer questions about the past on the basis of simple observations.</p> <p>* Encourage children to ask questions about artefacts and sources from the past (who, what, why, when, where?). Use of both primary and secondary sources.</p> <p>* Identify different ways in which the past is represented.</p> <p>*Children to group sources from different time periods studied and explain how they know.</p> | <p>* Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms 'primary source' and 'secondary source'.</p> <p>* Select and record information which is relevant to the study.</p> <p>* Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs).</p> | <p>* Use evidence to build up a picture of a past event.</p> <p>* Ask a variety of questions and find answers about the past.</p> <p>* Use different methods and sources to complete research (including books, videos, the internet, photographs, pictures, written and spoken recounts, historic buildings, visits to sites as evidence about the past, artefacts). Use of primary and secondary sources.</p> <p>*Support children in considering the validity/reliability of different sources of information.</p> | <p>* Begin to identify primary and secondary sources.</p> <p>* Encourage children to discuss the validity/reliability of primary and secondary sources.</p> <p>* Use evidence to build up a picture of a past event.</p> <p>* Select relevant sections of information.</p> <p>* Use different methods and sources to complete research with increasing confidence (including books, internet, videos, photographs, images, written and spoken recounts, artefacts).</p> | <p>* Recognise primary and secondary sources.</p> <p>* Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past.</p> <p>*Which sources of evidence are the most reliable/useful? Why?</p> <p>* Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>* Investigate own lines of enquiry by posing questions to answer.</p> <p>* Bring knowledge gathered from several sources together in a fluent account.</p> |

INTERPRETATIONS OF HISTORY

*National Curriculum aim: discern how and why contrasting arguments and interpretations of the past have been constructed.
(CONTINUE WITH AND BUILD UPON SKILLS DEVELOPED IN PREVIOUS YEAR GROUPS.)*

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|--|---|---|---|--|
| <p>*Use stories, memories and speak about the past.</p> <p>* Look at their own families and immediate surroundings.</p> | <p>* Use stories to encourage children to distinguish between fact and fiction.</p> <p>* Compare adults talking about the past - how reliable are their memories?</p> <p>* Use representations of the past (photographs, books, written accounts) to make interpretations.</p> | <p>* Compare two versions of a past event.</p> <p>* Compare images or photographs of people or events in the past.</p> <p>* Begin to discuss the usefulness of photographs / accounts / stories.</p> | <p>* Identify and begin to give reasons for different ways in which the past is represented.</p> <p>* Distinguish between different sources - compare different versions of the same event.</p> <p>*Look at representations of the period (e.g. cartoons, posters).</p> | <p>* Explore the idea that there are different accounts of history.</p> <p>* Begin to evaluate the usefulness of different sources.</p> <p>* Look at a range of evidence from the period and discuss its reliability.</p> | <p>* Compare accounts of events from different sources - are they fact or fiction? Can they be relied upon as being accurate?</p> <p>* Offer some reasons for different versions of events and accounts of history.</p> | <p>* Link sources and work out how conclusions were arrived at.</p> <p>* Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion?</p> <p>* Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently.</p> <p>* Evaluate evidence to choose the most reliable/useful forms.</p> <p>*Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> |

HISTORICAL CONCEPTS

National Curriculum aim: gain and deploy a historically grounded understanding of abstract terms and understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

Cause and Consequence

The concept of **cause and consequence** is used in history to identify chains of events and developments, both in the short term and in the long term. Cause and consequence aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. In essence, cause and consequence is the 'why' and 'what' of history.

Continuity and Change

Historians recognise that over time some things stay the same, while others change. This concept is referred to as '**continuity and change**'. Examples of continuity and change can be seen across every civilisation and any given period of time. Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes.

Similarity and Difference

Studying **similarity and difference** allows pupils to draw comparisons across people, periods, events, perspectives, motivations and actions.

Significance

The concept of **significance** relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is filled with so many important events, significant people and interesting places that we could not study

all of them. Instead, we must make a judgement about which of these to study. In order to determine if a person, event, development, discovery, movement or site is historically significant, historians often ask the following questions:

- How important was this to the people who lived at that time?
 - How many people were affected?
 - To what degree were people's lives affected?
- How widespread and long-lasting were the effects?
 - Can the effects still be felt today?



Evidence

Evidence is the information gathered from historical sources. The concept of evidence is an essential part of historical enquiry. Evidence can come from many different sources, for example, interviews and accounts from people who lived at the time, letters, diaries, films, maps, newspapers, buildings, paintings, photographs, song lyrics, clothing, photographs, posters and cartoons.

Evidence can be gathered from two types of sources:

- **PRIMARY SOURCES:** Objects / items / sources created or written at the time being investigated.
- **SECONDARY SOURCES:** Accounts about the past that were created after the time being investigated.

Historians use a range of sources in order to gain a more complete picture of the past.

Civilisation

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| <p>How have I changed? Children learn that people change over time.</p> | <p>Who was Queen Victoria? Life during a period which provides contrasts to the modern day.</p> <p>How has transport changed over time? The contribution of significant historical figures to advancements for civilisation and how inventions changed the world.</p> <p>The Victorians at the Seaside. How have seaside holidays changed? Studying how and why these changes and experiences occurred.</p> | <p>What was life like for children in Victorian Britain? An awareness of how life has changed over the years.</p> <p>Local History Study: What was it like to live in Eston 100 years ago? An awareness of how people lived in their locality and how life was similar/different from the modern day.</p> <p>Why do we remember famous explorers? An awareness of how time has changed civilisation and the advancements that have been made.</p> | <p>What was life like in Prehistoric Britain? Studying how people lived and how/why advancements have been made.</p> <p>What can we find out about ancient Egypt from what has survived? Studying how an ancient civilisation lived and how/why it ended.</p> <p>What was life like on the Home Front during the Second World War? The impact of war on society.</p> | <p>Who were the Ancient Greeks and what is their legacy today? Learning covers how an ancient civilisation lived and how and why a dominant civilisation eventually fell into decline.</p> <p>Who were the Romans? Roman life in Britain.</p> | <p>Why did the Anglo-Saxons and Scots invade and settle in Britain? The way of life for Anglo-Saxons and how this compares with other studied civilisations.</p> <p>Who were the Vikings? The way of life for Anglo-Saxons and how this compares with other studied civilisations.</p> <p>How was Britain rebuilt after the Second World War? Impact of World War Two on society in the aftermath.</p> | <p>Who were the Mayans and what were their major achievements? Comparison with other civilisations and studying how and why this civilisation fell into decline.</p> <p>Crime and Punishment through the centuries: How and why has it changed? Developments of civilisations over time.</p> |
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Empire

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| | <p>Who was Queen Victoria? Introduction to the term 'empire' with coverage of Queen Victoria being an empress.</p> | <p>Why do we remember famous explorers? This topic helps to establish national identity in the growth of Britain as an empire and why it became so significant.</p> | <p>What was life like on the Home Front during the Second World War? The role of the British Empire in World War Two.</p> | <p>Who were the ancient Greeks and what is their legacy today? Study the fall of the Greek empire.</p> <p>Who were the Romans and what was the Roman Empire's Impact upon Britain? The fall of the Roman Empire.</p> | <p>How was Britain rebuilt after the Second World War? Coverage of the state of the British Empire after the war and why colonies sought and won independence from Britain in the post-war years.</p> | <p>Who were the Mayans and what were their major achievements? The fall of the Mayan Empire.</p> |
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| | | | | <p>How significant were The Battle of Britain and The Blitz during the Second World War? Study the impact of these significant events on the British Empire.</p> | | |
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Invasion and Conflict

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| | | <p>What are we remembering on Remembrance Day? Children begin to develop an awareness that their locality, nation and the world have experienced conflict.</p> | <p>What was life like on the Home Front during the Second World War? Learning covers the reasons why a nation may declare war and how this impacts on society.</p> | <p>Who were the Ancient Greeks and what is their legacy today? Study how war affected the ancient Greeks.</p> <p>Who were the Romans and what was the Roman Empire's Impact upon Britain? When and why did the Romans invade Britain?</p> <p>How significant were The Battle of Britain and The Blitz during the Second World War? Studying how invasion and conflict can change the course of a war.</p> | <p>Why did the Anglo-Saxons and Scots invade and settle in Great Britain? Studying reasons for invasion.</p> <p>Who were the Vikings? Viking raiding and settling.</p> <p>How was Britain rebuilt after the Second World War? Britain's involvement in World War Two and how war impacts on a nation in its aftermath.</p> | <p>Who were the Mayans and what were their major achievements? Studying the role of conflict in the downfall of a civilisation.</p> |
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Legacy and Achievements

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| <p>Who was Captain Cook? Children learn that Captain Cook was born in their locality. They know that we remember him today as a famous explorer.</p> | <p>How has transport changed over time? Learning about the legacy and achievements of significant historical figures and how inventions changed the world.</p> | <p>What are we remembering on Remembrance Day? An awareness of this day as being a legacy of the First World War.</p> <p>Why do we remember famous explorers? The achievements of significant individuals in terms of local, national and international impact. Also provides valuable opportunities for comparisons between the achievements made by both men and women</p> | <p>What was life like in Prehistoric Britain? Achievements of the earliest civilisations.</p> <p>What can we find out about ancient Egypt from what has survived? Achievements of the earliest civilisations.</p> | <p>Who were the Ancient Greeks and what is their legacy today? Achievements and legacy of the Ancient Greeks.</p> <p>Who were the Romans and what was the Roman Empire's impact upon Britain? Achievements and legacy of the Romans in Britain.</p> | <p>Who were the Vikings? Study of how British history developed after the Romans and provides contrasts with Roman achievements and national impact.</p> <p>How was Britain rebuilt after the Second World War? The impact of war on Britain: The Welfare State, the NHS, new towns, immigration, rebuilding, The United Nations.</p> | <p>Who were the Mayans and what were their major achievements? Including beliefs, architecture and society.</p> <p>Crime and Punishment through the centuries: How and why has it changed? The legacy of crime and punishment in Britain following its evolution over the years.</p> <p>Local History Study: The Industrialisation of Middlesbrough How Britain developed from farmland to an industrial centre and the study of associated significant individuals.</p> |
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USING PRIMARY AND SECONDARY SOURCES

Both primary and secondary sources are useful, but it is important to understand where they came from (origin) and why they were created (purpose) because they will usually reflect the perspective of the person who made them, as well as the attitudes and beliefs of that time. Historians must carefully analyse and evaluate the sources they consult.

Analysing sources by asking 'who', 'what', 'when', 'where' and 'why' questions will help to identify the origin and the purpose of the source.

WHO wrote or produced the source?

- Is the creator's personal perspective obvious in the source?
- Is the creator a member of a particular group, religion or organisation?

WHAT information does the source provide?

- Does the source give us the full story / picture? Do you think it is accurate? Why / why not?

WHEN was the source written, produced or made?

- How old is the source?
- Was the source created at the time of the event or afterwards? (Primary or secondary source?)

WHERE was the source created?

- Were they involved in the event? Did they have an opinion?

WHY was it written or produced?

- Was it designed to entertain, persuade or argue a point of view?
- Does the creator have anything to personally gain from the source?
- What other events may have been happening at the time and might have influenced the author or source?

OVERARCHING HISTORICAL VOCABULARY

(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS PHASES)

| At EYFS: | At Key Stage One: | At Lower Key Stage 2: | At Upper Key Stage 2: |
|--------------|---------------------|-------------------------|---------------------------|
| Similarities | Century | Era/Period | Primary source/evidence |
| Differences | Chronological order | BCE (Before Common Era) | Secondary source/evidence |
| Past | Timeline | ACE (After Common Era) | Reliable/reliability |
| Present | Living memory | BC (Before Christ) | Eye-witness |
| Communities | Memories | CE (Common Era) | Account |
| Traditions | Fact | AD (Anno Domini) | Ambiguous |
| Change | Opinion | Archaeology | Omits |
| Old | Source | Archaeologist | Extent of change |
| New | Significant | Prehistory | Extent of continuity |
| Remember | Enquire/Enquiry | Impact | Evaluate |
| | Impact | Consequence | Bias/biased |
| | Research | Continuity | Accuracy |
| | Evidence | Empire | Interpret/interpretation |
| | Expert | Invasion | Aftermath |
| | Recent | Conflict | |
| | Lifetime | Legacy | |
| | Achievement | Cause | |
| | Era | Consequence | |
| | Civilisation | Historian | |
| | Local | Ancient | |
| | National | | |
| | International | | |
| | Compare | | |
| | Contrast | | |
| | Artefact | | |

