

History

KS1 Year 1 & Year 2

Come Fly With Me! Arctic Circle	<p>Skills Hi1 Use different sources of information to find out about the past Hi6 Make a personal link to the past by exploring artefacts and images</p>	<p>Concepts D. To know about the Inuit people group and their traditions and customs</p>	Zero to Hero	<p>Skills Hi7 Ask and answer questions about the past Hi9 Recognise why people did things and why events happened Hi12 Observe and handle a range of sources of information to find out about the past Hi14 Use a wide vocabulary of everyday historical terms</p>	<p>Concepts NC - Pupils should be taught about events beyond living memory that are significant nationally or globally A. To realise that setbacks do not have to be a barrier to achievement - Michael Jordan B. To learn that perseverance is vital to achievement - Thomas Edison C. To understand that circumstances do not have to be a barrier to achievement - Malala Yousafazi D. To learn to overcome rejection in order to go on to succeed - Walt Disney E. To understand how showing respect for individuals leads to gaining respect - Mother Teresa</p>
Unity in the Community	<p>Skills Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time Hi6 Make a personal link to the past by exploring artefacts and images</p>	<p>Concepts NC - Pupils should be taught about changes within living memory G. To know about significant historical events, people and places in their own locality (NC)</p>	Jurassic Hunter	<p>Skills Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts Hi9 Recognise why people did things and why events happened Hi10 Identify differences between past and present and show how ways of life at different times were different to their own Hi11 Identify different ways in which the past is represented Hi12 Observe and handle a range of sources of information to find out about the past Hi13 Place events and objects in chronological order Hi14 Use a wide vocabulary of everyday historical terms</p>	<p>Concepts NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> To know and be able to retell the life story of Mary Anning To know what the main achievements of Mary Anning were To understand the contribution Mary Anning made to the study of fossils To understand the way in which the past impacts on the present
Children's Champion - Barnardo	<p>Skills Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time Hi6 Make a personal link to the past by exploring artefacts and images</p>	<p>Concepts NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> To know and be able to retell the life story of Thomas Barnardo To know what the main achievements of Thomas Barnardo were To understand the contribution Thomas Barnardo made to the care of children To understand the way in which the past impacts on the present 			
Royal Patrons	<p>Skills Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time Hi6 Make a personal link to the past by exploring artefacts and images</p>	<p>Concepts NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements NC - Pupils should be taught about events beyond living memory that are significant nationally or globally NC - Pupils should be taught about changes within living memory</p> <ul style="list-style-type: none"> To know about changes in their own lives, their families lives and others around them To know some differences between how people used to live at different times To know who Queen Victoria was and who Queen Elizabeth II is To understand the contribution both Queens have made to British society <p>To understand the way in which the past impacts on the present</p>			

Lower Key Stage 2 - Year 3 & Year 4

Come Fly with Me Africa	<p>Skills Hi15 Develop their understanding that the past can be divided into different periods of time Hi16 Explore the different ways we can find out about the past and how to understand the evidence Hi17 Identify different ways in which the past is represented Hi19 Use dates and vocabulary relating to the passing of time and sequence events Hi21 Begin to give reasons for and results of the main events and changes Hi22 Use sources of information including ICT to find out about events, people and changes</p>	<p>Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history A. To learn about the Benin Early Period</p>	Cry Freedom	<p>Skills Hi23 Ask and answer a variety of perceptive historical question Hi24 Investigate the characteristic features of, and changes within, periods of history that were of global significance Hi25 Identify the impact of the movement and settlement of people in different periods of history Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past Hi28 Place events, people and changes into correct periods of time on a timeline Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC Hi31 Communicate knowledge and understanding in a variety of ways</p>	<p>Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A. To know and understand what slavery is and recognise its different forms B. To learn about the history of slavery around the world - Europe, Asia, Africa, America C. To learn about key figures involved in the abolition of slavery To learn about modern-day slavery</p>
Athens vs Sparta	<p>Skills Hi15 Develop their understanding that the past can be divided into different periods of time Hi16 Explore the different ways we can find out about the past and how to understand the evidence Hi17 Identify different ways in which the past is represented Hi18 Recognise similarities and differences between people's lives during different periods of time Hi19 Use dates and vocabulary relating to the passing of time and sequence events Hi20 Sequence several events or artefacts Hi21 Begin to give reasons for and results of the main events and changes Hi22 Use sources of information including ICT to find out about events, people and changes</p>	<p>Concepts NC - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world A. To know the location of Greece B. To learn about the Greek Empire C. To understand the importance of Athens and Sparta D. To know about some of the important battles e.g. The Persian Wars E. To learn about Greek mythology F. To discover the legacy of the Ancient Greeks e.g. democracy and buildings</p>	Viking Warrior	<p>Skills Hi25 Identify the impact of the movement and settlement of people in different periods of history Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved Hi28 Place events, people and changes into correct periods of time on a timeline Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted</p>	<p>Concepts NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> To know and be able to retell the life story of Ragnar Lothbrok To know the chronology of invaders and settlers in Britain To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions To understand why the Vikings invaded Britain To understand the way in which the past impacts on the present </p>
Lindow Man	<p>Skills Hi15 Develop their understanding that the past can be divided into different periods of time Hi16 Explore the different ways we can find out about the past and how to understand the evidence Hi17 Identify different ways in which the past is represented Hi18 Recognise similarities and differences between people's lives during different periods of time Hi19 Use dates and vocabulary relating to the passing of time and sequence events Hi20 Sequence several events or artefacts Hi21 Begin to give reasons for and results of the main events and changes Hi22 Use sources of information including ICT to find out about events, people and changes</p>	<p>Concepts NC - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> To know when the Stone Age, Bronze Age and Iron Age took place To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.) To know who the Celts were, in particular, Boudicca To know how the people living during these three periods of time influenced the locality To understand how evidence from the past is used to make historical claims To understand the way in which the past impacts on the present </p>			
Saxon King	<p>Skills Hi15 Develop their understanding that the past can be divided into different periods of time Hi16 Explore the different ways we can find out about the past and how to understand the evidence Hi17 Identify different ways in which the past is represented Hi18 Recognise similarities and differences between people's lives during different periods of time Hi19 Use dates and vocabulary relating to the passing of time and sequence events Hi20 Sequence several events or artefacts Hi21 Begin to give reasons for and results of the main events and changes Hi22 Use sources of information including ICT to find out about events, people and changes</p>	<p>Concepts NC - Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> To know and be able to retell the life story of Harold Godwinson To know what Harold Godwinson was famous for To understand what makes Harold Godwinson an inspirational historical figure </p>			

Upper Key Stage 2 - Year 5 & Year 6					
Come Fly with Me America	<p>Skills Hi35 Identify and describe reasons for and results of historical events, situations and changes</p>	<p>Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history B. To learn about the discovery of America C. To know about the Native Americans</p>	Wars of the Worlds	<p>Skills Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi43 Recognise social, cultural, religious and ethnic diversity of societies Hi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways</p>	<p>Concepts NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A. To know and understand why wars occur B. To learn about the two world wars and understand their impact C. To understand what a civil war is and have some knowledge of famous civil wars D. To know where current wars are taking place E. To learn about pacifism and the concept of peace</p>
You're Not Invited	<p>Skills Hi32 Investigate the characteristic features of, and changes within, periods of history Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sources Hi37 Identify and describe the effects of some economic, technological and scientific developments Hi38 Place events, people and changes into correct periods of time Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, CE, BC, BCE, AD, century and decade Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p>	<p>Concepts NC - Pupils should be taught about the Roman Empire and its impact on Britain A. To learn the meaning of the word 'invasion' and understand the possible reasons for and consequences of an invasion B. To know the location of Italy and the Roman Empire C. To understand why the Roman Army was so successful in their invasions D. To learn about some of the famous battles that took place during the Roman era E. To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded</p>	Time Team	<p>Skills Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways</p>	<p>Concepts NC - Pupils should be taught a local history study A. To identify and research a famous historical figure who lived in your local area C. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time D. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time E. To know how to apply their knowledge when giving a guided tour of the local area</p>
The Rescuers - Titanic	<p>Skills Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sources Hi37 Identify and describe the effects of some economic, technological and scientific developments Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p>	<p>Concepts</p> <ul style="list-style-type: none"> To learn about the sinking of the famous ship, the Titanic To learn about the communication on the Titanic and how communication methods changed in the last one hundred years To learn about the chronology of the relevant events leading up to the sinking of the Titanic To draw conclusions about what led to the sinking of the Titanic To understand the role played by Molly Brown in the rescue effort To understand the role played by Harold Bride in the rescue effort 	True Crime – Pendle Witches	<p>Skills Skills Hi32 Investigate the characteristic features of, and changes within, periods of history Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sources Hi38 Place events, people and changes into correct periods of time Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi43 Recognise social, cultural, religious and ethnic diversity of societies Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this Hi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways</p>	<ul style="list-style-type: none"> To know about some aspects of life in Lancashire in the early 1600s To know about the accusations of witchcraft To know what evidence is and analyse initial evidence for the Pendle Witch trials To know the order of events leading to the Pendle Witches' arrest To analyse further evidence in the form of convictions To know and understand the role Jennet Device played in convicting the witches To know that persecution based on religion and belief still occurs today

Pharaoh Queen	<p>Skills</p> <p>Hi32 Investigate the characteristic features of, and changes within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>Hi38 Place events, people and changes into correct periods of time</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p>	<p>Concepts</p> <p>NC - Pupils should be taught about an Early Civilization e.g. Egypt</p> <ul style="list-style-type: none"> • To know the location of Egypt • To know about the significant Ancient Egyptian places and individuals • To know about Ancient Egyptian beliefs and practices • To understand how evidence is used to make historical claims • To understand the importance of the River Nile in Ancient Egyptian times • To learn about the third female pharaoh, Hatshepsut 			
---------------	---	--	--	--	--