

History

<p>EYFS</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community (UW) <ul style="list-style-type: none"> • Name and describe people who are familiar to them (UW) • Understand that some places are special to members of their community (UW) • Recognise that people have different beliefs and celebrate special times in different ways (UW) <ul style="list-style-type: none"> • Comment on images of familiar situations in the past (UW) • Compare and contrast characters from stories, including figures from the past (UW) <p style="text-align: center;">ELG's:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society (UW) <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (UW) <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling (UW) <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding (CAL) • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (CAL) • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (CAL) 			
Knowledge		Skills	
<p>History in the Early Years is embedded within the area of learning; Understanding the world. Children will gain an understanding of their role within their family, the wider community and the world.</p> <p>This helps prepare them for being able to talk about themselves with more confidence in Year 1 and how to relate what they think about themselves to what they find out about the past.</p>		<p style="text-align: center;">Early Learning Goals:</p> <ul style="list-style-type: none"> · To talk about past and present events in their own lives and in the lives of family members · To know about similarities and differences between themselves and others, and among families, communities and traditions. 	
Year 1			
	Knowledge	Vocabulary	Skills
Term 1	<p style="text-align: center;">Homes in the past</p> <p>How people lived in the past. Pupils begin to develop their awareness of the past. Compare homes and home life, past and present.</p> <p style="text-align: center;">Trip: Walk around our local area looking at houses past and present</p> <p>Progression: This helps prepare the children for Year 2, where they begin to learn about houses and their structure during the Stuart era (Great Fire of London)</p>	<p>timeline, history / prehistory, past, present, older, newer, long time ago, artefacts, difference, comparison</p>	<ul style="list-style-type: none"> • Place events and artefacts on a simple timeline. · Label timeline with words such as past, present, older, newer · Use phrases such as 'a long time ago' and 'recently' · Observe and handle evidence to ask questions and find answers <ul style="list-style-type: none"> · Use artefacts to find out about the past. · Use and describe first hand sources of evidence. · Recognise reasons why people in the past acted as they did. · Identify similarities and differences between historical figures and events.
Term 2			
Term 3	<p style="text-align: center;">Holidays in the Past - Linked to our area the coast</p> <p>Holidays in the past Pupils begin to develop their awareness of the past by reference to their own holidays as well as holidays in the past.</p> <p>Progression: This helps prepare them for Year 2, where they begin to develop an awareness of people in the past - Victoria era.</p>	<p>timeline, history / prehistory, past, present, older, newer, long time ago, artefacts, difference, comparison</p>	
Term 4			
Term 5	<p style="text-align: center;">Medieval Castles</p> <p>Learn about life in a castle in comparison to present day experiences e.g. cooking in a medieval kitchen and a kitchen today</p>	<p>timeline, history / prehistory, past, present, older, newer, long time ago, artefacts, difference, comparison</p>	

	<p>Progression: This helps prepare the children for Year 3, where they begin to learn about the Stone Age people and their houses</p> <p>Trip: Visit to Dover Castle our local Medieval Castle</p>		
Term 6			
Year 2			
	Knowledge	Vocabulary	Skills
Term 1	<p>The Stewarts (The Great Fire of London & Gunpowder Plot)</p> <p>Pupils continue to develop their awareness of the past including events beyond living memory. They understand how certain individuals contributed to national and international achievements.</p> <p>Look at pictures of London now and in 1666 A Samuel Pepys style diary entry and Tudor style house model</p> <p>Progression: This helps prepare them for when they will later learn about the Victorians and be able to compare their life to the past.</p>	<p>timeline, democracy</p>	<ul style="list-style-type: none"> ● Observe or handle evidence to ask questions and find answers to questions about the past. ● Ask questions such as ‘What was it like for people? What happened? How long ago?’ ● Describe significant people from the past. Recognise that there are reasons people in the past acted as they did. ● To know where people or events fit within the chronology of history. ● Identify similarities and differences between different historical figures and events. ● Place events, artefacts and historical figures on a timeline using dates. ● To know where people or events fit within the chronology of history ● Understand the concept of change over time.
Term 2			
Term 3	<p>Victorians – Queen Victoria, Homes, School</p> <p>Pupils continue to develop their awareness of the past including events beyond living memory. Compare school life past and present. Identify that people and events in the past within a chronological framework.</p> <p>This helps prepare them for Year 3, where they learn about the Stone Age to Iron Age and they learn to develop a chronological understanding.</p>		
Term 4			
Term 5	<p>Significant Historical People – Rosa Parks, Florence Nightingale, Tim Berners-Lee, Mary Seacole, Queen Elizabeth II, Neil Armstrong</p> <p>Pupils continue to develop their awareness of the past including events beyond living memory. They understand how certain individuals contributed to national and international achievements.</p>	<p>timeline, democracy, equality, race, gender</p>	
Term 6			
Year 3			
	Knowledge	Vocabulary	Skills
Term 1	<p>Ancient Egypt</p>	<p>timeline, civilisation, democracy, innovation, tyrants, equality</p>	<ul style="list-style-type: none"> ● Place events, artefacts and historical figures on a timeline using dates

	<p>An overview of where and when the first civilisations appeared and an in depth study of the achievements of the earliest civilisations</p> <p>Mixed Egyptian artefacts are used to stimulate questions.</p> <p>Progression: This helps children to understand the ancient civilisations and that there are histories that are different to those of Britain.</p>		<ul style="list-style-type: none"> ● Use dates and terms to describe events ● Understand the concept of change over time, representing this, along with evidence, on a timeline Describe changes which happened in the locality through a period in history. ● Suggest causes and consequences of some of the main events and changes in history. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ● Give a broad overview of the changes in the period studied
Term 2			
Term 3	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Pupils develop a chronological understanding of British history. The Stone Age introduces children to settlement, the structure of housing and lifestyles past. Referring back to what they learnt in Year 1.</p> <p>Progression: This helps prepare them to develop connections between the end of the Stone and Iron Age which leads onto the Roman Empire and its impact on Britain.</p>		
Term 4			
Term 5	<p>Roman Empire</p> <p>Pupils develop a chronological understanding of British history. The Roman Empire introduces children to the modernisation of Britain and its impact on life today. Equality: Britons as slaves. Innovation: roads, heating, aqueducts, etc</p> <p>Trip to our local Richborough Roman Fort and Amphitheatre in Sandwich</p> <p>Progression: This helps to prepare children for their study of the arrival of the Anglo Saxons when they invaded Roman Britain in Year 4.</p>	<p>timeline, democracy, innovation, invasion, empire, tyrants, civilisation, government</p>	
Term 6			
Year 4			
	Knowledge	Vocabulary	Skills
Term 1	<p>AD 900 Baghdad</p> <p>Innovation: development of medical instruments, early arithmetic, the first university and the 'House of Wisdom'</p> <p>Equality: What was life like in Ancient Baghdad, compare with life here at that time.</p> <p>Chronology: When was the 'Golden Age of Baghdad?' in world history</p>	<p>timeline, democracy, civilisation, innovation, medicine, mathematics, arithmetic</p>	<ul style="list-style-type: none"> ● Describe different accounts of historical events explaining why they vary. ● Place event artefacts and historical figures on a timeline using dates. ● Suggest causes and consequences of some of the main event and changes in history. ● Describe the characteristic features of the past including ideas, beliefs and attitudes. ● Use dates and terms to describe events ● Give a broad overview of the changes during period studies. ● Use evidence to ask questions and find answers to questions.
Term 2			

Term 3	<p style="text-align: center;">Anglo Saxons and Vikings</p> <p>Pupils develop a chronological understanding of British history. Children learn about how the Anglo- Saxon invasion affected place names, religion, art and culture. The children also learn about battle between the Vikings and the AngloSaxons and how it affected the people of Britain and the movement of people and language at the time.</p> <p>Progression: This helps to prepare children for the next period of British History in chronological order that we will be studying; The Tudors</p>		<ul style="list-style-type: none"> • Understand the concept of change over time with evidence on a timeline. • Use more than one source of evidence for historical enquiry.
Term 4			
Term 5	<p style="text-align: center;">The Norman Conquest (Beyond 1066) – William the Conqueror; Magna Carta; Thomas Becket</p> <p>An aspect of British history that extends pupils’ chronological knowledge beyond 1066. We will be studying The Norman era which includes William the Conqueror; Magna Carta and Thomas Becket who was killed in our local Canterbury Cathedral.</p> <p>Progression: This helps children to prepare them for a local history study of Canterbury in Year 5</p>		
Term 6			
Year 5			
	Knowledge	Vocabulary	Skills
Term 1	<p style="text-align: center;">Ancient Greeks</p> <p>A study of Greek life and achievements and their influence on the western world.</p> <p>Progression: This helps children to understand the ancient civilisations and that there are histories different to those of Britain. This follows on from the study of Ancient Egypt in Year 3.</p>	<p>timeline, era, democracy, civilisation, tyrant, innovation, conflict, religious persecution, holocaust, remembrance, fascism</p>	<ul style="list-style-type: none"> • Know and sequence key events on a time studies • Use relevant terms and period labels • Make comparisons between different times in the past • Study different aspects of different people - differences between men and women, class. • Compare accounts of events from different sources • Offer some reasons for different versions of events. • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event. • Use the library and internet for researching with increasing confidence.
Term 2			
Term 3	<p style="text-align: center;">World of the Tudors - William Shakespeare; Lady Jane Grey; King Henry VIII</p> <p>An aspect of British history that extends pupils’ chronological knowledge beyond 1066.</p> <p style="text-align: center;">Innovation: weaving, navigation Equality: abolition of the abbeys – persecution of the Catholics Roles of women and men</p>		
Term 4			
Term 5	<p style="text-align: center;">Local History Study – Canterbury Thomas Becket What does the census tell us about our local area?</p> <p>Using a Victorian Census to discover what life was like 100 years ago</p> <p style="text-align: center;">Trip to Canterbury Cathedral and the grave of Thomas Becket</p>		

Term 6			
Year 6			
	Knowledge	Vocabulary	Skills
Term 1	<p style="text-align: center;">The Georgian Era (British History Beyond 1066) – Slavery Abolished; British Empire; Nelson</p> <p>The children will learn about the Georgian era, a period beyond 1066 in British History. The children will specifically learning about the abolishment of slaves; the British Empire and the royal naval commander, Nelson</p>	<p>timeline, era, democracy, civilisation, innovation, exploration, circumnavigation, reformation, religious persecution, Catholicism, Protestant, papal power, monarch</p>	<ul style="list-style-type: none"> ● To use dates and terms accurately to describe events. To devise historically valid questions about significance ● To use sources of evidence to deduce information about the past ● To understand the concepts of continuity and order to justify claims ● To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. ● To summarise the rapid change in history during WW2 ● To describe the characteristic features of the past
Term 2			
Term 3	<p style="text-align: center;">World War I & II</p> <p>Children learn about British involvement in the war, significant individuals and its impact on society today and the landscape of London and our local area of Ramsgate.</p> <p>Innovation: development of aircraft and use of our local airport; Manston airport Equality: soldiers from the Commonwealth, women’s roles in the war</p> <p style="text-align: center;">Trip: Visit to local war graves and Ramsgate War Tunnels</p> <p>Progression: This builds upon the local area topics of KS2 and prepares children for KS3 and significant historical events and celebrations such as Remembrance Day and VE Day.</p>		
Term 4			
Term 5	<p style="text-align: center;">20th Century Post-War Britain - Windrush Generation</p> <p>Pupils will undertake an extended chronological study to identify changes in daily life in Britain following the end of World War II</p> <p style="text-align: center;">Innovation: computers, household appliances, communication. Equality: Race (the Windrush Generation), and Women’s Liberation movement.</p>	<p>timeline, era, democracy, civilisation, commonwealth, independence, civil rights, cold war, nuclear threat, computers, feminism</p>	
Term 6			