



## History Planning Overview

### School Objectives:

- Key Reading Text provides stimulus for topic (increases exposure to high quality texts & promotes a love of reading)
- Clear vocabulary taught in each topic and built upon each year
- Opportunities to review and consolidate knowledge across year groups
- Develops learners' cultural capital

Year A		EYFS	Y1&2 A	Y1&2 B	Y3&4 A	Y3&4 B	Y5&6 A	Y5&6 B
<b>Vocabulary (Generic)</b>		old, new, then, before, now, next, after, soon, today, tomorrow, yesterday	old, new, young, day, months, past, present, recently, before, now, after, later	past, present, chronological, BC, AD, decade, century, during	chronological, BC, AD, monarch, settlement, invader, primary/secondary sources, social, religious, political, technological, cultural			
<b>Skills (Ongoing)</b>	<b>Chronological understanding (ordering and sequencing)</b>	<p>Personal timeline from infancy to present</p> <p>-remembers &amp; talks about past &amp; present events in their own lives</p> <p>-know the difference between past &amp; present in their own lives</p> <p>-remembers &amp; talks about significant events in their own experiences</p>	<p>Y1 - Sequence at least events/objects in order e.g make simple timeline of toys/games played</p> <p>Y2 - Recount changes in own life over time. Correctly order at least 3 events/objects using a given scale/timeline</p>	<p>Y3 - Use a timeline to place events in order and understand timelines can be divided into BC/AD. Understand history can be divided into different time periods with their own names.</p> <p>Y4 - Recognise similarities and differences between historical periods studied and place significant events (inc names and dates) from the past on a timeline.</p> <p>Divide recent history into present (21st century) and past (being able to name which century it occurred)</p>	<p>Y5 - Use timeline to place and sequence local, national and international events. Fit main events/people/periods studied into a chronological framework. Identify changes within and across different time periods</p> <p>Y6 - Can name and date significant events from past and place on timeline using these key periods as referent points: BC, AD, Romans, Anglo-Saxons, Normans Tudors, Stuarts, Victorians and today. Use timelines to demonstrate changes/developments in culture, religion technology, religion and society and be able to describe these changes.</p>			
	<b>Knowledge and understanding of past events, people and changes</b>	<p>Identify changes in their lives</p> <p>-know some reasons why people's lives were different in the past</p>	<p>Y1 - Tell difference between past and present in own and others lives.</p> <p>Y2 - Use information to describe the past and differences between now and then, showing knowledge of aspects beyond living memory. Recount main events from a significant period of history.</p>	<p>Y3 - Show knowledge and understanding of key events/people of areas they have studied including similarities and differences. Use evidence to describe the past including aspects such as: Houses and settlements/Buildings and their uses/clothes/differences between</p>	<p>Y5 - Give some causes and consequences of main events, situations and changes in periods studied. Identify changes and links within and across time periods studied. Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p>			

		-say why we remember some events from the past eg. Poppy & Remembrance	Start to understand people had reasons for their actions and start to explain them using evidence.	rich and poor/people's beliefs and attitudes and show how these may have changed. Y4 - Show knowledge and understanding by describing features of past societies and periods. Give reasons why buildings, cultures, ways of life etc may have changed over given time periods. Describe how some of past events/people affect life today.	Y6 - Choose reliable sources of factual evidence to describe: houses & settlements; culture & leisure activities; clothes; way of life & actions of people; religion and attitudes; differences between lives of rich and poor. Identify how any of above may have changed over given time period and show changes on timeline. Describe how events and changes affect life today. Give own reasons why events and changes may have occurred – backed up with evidence
<b>Historical Interpretation</b>	Begin to identify & recount some details of own past from sources such as pictures. -look at pictures & artefacts & identify old & new	Y1 - Begin to identify & recount some details of past from sources such as pictures, stories. Y2 - Recognise different ways in which the past is represented e.g books/ pictures/photos/buildings/visits/eye-witness accounts/internet Understand why some people in the past did things	Y3 - Look at two versions of people in past and identify differences in the accounts Y4 - Give reasons why there may be different accounts in history	Y5 - Look at different versions of same event and identify differences in accounts. Give clear reasons for why there may be different accounts including referencing primary and secondary sources. Know that people may represent events and ideas in ways that persuade others. Y6 - Understand that the past has been interpreted in different ways and suggest accurate/plausible reasons for this. Know and understand that some evidence is propaganda, opinion or misinterpretation and that this affects interpretations of history	
<b>Historical Enquiry</b>	Start to ask questions about objects or pictures from the past	Y1 - Find answers to simple questions about the past from sources of information. Y2 - Observe/handle different sources e.g pictures/artefacts to find information about the past. Ask and answer questions such as 'What was it like for...? What happened in the past? How long ago did... happen?'	Use printed sources, internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Y3 - Ask questions such as 'How did people..? What did people do for...?' Suggest sources of evidence from selection provided to use to help answer questions Y4 - Understand difference between primary and secondary sources of evidence.	Y5 - Use and choose reliable sources including documents, printed sources, internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask range of question about the past. Realise there is often not a single answer to historical questions. Y6 -	

					Ask questions such as 'What was it like for a...during...?' Suggest sources of evidence to use to help answer questions.			
<b>Focus Topic</b>	<b>Year A</b>	Linked to termly themes & children's ongoing interests	We do Like to be Beside the Seaside (History)	Fire Fire! – Great Fire of London (History)	Savage Stone Age (History)	Mayans (History)	The Struggle for Power – Vikings & Anglo Saxons (History)	Invaders – The Roman Empire (History)
<b>Key Texts</b>		History will be linked to focus text where appropriate & form part of wider learning across a range of Areas of Learning.  Starting School by Janet & Alan Alberg Once There Were Giants by Martin Waddell A Chair for Baby Bear by Kaye Umansky  Mr Wolf's Week The Very Hungry Caterpillar  Eg. Space theme: Whatever Next! by Jill Murphy Professor Astro Cat's Space Rockets by Dr Dominic Walliman & Ben Newman Man On The Moon (a day in	Lucy & Tom at the Seaside by Shirley Hughes  The Storm Whale by Benji Davies	Toby and the Great Fire of London by Margaret Nash	Stoneage Boy by Satoshi Kitamura  How to Wash a Woolly Mammoth by Michelle Robinson	The Chocolate Tree: A Mayan Folktale by Linda Lowery	Viking Boy by Tony Bradman  She Wolf by Dan Smith  Way of the Waves by Janina Ramierez  Anglo-Saxon Boy by tony Bradman  The Great Viking Adventure by Ally Kennan  Arthur and the Golden Rope by Todd Stanton  Terru Deary's Viking Tales  Viking Sagas – BBC Schools radio  100 Facts: Vikings  Viking Long ship – Spectacular Visual Guides Collection	The Roman Quests: Escape from Rome by Caroline Lawrence

	the life of Bob) by Simon Bartram					To Asgard! Poem from Falling out of the Sky.	
<b>Key Vocabulary</b>	day, week, days of the week, baby, child, adult	Beach Pier Lighthouse Lifeboat Victorians Changing huts Rail Punch and Judy	Fire London River Thames King Charles II Century Bakers The Monument Samuel Peyps	Stone Henge Hunters Extinct Cave paintings Woolly mammoth Axes Spears Homes	Chocolate Cocoa beans Gods Calendar Warrior Pyramid Stelae Astronomy Jungle	Invaders Invasion Settlement Archaeology Artefacts Long boats Runes	Invaders Invasion Settlement Gladiator Centurion Cesar Urn Mosaic Ruins Coliseum
<b>Key knowledge</b>	<p>What changes are there in routine during different times of the day, months &amp; seasons of the year?</p> <p>How do these changes have an impact on what I do, wear &amp; celebrate?</p> <p>How have I changed between now &amp; as a baby?</p> <p>What is the same/different between my toys now &amp; those as a baby?</p>	<p>Which time period do the Victorians fit in? (link onto a time line)</p> <p>What did they used to wear at the beach?</p> <p>Who was the king/queen of England at this time?</p> <p>How have beach holidays in the past changed compared to modern ones?</p>	<p>Which time period do they fit in? (link onto a time line)</p> <p>What date did the fire start?</p> <p>How did the fire start?</p> <p>Why did the fire spread so easily?</p> <p>Who was the king at the time?</p> <p>Who was Samuel Peyps?</p>	<p>Which time period is this? (link onto a time line)</p> <p>How did their homes evolve during this time period?</p> <p>How did they survive? (hunter/gather)</p> <p>How was Stone Henge created?</p>	<p>Which time period is this? (link onto a time line)</p> <p>Who were the Mayans?</p> <p>Where were the Mayan cities located?</p> <p>Why did the Mayan civilisation decline? (geog link)</p> <p>What impact did the Mayans have on modern life?</p>	<p>Which time period do they fit in? (link onto a time line)</p> <p>Where did the Vikings/Saxons come from?</p> <p>What was the difference in lifestyles between the Vikings/Saxons?</p> <p>How did they travel/explore?</p> <p>What impact have Vikings/Saxons had on modern day lives?</p>	<p>Which time period do they fit in? (link onto a time line)</p> <p>Who were/what was the importance of gods?</p> <p>Who was Boudica? (local history link)</p> <p>How have the Romans affected landmarks?</p> <p>What did the Romans invent?</p> <p>Who were the most successful Roman rulers?</p>
<b>Focus Topic Year B</b>	Linked to termly themes & children's ongoing interests	Intrepid Explorers	War on the Home Front	Egyptians	Settlements	Groovy Greeks	Wartime – WWI&WW2

<b>Key Texts</b>	<p>Eg. Birthdays: Kipper's Birthday by Mick Inkpen Elmer's Day by David McKee</p> <p>Easter: The Tale of the Three Trees by Angela Elwell Hynt Christmas: Grandpa's Christmas Michael Murpurgo Diwali: Rama &amp; Sita Remembrance: Cbeebies Poppies animation</p>	<p>Where the Wild Things Are by Maurice Sendak</p>	<p>Time Travelling Toby by Graham Jones</p> <p>The Story of World War 1 by Richard Brassey</p> <p>Archie's War by Marsia Williams</p> <p>Where the Poppies now Grow by Hilary Robinson &amp; Martin Impey</p> <p>War Game by Michael Foreman</p>	<p>The Time Travelling Cat and the Egyptian Goddess by Julila Jarman</p>	<p>There's a Viking in my Bed by Jeremy Strong</p>	<p>Who Let the Gods Out? By Maz Evans</p> <p>An Ancient Greek Temple (Spectacular Visual Guides Collection)</p> <p>Great Greeks (fun poems).</p> <p>Pie Corbett – use mythological creatures to invent fantastical beasts and write non-chronological reports</p>	<p>Goodnight Mister Tom – Michelle Magorian</p>
<b>Topic Specific Vocabulary</b>	<p>birthday celebrate celebration Easter Christmas Diwali Remembrance</p>	<p>Astronaut Ocean Compass Exploration Explorers Map Navigation Ship Shuttle Space Voyage</p>	<p>War Army Troops Frontline Trench Rifle Ration Surrender Allies Siren Evacuate Evacuee Gas Mask Invade</p>	<p>Cleopatra Tutankhamun Pyramid Sphinx Mummy Mummification Pharaoh Cairo River Nile Papyrus Slave Hieroglyphics Treasure</p>	<p>Location Village Town City</p>	<p>Olympics Democracy Mediterranean Agean Sea</p>	<p>Allies War Army Soldier Liberate Siren Evacuee Evacuation Invaded Ration Shelter</p>
<b>Key Knowledge</b>	<p>Why do we celebrate birthdays? -explore ways they have</p>	<p>Who was Tim Peake/Christopher Columbus?</p>	<p>When did the war begin? (link on to a timeline)</p> <p>Why did the war begin?</p>	<p>When did the ancient Egyptians live? (link on to a timeline)</p>	<p>What is a settlement?</p> <p>What important features did early settlements need?</p>	<p>When did the ancient Greeks live? (link on a timeline)</p>	<p>When did the WW take place? (link onto a time line)</p> <p>What started the World Wars?</p>

	<p>changed since they were a baby.</p> <p>Why do we &amp; others celebrate these events: harvest, Christmas, Easter, Bonfire Night, Diwali, Chinese New Year, Remembrance Day?</p> <p>-timeline of celebrations throughout the year.</p> <p>-use memories, artefacts &amp; photos to talk about these celebrations past &amp; present.</p> <p>Who was the first man on the moon?</p>	<p>Who were some of the famous explorers?</p> <p>How has science and technology changed over time to help exploration? Eg Christopher v Tim Peake</p> <p>Where would famous explorers fit on a timeline?</p> <p>How have explorers impacted our everyday lives?</p>	<p>Which countries were on each side? (geog link)</p> <p>What was everyday life like?</p> <p>What was the impact of war in our local area? (local link WW1 bombing of Kings Lynn)</p>	<p>Who were the ancient Egyptians ruled by?</p> <p>What are some of the most famous Egyptian ruins/monuments?</p> <p>What was mummification?</p> <p>What was everyday life like in ancient Egypt?</p> <p>What did the Egyptians do for us?</p>	<p>How was land used in settlements?</p> <p>What caused settlements to grow?</p> <p>How were settlements linked?</p> <p>What was in the name of a settlement?</p>	<p>Why was the Greek empire so successful?</p> <p>What can we learn from ancient Greek artefacts?</p> <p>What happened during the Battle of Marathon and what was its impact?</p> <p>How was the Greek political system the same/different to our modern day one?</p>	<p>What was the impact of the World Wars? (loss of homes, rationing, evacuees)</p> <p>Who was Winston Churchill/Anne Frank?</p>
<p><b>Websites</b></p>	<p><a href="https://www.history.org.uk">https://www.history.org.uk</a> with links to other webpages for specific topics <a href="http://www.history.org.uk/primary/resource/3620/primary-topic-websites">www.history.org.uk/primary/resource/3620/primary-topic-websites</a></p> <p><a href="https://www.bbc.co.uk/bitesize/primary">https://www.bbc.co.uk/bitesize/primary</a></p> <p><a href="https://www.dkfindout.com/uk/history">https://www.dkfindout.com/uk/history</a></p> <p><a href="http://www.teachinghistory100.org/">http://www.teachinghistory100.org/</a> This website focuses on historical objects to promote learning.</p> <p><a href="https://www.webanywhere.co.uk/education/teaching-resources/primary/history">https://www.webanywhere.co.uk/education/teaching-resources/primary/history</a> This site provides links to free resources for specific topics.</p>						