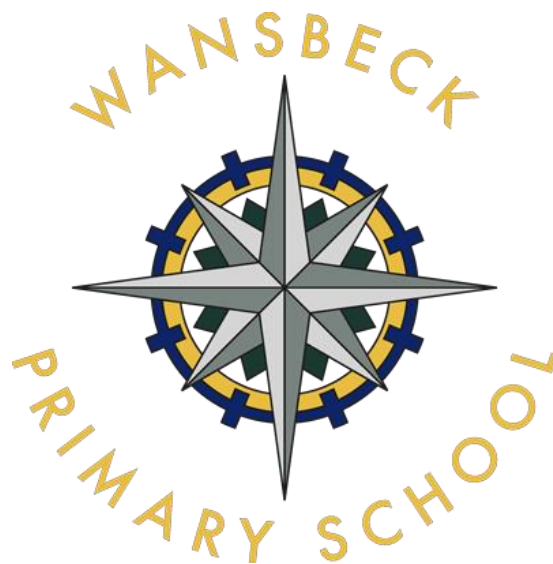


Wansbeck Primary School

Medium Term Plans

History



EYFS

In EYFS, children begin to learn the foundation skills to be historians by developing their understanding of the world.

Focus is on: **People, Culture and Communities**

Past and Present

The children will be taught skills discretely and have access to a variety of activities that they can explore in continuous provision. Through talks and exploring objects and images they will learn about past, compare to the present and begin to develop an understanding that things have happened in the past and change has happened. Stories will be used, focusing on characters and settings, providing opportunities for discussion of how things were and how they might be different now.

Through focusing on People, Culture and Communities, children will talk about members of their immediate family and community, name a describe people who are familiar to them, comment on images of familiar situations in the past, compare and contrast characters from stories, including figures from the past.

Through these activities, children will develop substantive and disciplinary. In the EYFS, substantive knowledge in History is taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding. Disciplinary knowledgeIn the EYFS, is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. By being able to explore freely and taught discretely, children will be able to develop their interest in the People, Culture and Communities and Past and Present, building foundations so that they are ready to develop their understanding of the concept of 'history' and be ready to develop their historian skill in KS1.

Key Vocabulary

F1: old, new, past, ago, family tree, today , yesterday, then, now

F2: as F1 plus: before I was born, when I was little, when (parents) were little, a long time ago, old, new, before, after, picture, photography, story, object, difference

	F1 - 3 - 4 year old	F2 - 4 - 5 year old
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past
ELG		
Understanding the World	Past and present <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. 	

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Cycle 1

My Life and our World	Farmyard Adventure	Travel
<p align="center">Begin to make sense of their own life-story and families history.</p> <p align="center">Comment on images of familiar situations in the past.</p> <p align="center">Compare and contrast characters from stories including figures from the past.</p>		
<p>Potential opportunities/ideas:</p> <p>Life story Children to explore how they have changed since they were born. Bring in photographs of when they were a baby. Discuss how they have changed (how they look, how they move, etc). Make a "Look how we have grown/guess who' display wall. (Card with pic of baby on the front and pic of how they are now inside)</p> <p>Timeline Create a simple timeline - how have I changed since a baby.</p> <p>Family Through stories, talk about who is in their family. Ask children to bring in photographs of their family members as children and now. Make a 'family tree' display.</p>	<p>Potential opportunities/ideas:</p> <p>Family Grandparents day - invite in grandparents. Talk about life in the past and life now. Look at similarities and differences. Record comments, responses and questions in the floor book. Timeline</p> <p>Farming Through the stories, films and pictures, observe and discuss how farming has changed over time.</p>	<p>Potential opportunities/ideas:</p> <p>Travel Through the stories, films and pictures, observe and discuss how travel has changed over time. Look at vintage transport. Trip: Transport museum</p>
<p>Seasons</p> <p>Link to Geography season observation. Create a simple timeline that follows the children's time in school through the year. Include key moments eg trips, special days, Christmas etc. Discuss and highlight the different clothes worn at different times of the year.</p>		

Cycle 2


We are Superstars	Woodland Journey	Deep in the Ocean
<p>Look at their own family</p> <p>Look at how they have changed from being a baby to now</p> <p>Create a family tree</p> <p>Remembrance Day activities (comparison)</p> <p>Look at Neil Armstrong (Bob - the Man on the Moon)</p> <p>Stickman - discuss how times have changed (open fire, singing Christmas carols)</p>	<p>Look at toys from the past</p> <p>Explore characters from <i>Going on a bear hunt</i> (youngest/oldest)</p> <p><i>Gruffalo</i>- look at how the sequel has the <i>Gruffalo's</i> child, discuss the family tree developing in the stories.</p>	<p>Look at how the ocean is changing- environmental impact- global warming, littering etc.</p> <p>Look at travelling circus, how families travel together to put on the shows, discuss differences for school life and homes-caravans. (The singing mermaid)</p> <p>Compare and discuss the difference in the police (What the ladybird heard)</p>

Key Stage 1 Cycle 1

Fossil Hunters – All about Mary Anning Teaching Mary Anning At KS1 - Complete Lessons and Planners - Year 1 & 2 | Keystage History

Substantive Knowledge - Sequence of Learning							
Year 1 Sticky Knowledge	To know who Mary Anning was and when she was alive.	Sequence the events of Mary Anning's life on a simple timeline	To know what Mary Anning did in her life that was so special.	To know the qualities Mary Anning had that made her special	To understand how we know about Mary Anning's actions which happened so long ago.	To know how and why should Mary Anning be remembered.	Assessment Could include: poster, presentation filmed on SeeSaw, fact file, quizzes, retrieval type questions. Why should Mary Anning be remembered?
Year 2 Sticky Knowledge	To know who Mary Anning was and when she was alive. Sequence the events of Mary Anning's life on a simple timeline	To know what Mary Anning did in her life that was so special.	To know that Mary Anning lived in Victorian times To understand how life was different for men and women in Victorian times	To know the qualities Mary Anning had that made her special	To compare her qualities to understand how she succeeded in a mans world in Victorian Britain	To understand how we know about Mary Anning's actions which happened so long ago To know how and why should Mary Anning be remembered.	Assessment Could include: poster, presentation filmed on SeeSaw, fact file, quizzes, retrieval type questions. Why should Mary Anning be remembered?
Disciplinary Knowledge to be linked Substantive Knowledge							
Year 1 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept significance	Talk about who or what was important (eg in simple historical account).	<i>Sequence photographs on a timeline in chronological order</i> <i>Through pictures and stories told sequence events in significant person's life</i>	Ask questions From visual clues ask questions about: <ul style="list-style-type: none"> Mary Anning With support answer some simple historical questions (can be oral recorded on Seesaw)	<i>Understand some ways we find out about the past Mary Anning story (class text)</i>	With support answer some simple historical questions (can be oral recorded on Seesaw) Why was the significant person important? Talk about who or what was important (eg in simple historical account).	Talk about why they (who or what) were important and what changed/happened	
Year 2 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept significance Continuity and change	Talk about who or what was important (eg in simple historical account). <i>Sequence artefacts / sources / photographs on a timeline in chronological order with dates given</i> <i>Sequence events on a timeline for people and events beyond living memory in chronological order</i>	Observe and ask simple historical questions. From the learning around each topic ask historical questions about Mary Anning Answer simple historical questions. e.g. Why was significant person special? How do we know about significant persons, actions from years ago?	<i>Use sources - observe and handle to answer questions about the past: Mary Anning story (class text)</i> Compare and contrast changes that have been made in a particular period of time- working life, home life of men and women	<i>Choose and use parts of stories and other resources to show understanding</i> <i>Retell the class text of Mary Anning</i>	Answer simple historical questions. e.g. Why was significant person special? How do we know about significant persons, actions from years ago? Talk about who or what was important (eg in simple historical account).	Talk about why they (who or what) were important and what happened	

Substantive Knowledge - Sequence of Learning

Year 1 Sticky Knowledge	To know who Amy Johnson was and when she was alive.	To know what Amy Johnson did and why it was important.	To know why flying to Australia was so difficult for Amy Johnson	To know how transport (air) has changed over time (living memory 80 years)		To know how life changed for Amy Johnson after her famous flight.	To know why we should remember Amy Johnson.	Assessment Why was flying to Australia so difficult for Amy Johnson?
Year 2 Sticky Knowledge	To know who Amy Johnson was and when she was alive.	To know what Amy Johnson did and why it was important.	To know why flying to Australia was so difficult for Amy Johnson	To know who the Wright brothers were	To know how transport (air) has changed over time.	To know how life changed for Amy Johnson after her famous flight.	To know why we should remember Amy Johnson.	

Disciplinary Knowledge to be linked Substantive Knowledge

Year 1 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept significance similarity and difference	Answer simple historical questions. e.g. Why was significant person special? How do we know about significant persons, actions from years ago? Understand some ways we find out about the past Amy Johnson photographs With support answer some simple historical questions (can be oral recorded on Seesaw) Why was the significant person important? Why is Amy Johnson special to Hull?	Through pictures and stories told sequence events in significant person's life Sequence events in the life of Amy Johnson.	Sort some objects/artefacts between then and now e.g. Transport (air) then and now Recount changes within living memory. Use words and phrases such as before, after, past, present, then and now.	Sort some objects/artefacts between then and now e.g. Transport (air) then and now Describe similarities and differences between artefacts: Changes in transport (air) photographs Understand similarities and differences between ways of life in different periods	Recount changes within living memory. Use words and phrases such as before, after, past, present, then and now.	With support answer some simple historical questions (can be oral recorded on Seesaw) Why was the significant person important? Why is Amy Johnson special to Hull? Talk about who or what was important (eg in simple historical account). Talk about why they (who or what) were important and what changed/happened	
Year 2 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept significance and continuity and change	Answer simple historical questions. e.g. Why was significant person special? How do we know about significant persons, actions from years ago? Observe and ask simple historical questions. From the learning around each topic ask historical questions about Amy Johnson	Sequence 6-8 events in Amy Johnsons life from 2 sources of information	Choose and use parts of stories and other resources to show understanding: Transport photographs (air) then and now	Sequence events on a timeline for people and events beyond living memory. Sequence the changes in aviation from the Wright Brothers to man's first moon landing	Choose and use parts of stories and other resources to show understanding: Transport photographs (air) then and now Compare and contrast changes that have been made in a particular period of time- focussing on transport.	Use sources - observe and handle to answer questions about the past: Amy Johnson photographs and newspaper reports of disappearance	Talk about who or what was important (eg in simple historical account). Talk about why they (who or what) were important and what changed/happened

Year 1 and 2 – Rainforest Romp – All about famous explorations

Substantive Knowledge - Sequence of Learning



Year 1 Sticky Knowledge	To know when Christopher Columbus was alive and why he was important.	To sequence events in Christopher Columbus' life.	To understand what was inspirational about Christopher Columbus.	To compare how transport by sea has changed over time.	To understand what it was like to be a sailor in the past and now	To understand why we should remember Christopher Columbus today.	Assessment Could include: poster, presentation filmed on SeeSaw, fact file, quizzes, retrieval type questions.
Year 2 Sticky Knowledge	To know when Christopher Columbus was alive and why he was important. To sequence events in Christopher Columbus' life.	To understand what was inspirational about Christopher Columbus.	To sequence the events of the Titanic.	To compare how transport by sea has changed over time. To understand what it was like to be a sailor in the past.	To know how opinions of Columbus have changed in the light of new evidence.	To understand why we should remember Christopher Columbus today.	Assessment Could include: poster, presentation filmed on SeeSaw, fact file, quizzes, retrieval type questions.

Disciplinary Knowledge to be linked Substantive Knowledge

Year 1 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Similarity and difference	Talk about why they (who or what) were important and what happened	Through pictures and stories told sequence events in significant person's life Sequence events in the life of Columbus. Recount changes within living memory. Use words and phrases such as before, after, past, present, then and now.	Ask questions From visual clues ask questions about: Explorers Talk about who or what was important (eg in simple historical account).	Describe similarities and differences between artefacts: Changes in transport (sea) photographs. Sort some objects/artefacts between then and now e.g. Transport (sea) then and now Talk about the changes to boats and ships in living memory Understand similarities and differences between ways of life in different periods	Understand some ways we find out about the past: Explorer's sailor's diary, paintings	With support answer some simple historical questions (can be oral recorded on Seesaw) Why was the significant person important?	Ask questions From visual clues ask questions about: Explorers Talk about who or what was important (eg in simple historical account).
Year 2 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Similarity and difference and difference	Talk about who or what was important (eg in simple historical account). Sequence artefacts / sources on a timeline. Sequence key events in Columbus life and know why they are key events	Answer simple historical questions. e.g. How and why should we remember Columbus today -does everyone think he is a hero?	Sequence artefacts / sources on a timeline. Sequence key events of the Titanic.	Choose and use parts of stories and other resources to show understanding: Transport photographs (sea) then and now Understand similarities and differences between ways of life in different periods	Choose and use parts of stories and other resources to show understanding: Transport photographs (sea) then and now Use sources - observe and handle to answer questions about the past: explorer's sailor's diary, paintings Understand similarities and differences between ways of life in different periods	Observe and ask simple historical questions. From the learning around each topic ask historical questions about: Explorers	

Year 1 and 2 Cycle 2 - Fiery Dragons

Substantive Knowledge - Sequence of Learning

Year 1 Sticky Knowledge	To know when the great fire of London was how it started	To know what happened in the Great Fire of London		To know about Samuel Peeps and his diary	To know why so many buildings burnt down in The Great Fire of London	To know if more could have been done to stop the fire	To know how the Great fire of London affected the people	
Year 2 Sticky Knowledge	To know when the great fire of London was how it started	To know what happened in the Great Fire of London	To know about Samuel Peeps and his diary	To know why so many buildings burnt down in The Great Fire of London	To know if more could have been done to stop the fire	To know how the Great fire of London affected the people	To know how London was rebuilt	To know the significance of Christopher Wren

Disciplinary Knowledge to be linked Substantive Knowledge

Year 1 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept significance	Sequence events within lifetime on a simple line.	Sequence events within lifetime on a simple line.	Ask questions From visual clues ask questions With support answer some simple historical questions (can be oral recorded on Seesaw)	Understand some ways we find out about the past Talk about why they (who or what) were important and what changed/happened	Understand some ways we find out about the past Ask questions From visual clues ask questions	Ask questions From visual clues ask questions With support answer some simple historical questions (can be oral recorded on Seesaw)	Talk about who or what was important (eg in simple historical account).	
Year 2 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept Significance	Sequence events on a timeline for events beyond living memory • Sequence 6-8 events of The Great Fire of London with dates given'	Observe and ask simple historical questions. Answer simple historical questions.	Use sources - observe and handle to answer questions about the past. Talk about why they (who or what) were important and what changed/happened	Use sources - observe and handle to answer questions about the past	Use sources - observe and handle to answer questions about the past	Choose and use parts of stories and other resources to show understanding	Talk about who or what was important (eg in simple historical account).	Use sources - observe and handle to answer questions about the past Talk about why they (who or what) were important and what changed/happened

Substantive Knowledge - Sequence of Learning

Year 1 Sticky Knowledge	Explore what toys are like today. Begin to distinguish between old and new	Explore what other toys are like. Match toys to the children of the right age.	Explore toys from the past and discuss how we know they are old.	→	Explore what our grandparents' toys were like and how do we know?	Discuss who played with which toys. Compare toys today to toys from the past.	Set up toy museum by confidently distinguishing between old and new toys.	Assessment
Year 2 Sticky Knowledge	To know who Louie Braille was a when he was alive	To know what Braille is and why it is important.	What motivated Louis? Why did he decide to invent a system of writing for the blind?	→	To know who Helen Keller was and when she was alive.	To know what changes to people's lives did Keller and Braille make.	To know why we remember Helen Keller and Louie Braille today.	Assessment

Disciplinary Knowledge to be linked Substantive Knowledge

Year 1 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept Similarity and difference	Sequencing toys they have played with during their lives from baby until now. Sequence events within lifetime on a simple line.		Toys from the past and present How do we know this is old?		Sequencing toys they have played with and toys their grandparents played with. Toys from the past and present How do we know this is old?	Recount changes within living memory. Use words and phrases such as before, after, past, present, then and now. Understand similarities and differences between ways of life in different periods.	Identify things that have changed or stayed the same between their own life and life at different times beyond living memory.	
Year 2 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept Significance and similarity and change	Sequence 6-8 events in life of Louie Braille from 2 sources of information	Sequence the events of the development of Braille Braille Understand similarities and differences between ways of life in different periods changed/happened	Resources for a visually impaired person then and now		Sequence 6-8 events in life of Helen Keller from 2 sources of information Sequence events on a timeline for people and events beyond living memory.	What impact has Louie Braille had on peoples lies?	Talk about who or what was important Talk about why they (who or what) were important and what changed/happened	

Year 1 and 2 – Seaside Adventure - Key Stage History

Substantive Knowledge – Sequence of Learning

Year 1 Sticky Knowledge	To know what it was like at the seaside 100 years ago	To compare the seaside then and now	To know what people did at the seaside 100 years ago	To know who Grace Darling was and when she was alive.	To know why Grace Daring was important.		To know why we remember Grace Darling today.	Assessment In what time period would you have liked to have visited the seaside now or then?
Year 2 Sticky Knowledge	To know what the seaside was like 100 years ago and in Victorian times	To compare the seaside then and now	To know what people did at the seaside in Victorian times and 100 years ago.	To know who Grace Darling was and when she was alive.	To know why Grace Daring was important.		To know how sea rescue improved as a result of Grace Darling.	To know why we remember Grace Darling today.

Disciplinary Knowledge to be linked Substantive Knowledge

Year 1 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept continuity and change / significance	From visual clues ask questions about Seaside through time Understand some ways we find out about the past (Photographs of the seaside) Identify things that have changed or stayed the same between their own life and life at different times beyond living memory.	Sequence events within lifetime on a simple line. (Through pictures and stories told sequence events in significant person's life	Talk about why they (who or what) were important From visual clues ask questions about Seaside through time	
Year 2 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept continuity and change / significance	Observe and ask simple historical questions. Sequence the changes to the Seaside from Victorian Times to now Sequence artefacts / sources on a timeline. Identify things that have changed or stayed the same between their own life and life at different times beyond living memory. Use sources - observe and handle to answer questions about the past. <ul style="list-style-type: none"> Photographs, personal accounts, art work of the seaside 	Sequence events within lifetime on a simple line. (Through pictures and stories told sequence events in significant person's life	Talk about why they (who or what) were important and what changed/happened	Identify things that have changed or stayed the same between their own life and life at different times beyond living memory. Use sources - observe and handle to answer questions about the past.

Substantive Knowledge – Sequence of Learning

Year 3 and 4 Sticky Knowledge	To know when Prehistoric Britain was To know the different periods of the Stone Age	To know the things that stayed the same and the things that changed between stone age periods	Know how people in the early Stone Age people got food. <i>Was the Stone age man a simple hunter gatherer?</i>	To know about farmings in Neolithic period <i>How did farming change the way stone Age people lived?</i>	Know what life was like in a Neolithic settlement <i>Understand the significance of Skara Brae and how this helps our understanding of how Stone Age people live.</i>	Know how the Bronze Age changed how Humans lived Stonehenge	Know who the Celts where and why they used iron Understand that there were tribes in the Iron Age.	Assessment Diagnostic questions on KS2 Stone Age to Iron Age topic (keystagehistory.co.uk)
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Disciplinary Knowledge to be linked Substantive Knowledge

Year 3 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept Continuity and change	Begin to place dates and events on a timeline for the period being studied (first encounter of adding own dates) Use BC/ AD, years/ centuries relating to period studied	Can identify between and within periods: • Things that stayed the same (continuity) Things that changed (change)	Develop a line of enquiry into change and continuity using at least one of the general categories/historical focus) political, economic, social / cultural/technology/religious	
		Formulate and answer simple questions around: • The Stone Age to the Iron Age	Use one source of evidence for historical enquiry in order to gain a more accurate understanding	
Year 4 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept continuity and change	Place dates and events on a timeline for the period being studied and explain a key To know the past can be divided into periods	Can identify between and within periods: • Things that stayed the same (continuity) • Things that changed (change) Identify some main events from a period of history (add some relevant detail about them) and order them	Develop a line of enquiry into change and continuity using at least one of the general categories/historical focus) political, economic, social / cultural/technology/religious Year 4 have studied Romans previously so also: compare Stone Age / Iron Age to Romans to previous periods that have been studied - Include up to Romans in the continuity and change	
		Begin to formulate, with support, historically valid questions • The Stone Age to the Iron Age	Expose pupils to primary and secondary sources Use a range of sources/ evidence to build up a picture of the past	

Substantive Knowledge - Sequence of Learning										
Year 3 and 4 Sticky Knowledge	Know who the Anglo Saxons were and when they lived. 1	Know what caused the raid on Lindisfarne. 2	Know why there was constant conflict between Vikings and Anglo-Saxons. 3	Know why the Vikings frequently won battles with the Anglo-Saxons. 3	Know how parts of England changed under Viking rule. 4	Know the hierarchy of Vikings and how their lives are different to our own. 4	Know what a Viking home was like and how this had developed from the Stone Age and Iron Age. 5	Know how Edward the Confessor became the King of England. 6	Assessment: How did the Vikings try to take over Britain and how close did they get?	
Disciplinary Knowledge to be linked Substantive Knowledge										
Year 3 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept cause and consequence	Begin to place dates and events on a timeline for the period being studied Use BC/ AD, years/ centuries relating to period studied	Summarise what caused an event. Summarise the consequences of a key event Formulate simple questions -around: <ul style="list-style-type: none"> The Vikings Identify some main events from a period of history (add some relevant detail about them) and order them			Answer historical questions <ul style="list-style-type: none"> The Vikings Can identify between and within periods: <ul style="list-style-type: none"> Things that stayed the same (continuity) Things that changed (change) Use one source of evidence for historical enquiry in order to gain a more accurate understanding With support, evaluate the usefulness of different sources term 2		Answer historical questions With support, evaluate the usefulness of different sources term 2		Answer historical questions Use one source of evidence for historical enquiry in order to gain a more accurate understanding term 1 With support, evaluate the usefulness of different sources term 2	
Year 4 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key cause and consequence	Place dates and events on a timeline for the period being studied Identify some main events from a period of history (add some relevant detail about them) and order them	Summarise what caused an event. Summarise the consequences of a key event Begin to formulate, with support, historically valid questions <ul style="list-style-type: none"> The Vikings Identify some main events from a period of history (add some relevant detail about them) and order them			Answer historical questions <ul style="list-style-type: none"> The Vikings Begin to evaluate the usefulness of different sources term 2	Identify some main events from a period of history (add some relevant detail about them) and order them	Answer historical questions <ul style="list-style-type: none"> The Vikings Begin to evaluate the usefulness of different sources term 2	Identify some main events from a period of history (add some relevant detail about them) and order them Answer historical questions Begin to evaluate the usefulness of different sources term 2 Use various sources to piece together information about a period of history	Answer historical questions Use various sources to piece together information about a period of history	

Year 3 and 4 Cycle 2 - Were the Tudors really terrible?

Substantive Knowledge - Sequence of Learning

Year 3 and 4 Sticky Knowledge	To know who Henry IIIIV was and when he lived? To know about Tudor portraits	To know why Henry IIIIV broke with Rome?	To know who Henry IIIIVs wives were		To know how life was different at different levels of society in Tudor Britain	To know who Queen Elizabeth was and when she lived To know about Tudor portraits	To know about the Spanish Armada	To know how life was different in Tudor Britain and today Study of leisure time
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Disciplinary Knowledge to be linked Substantive Knowledge

Year 3 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept continuity and change	Place events of the Tudors on a time line in order with dates given Formulate simple questions	Use one source of evidence for historical enquiry in order to gain a more accurate understanding	Answer historical questions	With support, evaluate the usefulness of different sources	Use one source of evidence for historical enquiry in order to gain a more accurate understanding	Place events of the Tudors on a time line in order with dates given Formulate simple questions	Use one source of evidence for historical enquiry in order to gain a more accurate understanding	Introduce the concept of continuity and change Can identify between and within periods: • Things that stayed the same (continuity) • Things that changed (change)
Year 4 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept continuity and change	Place events of the Tudors on a time line in order with dates given and explain continuity and change within the period Identify things that stayed the same (continuity) and things that changed (change) Begin to formulate, with support, historically valid question	Expose pupils to primary and secondary sources Use a range of sources/ evidence to build up a picture of the past	Answer historical questions	Begin to evaluate the usefulness of different sources	Use various sources to piece together information about a period of history	Place events of the Tudors on a time line in order with dates given and explain continuity and change within the period Identify things that stayed the same (continuity) and things that changed (change) Begin to formulate, with support, historically valid	Use various sources to piece together information about a period of history	Can identify between and within periods: • Things that stayed the same (continuity) • Things that changed (change) Develop a line of enquiry into change and continuity using at least one of the general categories/historical focus) political, economic, social / cultural/technology/religious

Year 3 and 4 – Our Global Community

Substantive Knowledge - Sequence of Learning								
Year 3 and 4 Sticky Knowledge	To know what a slave is To know about the transatlantic slave trade.	How did the transatlantic slave trade begin? Know who Christopher Columbus was? trade	How have opinions of Columbus changed in light of new evidence Columbus - KQ5 - How have opinions of Columbus changed in the light of new evidence? - Keystage History	Know how Britain was involved in the slave trade Know about Sir Francis Drake	To know what the triangular trade was	To know who William Wilberforce was and when he was alive.	To know why William Wilberforce was important.	To know why we should remember William Wilberforce today.
Disciplinary Knowledge to be linked Substantive Knowledge								
Year 3 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept significance	Place key events from The Slave trade on a timeline with dates and discuss key concept of significance	Answer historical questions about: slavery and William Wilberforce. Formulate simple questions around: slavery	Use one source of evidence for historical enquiry in order to gain a more accurate understanding	Use one source of evidence for historical enquiry in order to gain a more accurate understanding	With support, evaluate the usefulness of different sources Understand why a period in history is seen as significant to Britain now?	Answer historical questions about: William Wilberforce. Formulate simple questions around William Wilberforce	Key concept significance Understand the significant contribution (insert historical person) made to society. Begin to identify why what they did (or what happened) was important and how it changed things for people.	Key concept significance Understand the significant contribution (insert historical person) made to society. Begin to identify why what they did (or what happened) was important and how it changed things for people.
Year 4 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept significance	Place key events from The Slave trade on a timeline with dates and explain key concept of significance of the slave trade	Begin to formulate, with support, historically valid questions Answer historical questions	Expose pupils to primary and secondary sources Use a range of sources/ evidence to build up a picture of the past	Expose pupils to primary and secondary sources Use a range of sources/ evidence to build up a picture of the past	Begin to evaluate the usefulness of different sources Understand why a period in history is seen as significant to Britain now?	Begin to formulate, with support, historically valid questions Answer historical questions	Understand the significant contribution (insert historical person) made to society. Begin to identify why what they did (or what happened) was important and how it changed things for people.	Understand the significant contribution (insert historical person) made to society. Begin to identify why what they did (or what happened) was important and how it changed things for people.

Year 3 and 4 – The Romans

Substantive Knowledge - Sequence of Learning

Year 3 and 4 Sticky Knowledge	To know when the Roman Empire began and when it ended. To know how the Roman Empire became so powerful Lesson: How did the Roman Empire become so powerful? Teacher Hub Oak National Academy (thenational.academy)	To know who Julius Caesar was Lesson: Who was Julius Caesar? Teacher Hub Oak National Academy (thenational.academy)	To know what Britain was like before the Romans Lesson: What was Britain like before the Romans? Teacher Hub Oak National Academy (thenational.academy)	To know how the Romans conquered Britain Lesson: How did the Romans conquer Britain? Teacher Hub Oak National Academy (thenational.academy)	To know why Boudicca, lead a revolt against the Romans Lesson: Why did Boudicca lead a revolt against the Romans? Teacher Hub Oak National Academy (thenational.academy)	To know about the impact of the Roman Empire. To know if what ways life in Britain remained the same after the invasion Lesson: How did the Romans change Britain? Teacher Hub Oak National Academy (thenational.academy)	What did the Romans believe Lesson: What did the Romans believe? Teacher Hub Oak National Academy (thenational.academy)	Assessment
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Disciplinary Knowledge to be linked Substantive Knowledge

Year 3 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept similarity and difference and significance	Place key events of The Romans on a timeline with dates Use BC/ AD, years/ centuries relating to period studied	Formulate simple questions around the Romans.	Formulate simple questions around the Romans. Place key events of The Romans on a timeline with dates and discuss key concept of similarity and difference	With support, use various sources to piece together information about a period of history and with support discuss links to a key concept With support, evaluate the usefulness of different sources	Understand why a period in history is seen as significant to Britain now	Use social, cultural, religious or ethnic diversity within a time period to show similarities and differences - religion	
Year 4 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept similarity and difference and significance	Place key events of The Romans on a timeline with dates Use BC/ AD, years/ centuries relating to period studied Use mathematical knowledge to work out how long ago events took place.	Begin to formulate, with support, historically valid questions	Begin to formulate, with support, historically valid questions Place key events of The Romans on a timeline with dates and explain key concept of similarity and difference	Expose pupils to primary and secondary sources Begin to evaluate the usefulness of different sources Use various sources to piece together information about a period of history	Understand why a period in history is seen as significant to Britain now	Use social, cultural, religious or ethnic diversity within a time period to show similarities and differences religion	

Substantive Knowledge - Sequence of Learning

Year 5 and 6 Sticky Knowledge	To know about the Treaty of Versailles	To know why Britain went to war in 1939	To know about evacuation	To know about the Blitz	To know about the home front	To know why it is hard to know what life was really like?	To know how the Second World War ended	Assessment opportunity Question: Was World War 2 inevitable? <i>Could be done after lesson 2</i>
Recap and Refresh In what other time periods did we study was there conflict?	To know about the rise of Hitler	To know what appeasement was			To know about rationing	To know about censorship and propaganda	What VE day was and what it was like	Assessment at end of unit:

Disciplinary Knowledge to be linked Substantive Knowledge

Year 5 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept cause and consequence and significance	Use relevant/ more complex dates e.g. 8 th May 1945 Place key events from current period of study on a time line, in relation to one other period of time. Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important. (assessed with the assessment question)	With support, formulate and answer historically valid questions related to cause and consequence Examine causes and results of great events and the impact on people and / or Britain (society, people, language, culture, government etc) both short and long term? <i>Begin to identify primary and secondary sources</i>	To understand the significance a person or event was on a local, national and international scale and why it would be considered significant drawing on two or more criteria	Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation
Year 6 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept cause and consequence and significance	Use relevant/ more complex dates timeline needs to be returned to during the topic Place current period of study on a time line in relation to other periods studied from years 1-6. Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important. Assessed with the assessment question)	Formulate and answer historically valid questions related to cause and consequence Examine causes and results of great events and the impact on people and / or Britain (society, people, language, culture, government etc) both short and long term? <i>Use sources of evidence to deduce information about the past</i> <i>Recognise primary and secondary sources</i>	To understand the significance a person or event was on a local, national and international scale and why it would be considered significant drawing on two or more criteria	Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation

Substantive Knowledge - Sequence of Learning

Year 5 and 6 Sticky Knowledge	To know key medical developments from 1800 to modern day	To know about Florence Nightingale and what she did To know the impact she had on a local, national and international scale	To know the significance of Florence Nightingale on life now	To know the societal differences in medical roles between Victorian Age and now	To know what medicines were used from investigating sources	To know how medicines have progressed from Victorian times to now	To know about the development of the NHS	Assessment: <i>How have Victorian' medical discoveries impacted life today?</i>
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Disciplinary Knowledge to be linked Substantive Knowledge

<p>Year 5 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept continuity and change</p>	<p>Use relevant/ more complex dates e.g. 8th May 1945</p> <p>Place key events from current period of study on a time line, in relation to one other period of time.</p> <p>Describe the main changes in a period in history and place them in the correct order</p> <p><i>With support, formulate historically valid questions related to the key concepts</i></p> <p>Look at continuity and change across a period of time</p>	<p>Begin to identify primary and secondary sources term 1, 3</p> <p>Compare accounts of events from different sources (linked to key concept <i>similarities and differences</i>) term 2 and 3</p>	<p>Answer historical questions in the following areas</p> <p>Medicine through time</p> <p>Begin to identify primary and secondary sources term 1, 3</p> <p>Compare accounts of events from different sources (linked to key concept <i>similarities and differences</i>) term 2 and 3</p>	<p>Begin to identify primary and secondary sources term 1, 3</p> <p>Compare accounts of events from different sources (linked to key concept <i>similarities and differences</i>) term 2 and 3</p>	<p>Look at continuity and change across a period of time</p> <p>Look at similarities and differences across a period of time</p> <p>Make comparisons within or across the two periods in relation to one of the 4 key concepts.</p> <p>Describe the main changes in a period in history and place them in the correct order</p>	<p>Place key events from current period of study on a time line, in relation to one other period of time.</p> <p><i>Answer historical questions in the following areas</i></p> <p>Medicine through time</p>	<p>Answer historical questions in the following areas</p> <p>Medicine through time</p> <p>Look at continuity and change across a period of time</p> <p>Look at similarities and differences across a period of time</p>
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<p>Year 6 Chronology including the four key concepts Asking Questions including the four key concepts Using sources including the four key concepts Key concept continuity and change</p>	<p>Use relevant/ more complex dates timeline needs to be returned to during the topic</p> <p>Place current period of study on a time line in relation to other periods studied from years 1-6.</p>	<p>Use sources of evidence to deduce information about the past term 1</p> <p>Recognise primary and secondary sources term 1</p> <p>Link a range of sources to make own conclusions to one or more of the key concepts term 2</p> <p>Understand that no single source of</p>	<p>Answer historical questions in the following areas</p> <p>Medicine through time</p> <p>Link a range of sources to make own conclusions to</p>	<p>Use sources of evidence to deduce information about the past term 1</p> <p>Recognise primary and secondary sources term 1</p> <p>Link a range of sources to make</p>	<p>Summarise the main events from a period of history, explaining the order of events and what happened</p> <p>Look at continuity and change across a period of time</p>	<p>Summarise the main events from a period of history, explaining the order of events and what happened</p> <p><i>Answer historical questions in the following areas</i></p> <p>Medicine through time</p>	<p>Use questions to challenge historical concepts in the following areas</p> <p>Medicine through time</p>
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continuity and change	Summarise the main events from a period of history. explaining the	evidence gives us the full answer to questions about the past term 2	one or more of the key concepts term 2	own conclusions to one or more of the key concepts term	Look at similarities and differences across a period of		
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Year 5 and 6 – The Marvellous Mayans

Substantive Knowledge - Sequence of Learning

<p>Year 5 and 6 Sticky Knowledge</p>	<p>To know who the Mayans were and when they lived</p>	<p>To know an overview of the Mayans main achievements from sources of evidence</p> <p>To know why the Mayan civilisation was so important at the time</p>	<p>To know why the Mayan empire was able to grow to be so important</p>	<p>To know what everyday life was like for the Mayan civilisation</p> <p>To know how we have found out what life was like for the Mayans</p>	<p>To know why the Mayans practiced human sacrifice</p>	<p>To know about the decline of the Mayan Empire</p>	
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Disciplinary Knowledge to be linked Substantive Knowledge

<p>Year 5</p> <p>Chronology including the four key concepts</p> <p>Asking Questions including the four key concepts</p> <p>Using sources including the four key concepts</p> <p>Key concept similarity and difference and cause and consequence</p>	<p>Chronology:</p> <p>Use of Sources</p>	<p>questions</p>	<p>Sources</p>			
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<p>Year 6</p> <p>Chronology including the four key concepts</p> <p>Asking Questions including the four key concepts</p> <p>Using sources including the four key concepts</p> <p>Key concept similarity and</p>	<p>Chronology</p> <p>Use of sources</p>						
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<p>difference and cause and consequence</p>							
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Year 5 / 6 – Crime and Punishment

Substantive Knowledge - Sequence of Learning

<p>Year 5 and 6 Sticky Knowledge</p>	<p>To know when medieval times was and place in context to what has been learnt in history prior</p>	<p>To know about crime and punishment in medieval times / middle ages</p> <p><i>How were criminals punished 800 years ago.</i></p>	<p>To know what the legend of Robin Hood tell us about medieval justice.</p>	<p>To know how crimes and punishments change between 1500 and 1750.</p>	<p>To know about the era of the bloody code in the 18th century</p>	<p>To know why so much change happen in the 19th century.</p>	<p>To know if the way we catch and punish criminals has improved that much in the last 100 years</p>	<p>Assessment</p> <p>Pupil respond to</p> <p>When was the best time to be a criminal?</p> <p>Pupils make a case for the best time to be a criminal and why?</p>
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Disciplinary Knowledge to be linked Substantive Knowledge


<p>Year 5</p> <p>Chronology including the four key concepts</p> <p>Asking Questions including the four key concepts</p> <p>Using sources including the four key concepts</p> <p>Key concept cause and consequence</p>	<p>Place key events of crime and punishment from 12th century to present day with more complex dates</p> <p>Place some key developments of crime and punishment on a timeline in relation to other periods studied in this period (The Tudors)</p>	<p>With support, formulate historically valid questions related to the key concept similarity and difference</p> <p>Answer historical questions</p>	<p>Begin to identify primary and secondary sources</p> <p>Compare accounts of events from different sources</p>	<p>Make comparisons across to periods studied in crime and punishment in terms of cause and consequence (key concept)</p> <p>Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.</p>	<p>Describe the main changes in Crime and Punishment in the last 1000 years</p> <p>Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation</p>
<p>Year 6</p> <p>Chronology including the four key concepts</p> <p>Asking Questions including the four key concepts</p> <p>Using sources including the four key concepts</p>	<p>Place key events of crime and punishment from the last 1000 years on a timeline using relevant and more complex dates</p> <p>Include some of the key periods studies over the past 1000 years on the timeline e.g. The Tudors</p>	<p>Formulate historically valid questions related to the key concepts in the following areas</p> <p>Use questions to challenge historical concepts</p>	<p>Recognise primary and secondary sources</p> <p>Use sources of evidence to deduce information about the past</p>	<p>Explain the timeline in term of and cause and consequence (key concept) over the period of time</p> <p>Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.</p>	<p>Summarise the main events in Crime and Punishment in the last 1000 years</p> <p>Link a range of sources to make own conclusions to one or more of the key concepts</p> <p>Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation</p>

cause and consequence

their explanation

Year 5 and 6 – Ancient Greece (some resources in Oak Academy)

Substantive Knowledge - Sequence of Learning

<p>Year 5 and 6 Sticky Knowledge</p>	<p>To know when the Ancient Greeks were alive and how they were organised</p> <p>Lesson: How was Ancient Greece organised? Teacher Hub Oak National Academy (thenational.academy)</p>	<p>To know about Athenian democracy</p> <p>Lesson: What was Athenian democracy? Teacher Hub Oak National Academy (thenational.academy)</p>	<p>To know what the Ancient Greeks believed in</p> <p>Lesson: What did the Ancient Greeks believe in? Teacher Hub Oak National Academy (thenational.academy)</p>	<p>To understand why Athens was so strong</p> <p>Lesson: Who won the Peloponnesian wars? Teacher Hub Oak National Academy (thenational.academy)</p> <p>Lesson: Why was Alexander so great? Teacher Hub Oak National Academy (thenational.academy)</p>	<p>To know what the Ancient Greeks believed in</p> <p>Lesson: What did the Ancient Greeks believe in? Teacher Hub Oak National Academy (thenational.academy)</p>	<p>To understand what we can learn about the Ancient Greeks from their interest in the theatre and festivals like the Olympics.</p> <p>Lesson: What was the Golden Age of Greece? Teacher Hub Oak National Academy (thenational.academy)</p>		<p>Assessment: What were the achievements of the Ancient Greeks</p> <p>Lesson: What were the great achievements of the Ancient Greeks? Teacher Hub Oak National Academy (thenational.academy)</p>
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Disciplinary Knowledge to be linked Substantive Knowledge

<p>Year 5</p> <p>Chronology including the four key concepts</p> <p>Asking Questions including the four key concepts</p> <p>Using sources including the four key concepts</p> <p>Key concept continuity and change and significance</p>	<p>Place key events during Ancient Greece with more complex dates</p> <p>Place some key events Ancient Greece and Ancient Egypt on a timeline</p>	<p>With support, formulate historically valid questions related to the key concepts.</p> <p>Answer historical questions in the following areas</p>	<p>Begin to identify primary and secondary sources</p> <p>Compare accounts of events from different sources</p> <p>With support, formulate historically valid questions related to the key concept similarity and difference</p>	<p>Can identify and explain key changed within and between periods of history</p> <p>To understand the event was on a local, national and international scale and why it would be considered significant drawing on two or more criteria</p>	
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<p>Year 6</p> <p>Chronology including the four key concepts</p> <p>Asking Questions including the four key concepts</p> <p>Using sources including the four key concepts</p> <p>Key concept continuity and change and significance</p>	<p>Place key events during Ancient Greece on a timeline choosing relevant and more complex dates</p> <p>Place some key events Ancient Greece in relation to Ancient Egypt on a timeline</p>	<p>Formulate historically valid questions related to the key concepts in the following areas</p> <p>Use questions to challenge historical concepts in the following areas</p>	<p>Recognise primary and secondary sources</p> <p>Link a range of sources to make own conclusions to one or more of the key concepts</p> <p>Formulate historically valid questions related to the key concepts in the following areas</p>	<p>Can identify and explain key changed within and between periods of history</p> <p>To understand the event was on a local, national and international scale and why it would be considered significant drawing on two or more criteria</p>	
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