

Dearham Primary School

Whole School subject planning – History

History of the British Isles								
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4		YEAR 4	Year 5	YEAR 6
Know about the Royal Family	Answer questions about their family and where they live	Locate London on a map of the British Isles	Locate the stone age on a timeline	Locate The Anglo Saxons, Vikings and Norman periods on a timeline	Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'	Identify, describe and sequence the events which occurred in Normandy and Sussex on October 13 th - 14 th 1066	Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was	Look at two different versions and say how the author may be attempting to persuade a viewpoint
Know who the Queen is and why she is important to our country	Understand about their family and where they live	Understand London as a City	Answer questions about the first inhabitants of Great Britain	Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever;	Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were;	Explain why William the Conqueror decided to invade and occupy England;	Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940	Describe a key event from Britain's past using a range of different sources
Compare our own family to other families including the royal family	Compare differences between themselves and their grandparents lives	Order the events of the Great Fire of London	Find out about Archaeologists and why they are so valuable	Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed;	Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread;	Recognise, describe, locate, compare and contrast and suggest reasons for the features of a typical Norman Motte and Bailey castle	Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant	Identify and explain their understanding of propaganda
Understand simple vocabulary- family, parents, grandparents	Find out what a Monarch is	Use sources to find out about Samuel Peeps	Ask questions about the Stone Age	To find out about life styles in Britain	Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain;	Explain how and why the design of Norman castles began to change after William gained control over most of England	Suggest who there may be different interpretations of an event	Pose and ask their own historical questions
Understand where we live- England/ Great Britain	Investigate Castles	Begin to ask their own questions	Use a range of sources to research Stone Age Early shelters	Investigate significant individuals during the stone age	Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment;	Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.		
Answer simple questions about our families and where we live	Identify and compare monarchs- Queen Elizabeth I and Queen Victoria	Find out about farming during Victorian times	Explain why Beatrix Potter is a significant figure during Victoria times	Compare and contrast people living in Britain at	Identify and describe the distribution of			

			<p>the beginning/end of the stone age</p> <p>Local History Study- The Romans- Maryport a Roman Port 'trade'</p>	<p>the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns;</p> <p>Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan;</p> <p>Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been;</p> <p>Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits for ordinary people</p>	<p>those areas of Britain settled by Viking Norsemen;</p> <p>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed;</p> <p>Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;</p> <p>Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgement as to whether he is justifiably 'great' and justify their decision;</p> <p>Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.</p>	<p>Describe and explain some of the different purposes of Norman castles</p> <p>Describe and explain why it was so difficult for the Anglo Saxons to successfully attack a Norman castle;</p> <p>Identify, locate, describe and explain the different parts of a Norman castle keep;</p> <p>Recognise and explain how the lives of children in Norman England were very different depending on the section of society to which they belonged – nobility and commoners;</p> <p>Explain and reach a judgement as to why the remains of Norman castles in modern Britain attract millions of visitors and tourists a year.</p>	
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				<p>compared with those of lords and noblemen;</p> <p>Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out;</p> <p>Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.</p>			
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History of the Wider World								
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4		YEAR 5	YEAR 6	
UTW Understand where we live- England/ great Britain Use vocabulary like: past, before, after, far away,	Find out about a Great Explorer Recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later Recount some interesting facts from an historical event Use vocabulary like: aviation, photograph, artefact, brave, significant, aeroplane, investigate, mechanical, timeline, inventions, detective	Identify the lives of significant individuals- Amelia Earhart Order significant events on a timeline. Use vocabulary like: aviation, photograph, artefact, brave, significant, aeroplane, investigate, mechanical, timeline, inventions, detective	Recognise that Britain has been invaded by several different groups over time Understand the term 'trade' Recognise that invaders in the past would have fought fiercely, using hand to hand combat. Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences	Locate The Anglo Saxons, Vikings and Norman periods on a timeline Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever; Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the emperor may have expressed;	Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings' Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were; Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain;	Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like Identify, describe and provide reasons to explain the occupations of modern Maya people Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning Understand through explanation the purpose of the ancient Maya city of Chichen Itza Describe the system of terraced farming used by the Maya in	Order key events chronologically during a period of history. Discuss the terms trade, empire and civilisation Explore the effects of Alexander the Great's empire on different people Make comparisons between life in Athens and Sparta Discuss how democracy worked in Athens. Debate about life in Athens and Sparta Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions Reach a conclusion and make a judgement regarding whether the story of the Trojan Horse is fact, legend or myth and justify their decision Review and evaluate the historical evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgement as to its	Identify, locate and describe the region of Egypt. Refer to primary evidence to identify and describe the wonders of the pyramids as to their purpose, justifying their reasoning Understand through explanation the purpose of the Ancient Egyptians Through research and using a range of evidence understand the Pharaohs and explain why they were significant to Ancient Egypt Infer using reasoning and informed judgment the purpose of a range of ancient Egypt artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines, jewellery, gold figures and ornaments – justifying their conclusions

				<p>disadvantages of living in this way compared with occupying the existing towns;</p> <p>Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan;</p> <p>Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been;</p> <p>Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen;</p> <p>Identify and describe the</p>	<p>suggest reasons for the similarities and differences observed;</p> <p>Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;</p> <p>Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision;</p> <p>Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.</p>	<p>mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away</p> <p>Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions</p> <p>Explain the social and religious importance of the Maya ball game pok-a-tok</p> <p>Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions.</p>	<p>reliability and trustworthiness</p> <p>Summarize how Britain has had a major influence on world history.</p>	
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Historical Concepts- Chronological Understanding						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Past & present:</p> <p>Begin to make sense of their own life story & family's history.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past – home, school, transport</p>	<p>Put up to three objects in chronological order (recent history)</p> <p>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Use the words 'past' and 'present' correctly?</p> <p>Use a range of appropriate words and phrases to describe the past?</p> <p>Tell me about things that happened when they were little</p> <p>Recognise that a story that is read to them may have happened a long time ago</p> <p>Know that some objects belonged to the past</p> <p>Retell a familiar story set in the past</p> <p>Explain how they have changed</p>	<p>Can place the Great Fire of London on a timeline.</p> <p>Describe events from the past using dates when things happened</p> <p>Understands that female equality hasn't always existed</p> <p>Order significant events on a timeline- Amelia Earhart.</p> <p>Sequence a set of events in chronological order and give reasons for their order?</p> <p>Use words and phrases like: Chronological order, era, period</p>	<p>Describe events from the past using dates when things happened</p> <p>Describe events and periods using the words: ancient and century</p> <p>Use a timeline within a specific time in history to set out the order things may have happened</p> <p>Use mathematical knowledge to work out how long ago events have happened</p> <p>Set out on a timeline, within a given period, what special events took place</p>	<p>Plot recent history on a timeline using centuries</p> <p>Place periods of history on timelines showing periods of time</p> <p>Use mathematical skills to round up time differences into centuries and decades</p> <p>Describe events and periods using the words BC, AD and decade</p>	<p>Use dates and historical language in their work</p> <p>Draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived etc...</p> <p>Use mathematical skills to work out exact time scales and differences as need be</p>	<p>Say where a period of history fits on a timeline</p> <p>Place a specific event on a timeline by decade</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p> <p>Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p> <p>Summarize the main events</p>

	since they were born					
Historical Enquiry						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

<p>Use pictures, stories, artefacts and accounts from the past explaining similarities & differences.</p> <p>Investigate our local area</p>	<p>Ask and answer questions about old and new objects</p> <p>Recognise (spot) old and new things in a picture</p> <p>Answer questions using a artefact/ photograph provided?</p> <p>Give a plausible explanation about what an object was used for in the past</p> <p>Answer questions using a range of artefacts/ photographs provided</p> <p>Find out more about a famous person from the past and carry out some research on him or her</p>	<p>Ask and answer questions about significant people and places</p> <p>Investigate the Lake District and how it has changed over time,</p> <p>Find out who Beatrix Potter was and how she is significant to Cumbria</p> <p>Investigate castles such as Wray Castle,</p> <p>Understand how Farming has changed over time</p> <p>Understand the importance of Amelia Earhart</p> <p>Know how she helped shape the history of aviation</p>	<p>Recognise the part of archaeologists have had in helping us understand more about what happened in the past</p> <p>Use various sources of evidence to answer questions</p> <p>Use various sources to piece together information about a period of History</p> <p>Can research a specific event from the past</p> <p>Can use their informative finding skills in their writing</p> <p>Can research similarities and differences between periods of History</p>	<p>Research two versions of an event and say how they are different</p> <p>Give more than one reason to support an historical argument</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p> <p>Independently or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>	<p>Test out a hypothesis in order to answer a question</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>Research the life of one person who has had an influence on our life today</p> <p>Investigate Dearham and how it has changed over time</p>	<p>Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</p> <p>Describe a key event from Britain's past using a range of evidence from different sources</p> <p>Suggest why there may be different interpretations of events</p> <p>Pose and answer their own historical questions</p> <p>Can suggest why certain events, people and changes might be more significant than others</p>
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Historical concepts- Knowledge and Interpretation

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Tell us about your family- parents, grandparents	Can they use words and phrases like: 'before I was born', 'when I was younger'?	Investigate the life of Beatrix Potter	Recognise that Britain has been invaded by several different groups over time	Can explain how events from the past have helped shape our lives	Make comparisons between periods of history, explaining things that have changed and things which have stayed the same	Can summarise the main events from a specific periods in history, explaining the order in which key events happened
Understand that things happened before we were here		Build knowledge and understanding of events, people and changes in the past.		Recognise how lives in the past are different from ours	Appreciate that significant events in history have helped shape the country we have today	
Understand that parents and grandparents were children once	Tell us about an important historical event that happened in the past Explain differences between past and present in their life and that of other children from a different time in history Know who will succeed the queen and how the succession works	Learn how to ask questions. Listen to other people's opinions. Sequence events on a timeline. Understand why certain people acted as they did in history Recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later. Recount some interesting facts from an historical event.	Recognise that invaders in the past would have fought fiercely, using hand to hand combat. Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences Suggest why certain events happened as they did in history Suggest why certain people acted as they did in history	Know that people who lived in the past and cooked and travelled used different weapons from ours Recognise that the lives of wealthy people were very different from those of poor people Appreciate that items found belonging to the past help us to build up an accurate picture of how people lived in the past	Describe historical events from the different periods they are studying Begin to appreciate that how we make decisions has been through parliament for some time Appreciate that significant events in history have helped shape the country we have today	Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently Summarize how Britain has had a major influence on world history Describe features of historical events and people they have studied Recognise and describe differences and similarities/ changes and continuity between different periods of history Suggest relationships between the causes in history

Other themes/ celebrations throughout the school year

Black History Month,

Guy Fawkes,

Remembrance Day,

Armistices Day,

Christmas,

Shrove Tuesday,

Ash Wednesday,

VE Day,

Queens Jubilee