

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
<p>Know about the Royal Family</p> <p>Know who the Queen is and why she is important to our country</p> <p>Compare our own family to other families including the royal family</p> <p>Understand simple vocabulary- family, parents, grandparents</p> <p>Understand where we live- England/ Great Britain</p> <p>Answer simple questions about our families and where we live</p>	<p>Answer questions about their family and where they live</p> <p>Understand about their family and where they live</p> <p>Compare differences between themselves and their grand- parents lives</p> <p>Find out what a Monarch is</p> <p>Investigate Castles</p> <p>Identify and compare monarchs- Queen Elizabeth I and Queen Victoria</p>	<p>Locate London on a map of the British Isles</p> <p>Understand London as a City</p> <p>Order the events of the Great Fire of London</p> <p>Use sources to find out about Samuel Peeps</p> <p>Begin to ask their own questions</p> <p>Explain why Beatrix Potter is a significant figure during Victoria times</p> <p>Find out about farming during Victorian times</p> <p>Local area- historical study looking at how the Lake District has changed over time</p>	<p>Locate the stone age on a timeline</p> <p>Answer questions about the first inhabitants of Great Britain</p> <p>Find out about Archaeologists and why they are so valuable</p> <p>Ask questions about the Stone Age</p> <p>Use a range of sources to research Stone Age Early shelters</p> <p>To find out about life styles in Britain</p> <p>Investigate significant individuals during the stone age</p> <p>Compare and contrast people living in Britain at</p>	<p>Locate The Anglo Saxons, Vikings and Noman periods on a timeline</p> <p>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;</p> <p>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;</p> <p>Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that</p>	<p>Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'</p> <p>Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were;</p> <p>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;</p> <p>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;</p> <p>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment;</p> <p>Identify and describe the distribution of</p>	<p>Identify, describe and sequence the events which occurred in Normandy and Sussex on October 13<sup>th</sup> - 14<sup>th</sup> 1066</p> <p>Explain why William the Conqueror decided to invade and occupy England;</p> <p>Recognise, describe, locate, compare and contrast and suggest reasons for the features of a typical Norman Motte and Bailey castle</p> <p>Explain how and why the design of Norman castles began to change after William gained control over most of England</p>	<p>Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1400 and reach a judgment about how serious that threat was</p> <p>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</p> <p>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</p> <p>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.</p>	<p>Look at two different versions and say how the author may be attempting to persuade a viewpoint</p> <p>Describe a key event from Britain's past using a range of different sources</p> <p>Identify and explain their understanding of propaganda</p> <p>Suggest who there may be different interpretations of an event</p> <p>Pose and ask their own historical questions</p>

			<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; 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 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>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; 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; 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>	
--	--	--	---	---	---	---	--

				<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>				
--	--	--	--	---	--	--	--	--

History of the Wider World								
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4		YEAR 5		YEAR 6
<p>UTW</p> <p>Understand where we live- England/ great Britain</p> <p>Use vocabulary like: past, before, after, far away,</p>	<p>Find out about a Great Explorer</p> <p>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</p> <p>Recount some interesting facts from an historical event</p> <p>Use vocabulary like: aviation, photograph, artefact, long ago, similar, different, inventions, survive, brave</p>	<p>Identify the lives of significant individuals- Amelia Earhart</p> <p>Order significant events on a timeline.</p> <p>Use vocabulary like: aviation, photograph, artefact, brave, significant, aeroplane, investigate, mechanical, timeline, inventions, detective</p> <p>Can find out something about the past by talking to an older person</p> <p>Can answer questions by using a specific source such as an information book</p> <p>Can research the life of a famous non-Briton from the past using different resources to help them</p>	<p>Recognise that Britain has been invaded by several different groups over time</p> <p>Understand the term 'trade'</p> <p>Recognise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>Suggest why certain events happened as they did in history</p>	<p>Locate The Anglo Saxons, Vikings and Noman periods on a timeline</p> <p>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;</p> <p>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;</p> <p>Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and</p>	<p>Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'</p> <p>Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were;</p> <p>Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made</p> <p>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;</p> <p>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment;</p> <p>Identify and describe the distribution of those areas of Britain settled by Viking Norsemen; Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and</p>	<p>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</p> <p>Identify, describe and provide reasons to explain the occupations of modern Maya people</p> <p>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</p> <p>Understand through explanation the purpose of the ancient Maya city of Chichen Itza</p> <p>Describe the system of terraced farming used by the Maya in</p>	<p>Order key events chronologically during a period of history.</p> <p>Discuss the terms trade, empire and civilisation</p> <p>Explore the effects of Alexander the Great's empire on different people</p> <p>Make comparisons between life in Athens and Sparta</p> <p>Discuss how democracy worked in Athens.</p> <p>Debate about life in Athens and Sparta</p> <p>Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece</p> <p>Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions</p> <p>Reach a conclusion and make a judgement regarding whether the story of the Trojan Horse is fact, legend or myth and justify their decision</p> <p>Review and evaluate the historical evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgement as to its</p>	<p>Identify, locate and describe the region of Egypt.</p> <p>Refer to primary evidence to identify and describe the wonders of the pyramids as to their purpose, justifying their reasoning</p> <p>Understand through explanation the purpose of the Ancient Egyptians</p> <p>Through research and using a range of evidence understand the Pharaohs and explain why they were significant to Ancient Egypt</p> <p>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>

				<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>	
--	--	--	--	---	---	--	---	--

				<p>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>				
--	--	--	--	---	--	--	--	--

Historical Concepts- Chronological Understanding						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Past &amp; present:</p> <p>Begin to make sense of their own life story &amp; 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					
<b>Historical Enquiry</b>						
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 &amp; 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, resent 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>
---	--	---	--	--	--	--

**Historical concepts- Knowledge and Interpretation**

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

**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**