**History**

**Intent:**

A high-quality history education will allow children to gain a clear understanding of the past and how it has shaped the world we live in today. Children will explore Britain’s past, key historical figures and the importance of significant discoveries. Our children will become critical thinkers, who are able to discuss and develop their own perspective on a range of historical events. The history curriculum will inspire curiosity, providing children with the opportunity to immerse themselves in their learning.

**Aims:**

Our aims ensure that children:

* Gain a chronological understanding of events from early civilisations to the present day.
* Identify the historical impact of events and how it has shaped the way we live today.
* Understand how the past was different from the present and that people of other times and places may have had different values and attitudes.
* Discuss and evaluate historical sources.
* Gain an understanding of key historical figures and their role in the past.
* Use their growing knowledge to compare and contrast different time periods.

**Unit Planner**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aspect** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Historical concept- Chronology** | Use common words to describe the passing of time e.g. before, yesterday, after, a long time agoSequence events or objects in chronological order | Extend their chronological vocabulary using words and phrases like recently, century, when my parents were children, decadePut people, events and objects on a simple timeline | Know that the past can be divided into periods and sequence these on a timelineUse dates when discussing time | Order key events within a period on a timelineUnderstand more complex vocabulary e.g. BC, AD (or BCE, CE), 20th century | Know and sequence events and changes within a periodDevelop a sense of duration by comparing periods | Create timelines demonstrating an understanding of period, change and significant eventsDemonstrate a sense of period |
| **Historical skills - enquiry** | Ask and answer questions about the past using simple sources of information | Use a source and ask why, what, how, where, who to find answersStart to discuss the usefulness of sources | Combine a range of sources to find out about a periodObserve small details in sourcesAsk questions of sourcesSelect and record information to answer questions | Use a range of evidence to build up a picture of a past eventChoose relevant material to present a picture of an aspect of life in a periodInfer from sources | Distinguish between primary and secondary sourcesUse evidence to build up a picture of life in a time studiedDevelop an understanding of the reliability of sources  | Bring knowledge gathered from various sources together in a fluent accountUse a range of sources to explore an aspect of time past, identify omissions and seek to fill these gaps |
| **Historical skills - interpretation** | Identify different ways in which the past is represented  | Compare pictures and photographs of people or events in the past | Compare different versions or the same event/ story | Give reasons why different versions of the past may exist | Consider the reliability of interpretations and evaluate their usefulnessLink sources and consider how conclusions were arrived at | Reach a balanced conclusion based on an evaluation of different interpretationsConsider ways of checking the accuracy of interpretations |
| **Historical concepts - Continuity and change** | Identify some changes between then and now Know some things that stay the same | Describe some historical changes  | Make links between main events, situations and changes within and across periods | Give some reasons with evidence of why changes occurred | Identify and explain change and continuity within and across periods | Analyse change for type, extent and speed and use more precise vocabulary e.g. slow, gentle, progress |
| **Historical concepts - Cause and consequence** | Recognise why people did things and why events happened | Understand what a consequence is and give examples | Identify the consequences of events, situations and changes | Give reasons for the cause and consequences of events, situations and changes | Draw contrasts and spot trends when exploring cause and consequence | Analyse the reasons for, and the results of, historical events, situations and changes |
| **Historical concepts - Similarity and difference** | Identify similarities and differences between then and now | Make some simple observations about similarities and differences within a period e.g. rich and poor | Compare different ways of life within a period | Give reasons for similarities and differences within a period | Understand and explain people’s diverse experiences within a period | Draw contrasts and spot trends across periods when exploring similarities and differences |
| **Historical concepts - Significance** | Know why someone or something was important | Understand the term ‘significant’ and give some examples | Identify significant people and events within a period | Understand what makes something significant e.g. affecting lots of people, leading to other events | Understand how significance can develop over a longer period of time | Compare the significance of events, people and developments in their context with their significance in the present day |

**Progression of Units**

|  |  |
| --- | --- |
| Year | Units |
| 1 | ToysBocking Old and NewKings and Queens |
| 2 | The Great Fire of LondonHolidays Getting Around (Transport) |
| 3 | Ancient EgyptStone Age to Iron AgeRomans in Britain |
| 4 | Saxons and VikingsNormansTudors |
| 5 | VictoriansWorld War IIMayans |
| 6 | Ancient GreeceMaking Modern BritainLocal History |

**Progression of Knowledge**

|  |  |
| --- | --- |
| Unit | Knowledge |
| Toys | * To know some differences between toys past and present
* To recognise what ‘old’ and ‘new’ look like and find evidence of this
* To know that toys constantly change but some things stay the same
* To know how children’s lives have changed over the last 150 years
* To understand how developments in technology have influenced children’s toys
 |
| Bocking Old and New | * To know some differences between Bocking past and present
* To recognise what ‘old’ and ‘new’ look like and find evidence of this
* To know that a place is constantly changing but some things stay the same
* To know about what the church and the windmill tell us about Bocking in the past
* To know some significant changes in the lives of Bocking residents over the last 150 years
 |
| Kings and Queens | * To know what kings and queens are and how their roles have changed
* To know how people become a king or queen
* To know some similarities and differences between British kings and queens
* To know about a particularly significant king/queen and what made them important
* To know about a famous event (the coronation of Elizabeth II) and understand how we know this
 |
| The Great Fire of London | * To know some details about life in London at the time of the fire
* To know how and when the Great Fire of London started and what happened during the fire
* To understand how we know about the Great Fire of London
* To know the effect of the fire on London and its inhabitants
* To know about the rebuilding of London and understand how an event can lead to lasting change
 |
| Holidays | * To understand why people in the past did not take holidays
* To know what a seaside holiday was like in the past
* To know how seaside holidays have changed
* To know why seaside holidays have changed
* To understand the historical developments that have enabled modern holidays to be so varied
 |
| Getting Around (Transport) | * To understand that methods of transport have changed throughout history and why this is
* To know how cars, aeroplanes, trains and bicycles have changed over time and why this is
* To know how changes in transport affected people’s lives
* To know how transport changed Bocking and Braintree
 |
| Ancient Egypt | * To know when the Egyptian period was and how long it lasted
* To understand the social class structure (Pharaohs – slaves) and the differences between ‘free’ Egyptians and slaves
* To know how the Nile River played an important role in shaping the lives and society of Ancient Egypt
* To know how the Egyptians invented and used simple machines
* To know about the Egyptian belief system and The Book of the Dead
* To know how mummification, tombs, pyramids and hieroglyphics have given us evidence about Egyptians
 |
| Stone age to iron age | * To understand the chronology and differences between stone age, bronze age and iron age
* To know how the first hunter gatherers became farmers
* To know how the people in these ages lived and how this changed over time (Skara brae & hill forts)
* To know the beliefs of the earliest people and how we know about this through the monuments they left behind
* To know how art developed during this period
* To know how the earliest tools were made and what this enabled people to do
 |
| Romans in Britain | * To know what the Roman Empire was, how far it spread and when it existed
* To know about the Roman invasion of Britain
* To know what life was like for a Roman soldier and why the Roman army was successful
* To know who Boudicca was and what she did
* To know about life in Roman Colchester
* To understand ways in which the Romans changed Britain (roads/transport, writing, language and numbers)
* To know why the Romans left Britain
 |
| Saxons and Viking | * To know about the succession of peoples who invaded Britain after the fall of the Roman Empire
* To know about Anglo Saxon settlements and everyday life
* To know how the Sutton Hoo ship burial has given us evidence about Saxons
* To know who the Vikings were and what they did (warriors, explorers, traders)
* To know about Vikings settlements and everyday life
* To know about the conflict between Saxons and Vikings and the role of Alfred the Great
 |
| Normans | * To know who the Normans were and when they ruled Britain
* To know what happened at the Battle of Hastings in 1066 and how the Bayeux Tapestry gives us evidence of this
* To know who William the Conquer was and how he used castles to control Britain
* To know about the feudal system and how it worked
* To know about the Domesday Book and why it was written
* To understand the lasting legacy of Norman rule in Britain
 |
| Tudors  | * To know how the Tudor dynasty began at the Battle of Bosworth
* To know about the Tudor kings and queens and the differences between them
* To know what life was like for rich people at the court and poor Tudors
* To know what the Reformation was and its impact on Britain
* To know about achievement of Tudor explorers and their impact
* To know about the Elizabethan theatre and William Shakespeare
 |
| Victorians | * To know who Queen Victoria and the Victorians were and when they lived
* To know about the significant inventions during the Victorian period and the impact they had
* To know about the Industrial Revolution and its impact on society
* To know about migration from countryside to towns and the effects of this
* To know what life was like for rich, poor and middle class Victorian children
* To know about the British Empire and its effects
 |
| World War II | * To know when WW2 occurred and why it started
* To know about Adolf Hitler, the Nazi Party and their views
* To know about evacuation and the effects of this on children
* To know about daily life in WW2 Britain (including the Blitz)
* To know about Winston Churchill and why he was important
* To know what happened in the Battle of Britain and why it was important
* To know how WW2 ended
* To know how we remember past conflicts and why this is important
 |
| Mayans | * To know who the Mayans were and know when and where they lived
* To know how religious beliefs were important to the Mayans (inc. sacrifice)
* To know how mathematics was important to the Mayans
* To know how Mayans designed and built their cities
* To know how Mayans became expert farmers
* To understand that the Mayan civilisation declined but historians still do not know the reasons for this
 |
| Ancient Greece | * To know who the Ancient Greeks were and where and when they lived
* To know how Greece started as lots of City States who fought with each other but who joined together in the end
* To know that the Greeks believed in Gods and Goddesses and that they told myths about Greek heroes
* To understand the main ideas of Greek culture and how these are still important today *architecture, art, sport (Olympic games), law (equality), politics (democracy), maths, theatre*
 |
| Making Modern Britain(1945-2000) | * To know how Britain has become more multicultural and the impact this has had on society
* To know about the establishment of the Welfare State and the National Health Service
* To know how social attitudes have changed in this period- e.g. gender/race etc.
* To know about the development of popular culture, how this reflected the social attitudes, and how this became important- e.g. music/fashion/art
* To understand the impact of key technological advances on everyday life e.g. TV, the internet, automation
 |
| Local history  | * To know how we find out about local history e.g. oral history, documents, buildings, street/place/road names.
* To use the local museum to explore the history of the local area
* To collect, record and interpret oral history to answer questions about the past
* To be able to compare old and new in Braintree by exploring similarities and differences between sources and the present day
* To understand the importance of textile manufacturing to Braintree
* To know some of the key figures in local history and understand why they are significant e.g. the Courtaulds, John Ray and the Crittalls
 |