Grange Moor Primary School

**History Overview 2023 - 2024**

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| **CLASS** | **TOPIC ONE** | **TOPIC TWO** | **TOPIC THREE** |
| **C1 (Y1)** | **Panic on Pudding Lane! The Great Fire of London****Substantive knowledge*** Know that the Great Fire started over 500 years ago.
* Know what London may have looked like at the time of the Great Fire.
* Be able to identify how the fire started and where; know who Thomas Farriner was.
* Know about the conditions (weather: wind, materials used in housing, proximity of buildings) that enabled the fire to spread so quickly.
* How residents tried to stop the fire using firebreaks.
* Understand how the fire was eventually brought under control.
* Know who Samuel Pepys was and why his diaries were so important in understanding about the Great Fire of London.
* Have an awareness of how a major fire would be brought under control in present times and how this contrasts with firefighting during the Great Fire of London.

**Substantive vocabulary**London city Pudding Lane Bakers Fire firebreak firefight fire-hook buildings St Paul’s Cathederal Samuel Pepys King Charles II | **Nurturing Nurses****Substantive knowledge*** Know that nursing has been a profession for a relatively short amount of time (around 170 years)
* Understand what ‘nurse’ and ‘nursing’ means and what the role entails in modern Britain.
* Know that the Crimean War was a significant event in world history and in the development of nursing.
* From pictures and other secondary sources, understand what conditions for soldiers would have been like and what sort of injuries they could get from the weapons of the time.
* Understand what conditions might have been like in a military hospital during the Crimean War.
* Know who Mary Seacole was, where she was born and why she moved to Britain.
* Understand why she wasn’t allowed to join other nurses treating soldiers and what she did as a result.
* Understand how Mary Seacole looked after wounded soldiers on the battlefield and what the ‘British Hotel’ she set up was like.
* Know that Florence Nightingale was instrumental in making conditions cleaner for patients and why she was known as ‘The Lady With the Lamp’
* Know that Florence Nightingale set up the Nightingale Training School for nurses in 1860.
* Know who Edith Cavell was, where she was born, how she became a nurse and what she did during the First World War.
* Understand why she was sentenced to death.

**Substantive vocabulary**Nursing profession nurture patient Crimean War event conditions military hospital medical treat treatment medicine battlefield British Hotel | **British History: Travel and Transport****Substantive knowledge*** Understand the terms travel and transport and be able to identify and name modes of travel and transport that are used in the present.
* Be able to talk about how they have travelled to different places both locally, nationally and internationally.
* know that travel and transport has developed and changed considerably over time.
* Know that changes in travel and transport have had a significant impact of many aspects of people’s lives.
* Know that cars, aeroplanes, buses and trains are relatively modern inventions.
* Order some pictures of boats and ships in chronological order, giving reasons for choices.
* Know that the Vikings travelled across the sea to invade Britain, using longboats as the form of travel.
* Understand how the design of the longboat assisted Viking journeys and how they would help in battle.
* Know how many years ago the car was invented and how this sits on a timeline.
* Know that Cugnots’ steam driven carriage was invented in 1770 and make comparisons between this and a modern day car.
* Make comparisons between the Benz Motorwagon (1885) and a modern day car.
* Make comparisons between the Baker Electric Car and a modern day car.
* Study and make comparisons looking at the Ford Model T, Austin 7, Volkswagen Beetle, Mini, a modern family car and a Tesla electric car.
* Make comparisons between George Stephenson’s Rocket and a modern train (eg Javelin trains on HS1)
* Know about the impact of the railways when they were first introduced and how they changed people’s lives.
* Order a set of pictures / photographs of trains chronologically.
* Understand how steam trains worked using a range of different sources eg clips from The Railway Children
* Understand the changes that have happened in the interior of train carriages over the years.
* Know the story of Icarus and how mankind has always had a fascination with flying.
* Know about man’s early attempts to fly [Man's Early Flight Attempts - YouTube](https://www.youtube.com/watch?v=gN-ZktmjIfE)
* Know about the Montgolfier brothers and their invention of the hot air balloon in 1783.
* Know who the Wright Brothers were and the story of their first flight.
* Order photographs and pictures of aeroplanes chronologically.
* Compare past planes with modern planes today.
* Know about the importance of Concorde and trans-Atlantic travel.

**Substantive vocabulary**Travel transport modes Vikings longboat car vehicle steam petrol carriage trains railways flight aeroplane  |
| **C2 (Y2,Y3,Y4)** | **Roamin’ Romans!****Substantive knowledge*** Know the legend / myth of Romulus and Remus of how Rome was formed in 750BC.
* Understand that the Roman Empire expanded over time and that it was split into an eastern and western empire.
* Understand which modern day areas of Europe, Africa and Asia were under Roman control.
* Know what daily life was like in Britain before the Romans invaded (The Celts)
* Know when the Romans invaded Britain and why (1st raid 55BC, 2nd 54BC, invasion – AD43)
* Understand why the Roman Army was so effective and how it was organised.
* Recognise the characteristics of Roman buildings and how towns were planned; know what a mosaic was.
* Understand why road building was so important to the Romans.
* Know what life was like for ordinary citizens living in a Roman town.
* Who Boudica was and why the Iceni tribe would not accept Roman rule.
* Understand why some British tribes accepted Roman rule.
* Know about the importance of Hadrian’s Wall to the Romans.
* How the Roman era ended in Britain.

**Substantive vocabulary**Legend myth BC AD empire emperor army legion chariot mosaic citizen aqueduct amphitheatre temple villa Boudica Iceni  | **Pain, Pus and Blood: The History of Medicine and Disease****Substantive knowledge*** Know about the medical practices of some prehistoric civilisations
* Know how prehistoric man may have treated ailments such as headaches and broken bones.
* Understand how these compared and contrasted with the later and more advanced Ancient Egyptian civilisations.
* Understand the work of the Ancient Greek physicians Hippocrates and Galen and how they influenced medicine and the theory of diseases.
* Understand that the Romans placed great importance on fitness, health and cleanliness and make comparisons with other civilisations studied.
* Know that in Medieval Britain religion and prayer were considered important to keeping healthy.
* Understand the term epidemic and how the Black Plague was able to spread across the country.
* Know that people had different methods and ways of attempting to cure the disease.
* Understand what is meant by the term ‘folk cures’ during Tudor times.
* Understand the developments and medical advances that happened during the Victorian age including the development of vaccines, anaesthetic and antiseptics.
* Recap knowledge learned during the KS1 topic on Nurturing Nurses

**Substantive vocabulary**Medical medicine practices treatment Ancient civilisation Hippocrates Galen influence medieval epidemic plague folk cure vaccine anaesthetic antiseptic  | **Who Let the Gods Out! Ancient Greece****Substantive vocabulary*** Know the geographical location of the Ancient Greek civilisation by looking at maps; knowing which modern-day countries were incorporated into the empire.
* Know that ancient Greece was organised into different city states and the differences in life experiences for children and adults living in Athens compared to Sparta.
* Know that there was often conflict between these states but that they would join together to defend against a common enemy
* Understand how the empire changed under the rule of King Philip II and Alexander the Great.
* Know about the Trojan War and that although it is a myth there is some historical truth behind it.
* Understand that the Ancient Greeks believed in many gods and goddesses and that they represented certain aspects of humanity and life.
* Know who the 12 most important gods were and where they lived (Mount Olympus)
* Know when the Olympic Games were first held and the events that took place, comparing this to modern day Olympic Games.
* Understand the inequality in the Games with women having fewer freedoms in Ancient Greek society.
* Have an understanding of the birth of democracy in Ancient Greek society and how the legacy of democracy exists in many parts of the world.
* Know about how food was grown and produced in Ancient Greek times

**Substantive vocabulary**Legend myth BC AD empire civilisation Athens Sparta City-state conflict Gods Goddesses Olympia Olympic Games humanity inequality freedom democracy  |
| **C3 (Y4,Y5,Y6)** | **The Shang Dynasty****Substantive knowledge*** Where and when the Shang lived.
* The importance of the Yellow River and Anyang (Henan Province) in early Chinese civilisation.
* The important events that during the Shang Dynasty era.
* How the dynasty expanded its territory an moved its capital city on several occasions.
* How Shang society was organised into the upper class and the lower class and the differences between them
* How the Shang week and year differs with our modern calendar.
* Who the Shang worshipped and why they offered human sacrifices.
* Know about Fu Hao (Lady Hao), her importance, status, wealth and lifestyle and what was found in her tomb.
* The significance of oracle bones and what this tells us about ancestor worship.
* Understand why the Shang Dynasty declined and the emergence of the Chou Dynasty.

**Substantive vocabulary**Dynasty civilisation Yellow River Anyang (Henan province) Emperor territory society classes hierarchy artefacts oracle bones jade sacrifice slaves slavery  | **Sandbags and Sirens: World War Two****Substantive knowledge*** Where WWII fits on the 20th Century and wider historical timeline.
* Know how and why WWII began and what the key events were in the war.
* What the Battle of Britain was and when it begun.
* How the Battle of Britain panned out and how it ended including how it boosted morale in the country.
* Understand what The Blitz was and the impact it had on the lives of people in London; the impact of London being bombed for 57 consecutive nights and during daytime.
* Understand what happened during an air raid, how people protected themselves and what it was like living under threat of an air raid.
* Know why and where children were evacuated and what life was like for an evacuee (Goodnight Mr. Tom film / book?)
* Understand what rationing was and why people were encouraged to ‘Dig for Victory’ and ‘Make Do and Mend’.
* Understand the role that women played in Britain during WWII and the roles and jobs they took on.
* Know how WWII eventually ended and what the impact was on Britain after it ended.

**Substantive vocabulary**Conflict morale Blitz impact air-raid threat bombardment protection evacuate evacuation evacuee  | **Journeys: Migration to the UK****resources:** [**https://www.history.org.uk/primary/resource/9985/scheme-of-work-journeys-the-story-of-migration)**](https://www.history.org.uk/primary/resource/9985/scheme-of-work-journeys-the-story-of-migration%29)**Substantive knowledge*** Have an understanding of what migration is, why migrants came to Britain, what their experiences were like and the impact of migration.
* Understand the factors behind migration such as persecution, famine and war.
* Know what pushed and pulled has migrants to come to the Britain since 1950 (job opportunities, EU expansion, mother country)
* Look in more depth at migrants from one particular country or geographical area who have well established communities in the UK.
* Revisit and recap the reason behind the Roman, Saxon and Viking invasions and settlement in Britain (LKS2 units) – what can pupils remember about why these particular groups settled in Britain?
* Know who the ‘Ivory Bangle Lady’ was and what this tells us about cosmopolitan York in the 4th Century.
* Know about the archaeological evidence and profiling that identified where she migrated to York from.
* Know about the lives of Jewish settlers in England in the Middle Ages over a 200 year period.
* Understand that Jewish settlers were initially welcomed and had important jobs and trades in communities.
* Know that the experience of Jewish settlers changed and got steadily worse, looking at the massacre of the Jews of York in 1190 as a prime example.
* Know about the ‘Black Tudors’ and the diverse African community that lived in England in Tudor times.
* Understand the above through looking at the stories of John Blanke, Diego and Jacques Francis.
* Know about the French Huguenots and German Palatines and why their experiences in Britain differed so greatly.
* Case study: Brick Lane, London.
* Understand the changes to the area that have been shaped by immigration over the last 500 years.
* Case study: look at the stories of two migrants to Britain from Olaudah Equiano, Walter Tull, Claudia Jones, Dr. Barnado, Jayaben Desai.
* Case study: Look at a particular cuisine that is well established in Britain as a result of migration (involve Spiced Mango restaurant, Middlestown)
* Understand how migration has influenced the music we listen to – pick two from: calypso, ska, reggae, Two-Tone, Dance music, Irish Folk, British Asian.
* Understand the terms racism and discrimination and how this looks in present day Britain.
* Know about the Battle of Cable Street (1936) and how communities came together to fight against the British Union of Fascists.

**Substantive vocabulary**Migrant migration immigrant persecution famine opportunity settlement cosmopolitan Jewish Huguenots Palatines influence racism discrimination  |

**Disciplinary Knowledge and Vocabulary**

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|  | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **HISTORICAL ENQUIRY** | Use information to describe similarities and differences between the past and now. Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past. Begin to appreciate the validity of sources e.g. memories might not always be reliable. | Use various tools to research such as books and the internet to find information about the past. Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person’s interpretation might not be the same as another person’s interpretation.Understand the difference between primary and secondary sources. | Identify how artefacts can be used to tell us about periods of History. Distinguish between different sources representing the same period of time. Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.  | Identify how artefacts can be used to tell us about periods of History. Use a range of different sources to piece together understanding about key events or periods of time in history. | Use a range of different sources to piece together understanding about key events or periods of time in history. Be able to use historical sources to find similarities and differences between two or more periods studied | Compare accounts of events from different perspectives and question authenticity based on the origin of the source.Understand the term propaganda and how it can influence people’s opinions of a real-life event. Be able to use historical sources to find similarities and differences between two or more periods studied |
| **HISTORICAL SOURCES** | Look at artefacts from the past and use them to try and ask and answer questions about the past. Know what a number of older objects were used for and organise these artefacts by age.Know how to ask and answer questions about old and new objects Know how to spot old and new things in a picture | Use artefacts to ask questions about the past (who, what, why, where, when). Know what artefacts in the past may have been used for. Use a wide range of information to answer questions about the past. | Use a range of sources to find out about a period in history. Suggest sources of evidence, from a selection provided, to help answer questions to present findings. Select and record information relevant to the study. | Use a range of sources to find out about a period in history. Suggest sources of evidence to help answer questions. Give reasons why there may be different accounts of history. | Confidently use the library and the internet for research. Give clear reasons why there may be different accounts of history. Select reliable sources of information to answer questions. Understand that some evidence is opinion or misinformation and this affects interpretations of history | Bring knowledge gathering from several sources together in a fluent account. Select the most appropriate sources of evidence. Understand that some evidence is propaganda and this affects interpretation of history. |
| **CHRONOLOGY** | Understand the difference between things that happened in the past and the presentDescribe things that happened to themselves and other people in the past.Order a set of events or objectsUse a timeline to place important eventsUse words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young | Understand and use the words past and present when telling others about an event. Recount changes in my own life over time.Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.Use a timeline to place important events. | Sequence periods of British History previously studied on a timeline and know where historical eras being studied over the course of the year fit within this timeline. Sequence events of a specific period of history, explaining the order of events and what happened. Work out mathematically how long ago an era or event was.Describe events using the words *ancient* and *century.*Understand *BC*, *AD* and *decade* | Sequence periods of British History previously studied on a timeline and know where historical eras being studied over the course of the year fit within this timeline. Sequence events of a specific period of history, explaining the order of events and what happened.Plot recent history on a timeline using centuries. | Sequence periods of British History previously studied on a timeline and know where historical eras being studied over the course of the year fit within this timeline. Sequence events of a specific period of history, explaining the order of events and what happened.Draw a timeline with different periods of time outlined showing key information. Use dates and historical language in their work. | Sequence periods of British History previously studied on a timeline and know where historical eras being studied over the course of the year fit within this timeline. Sequence events of a specific period of history, explaining the order of events and what happened. Use mathematical skills to work out time scales and differences eg how long before the Victorians was the Tudor era? |
| **VOCABULARY** | nownextoldnewagopast (EYFS vocabulary)When I was littleA long time agoBefore I was bornthen/noweventexplainsourcepredictevidencefamouscelebratesequencerecentremembersame/different | When I was youngerpast/Presentchronological orderearlierlaterlocal areaWhen my grandparents were youngresearchtimelinehistorical eventartefactsimilaritiesdifferences | BC/AD decade ancient century period Brits settlers settlement invaders/invasion conquer(ed) combat archaeologists excavate evidenceinformation finding skills Historianhistorical | recent historytime difference shape our lives religious differences wealthy / poor items accurate picture of the past version historical argument point of view | comparison role of Britain Christian values crime punishment hypothesisinfluence | societies summarise major influence world history civilizations changes/ continuity persuade viewpoint propagandasignificantinterpretations |