

History	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning and length of topic	'Past and Present' ELG is integrated into the thematic approach taken in EYFS. There are no recommended timings as to how long children should spend on the ELG.	Each unit should take 12 sessions 1 afternoon = 2 sessions 6 full afternoons in total Planning to be taken from Key Stage History unless specified. Can be taught at any point in the year unless specified.	Each unit should take 12 sessions 1 afternoon = 2 sessions 6 full afternoons in total Planning to be taken from Key Stage History unless specified. Can be taught at any point in the year unless specified.	Each unit should take 12 sessions 1 afternoon = 2 sessions 6 full afternoons in total Planning to be taken from Key Stage History unless specified. Can be taught at any point in the year unless specified.	Each unit should take 12 sessions 1 afternoon = 2 sessions 6 full afternoons in total Planning to be taken from Key Stage History unless specified. Can be taught at any point in the year unless specified.	Each unit should take 12 sessions 1 afternoon = 2 sessions 6 full afternoons in total Planning to be taken from Key Stage History unless specified. Can be taught at any point in the year unless specified.	Each unit should take 12 sessions 1 afternoon = 2 sessions 6 full afternoons in total Planning to be taken from Key Stage History unless specified. Can be taught at any point in the year unless specified.
Historical theme/time period.	The themes covered in EYFS annually are; All About Me! People who Help Us Traditional Tales Amazing Animals Marvellous Minibeasts Pirates/ Oh I do like to be beside the seaside	Toys Through Time (Autumn) Additional planning ideas from ILP - Memory Box Significant Women - Amy Johnson, Grace Darling, Mary Seacole. (KeyStage History)Spend 2 afternoons on each.	Local Study - Remembrance (Historical Association) Additional planning ideas from ILP - Fallen Fields Local History connections. Great Fire of London (Key Stage History. Additional information can be found on Historical Association)	Taught first - Ancient Egyptians and other Ancient Civilizations (Key Stage History) Stone Age to Iron Age (Key Stage History)	Taught First - The Roman Empire in Britain (Key Stage History) The effects of Anglo-Saxon, Viking and Scots settlement in Britain (History Association) Follow the enquiry questions of History Association but useful resources on Key Stage History.	Taught first -Introduction to early civilisation (History Association) This is to be taught prior to Ancient Greeks (Key Stage History) Local History Unit - Our Nelson.	Beyond Face Value (Key Stage History) Early Islam/Baghdad c.900 (Key Stage History)
Disciplinary Knowledge	Plotting Coverage of Historical Skills. ➡ light touch ➡ ➡ Some ➡ ➡ ➡ Depth						
Understanding characteristic ideas, beliefs, attitudes, diversity.	History falls into the EYFS strand of 'Understanding the World'. There are 3 main areas of study within this strand. These being: Personal experiences Diverse world Widening vocabulary. In terms of early History teaching these could be delivered in the following ways: Personal experiences - Significant events in the child's life. Develop from baby to now. Diverse world -		Remembrance ➡ ➡ ➡	Stone age and Iron Age ➡ ➡ Ancient Egypt Belief in the afterlife ➡ ➡ ➡	Saxons ➡ Stereo-typical view of Vikings ➡ ➡	Role of women, religion. Olympics, democracy. ➡ ➡ ➡	Islam ➡ ➡
Understanding similarity and difference, continuity and change.		How did things change for Amy after her famous flight? ➡ ➡ What were our grandparents' toys like and how do we know? ➡	How shall we rebuild London? ➡ ➡	Changes from Stone Age to Iron Age ➡ ➡ ➡	Impact of Romans on Celtic life ➡ ➡ How much continued after the Romans? ➡ ➡ Changing relations with Saxons ➡ ➡	Nelson - changing landscape ➡ ➡ ➡	Changes after Prophet Mohammad's death ➡ ➡ ➡ Beyond Face Value ➡ ➡ ➡
Understand significance		Significant Women ➡ ➡ ➡	Significance of remembrance day ➡ ➡ ➡		Greatest legacy of the Romans? ➡ ➡ ➡ Was Alfred really great? ➡ ➡ ➡ What were key turning points in the struggle of Saxons with Vikings? ➡ ➡ ➡	Nelson ➡ Greatest achievements ➡ ➡	Islam legacy ➡ ➡ ➡ Beyond Face Value ➡ ➡ ➡

Identify and describe reasons for, and results of , events, situations and changes.	By introducing children to the richness of the world we are sowing early seeds for 'characteristic ideas' and making connections. Widening Vocabulary - will happen naturally through day to day encounters. However, specific terms relating to personal experience and the passing of time are integrated into planning.	Why did Grace do what she did? ➤ ➤	How can we work out why the Great Fire started? ➤ ➤ ➤	Building of Stonehenge ➤ ➤	Reasons for Claudius' invasion ➤ ➤ ➤ ➤ Push or pull: why did they settle? ➤ ➤ ➤	Nelson ➤ ➤ Why was Athens successful at Marathon? ➤ ➤ ➤	How did Islamic civilization spread so far and so quickly? ➤ ➤ ➤
Discern how and why contrasting arguments and interpretations of the past have been constructed.		Are all versions of Grace's story the same? ➤ ➤ ➤	Could more have been done to stop the Fire? ➤ ➤	Why Stonehenge was built ➤ ➤ ➤	Views of Boudicca ➤ ➤ ➤ Was Alfred really great? Raiders of traders? ➤ ➤ ➤ ➤ ➤		
Make connections, draw contrasts, analyse trends.		Make connections between our town and remembrance. ➤ ➤	Compare Britain with Egypt ➤ ➤ ➤ Egypt Howard Carter ➤ ➤ ➤	Where did the Saxons settle? ➤ ➤ ➤ ➤ ➤ How can we work out where the Vikings settled? ➤ ➤ ➤	Legacy to different societies ➤ ➤ ➤	Compares of Islamic civilization compared to Saxon England. ➤ ➤ ➤ Beyond Face Value ➤ ➤ ➤	
Understand how evidence is used to make historical claims (includes evaluation)		How do we know these toys are old? ➤ ➤ ➤	What were the trenches like? ➤ ➤ ➤ What actually happened during the Great Fire and how can we know for sure 350 years later? ➤ ➤ ➤ ➤ ➤	How can we know what life was like at Skara Brae? ➤ ➤ ➤	Is this another Roman villa? Who was buried at Sutton Hoo? ➤ ➤ ➤ ➤ ➤ How do we know they were settlers? ➤ ➤ ➤ ➤ ➤	Nelson ➤ ➤ ➤ ➤ ➤ Why is it so difficult to know about Ancient Greek women? ➤ ➤ ➤ ➤ ➤	How can we know what life was like in the Golden Age? ➤ ➤ ➤ ➤ ➤ Beyond Face Value ➤ ➤ ➤ ➤ ➤
Create own structured accounts including written narratives and analyses.		Newspaper article Fact sheet	Recount of process of mummification Instructions	Explanation of reasons for Claudius' actions/expansion of the Roman Empire. Saxons - report Vikings - discursive report, analysis.	Ancient Greece - report, explanation.	Islam Letter in the mantle of the expert, debate. Evacuation - balanced argument.	
CHRONOLOGY	Runs through ALL topics						
Substantive Knowledge		Know about: <ul style="list-style-type: none"> Changes within living memory The lives of significant individuals in the past who have contributed to national and international achievements 	Know about: <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality 	Know about: <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The achievements of the earliest civilizations (Ancient Egypt) 	Know about: <ul style="list-style-type: none"> The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	Know about: <ul style="list-style-type: none"> A local history study Ancient Greece – a study of Greek life and achievements and their influence on the western world 	Know about: <ul style="list-style-type: none"> A non-European society that provides contrasts with British history (early Islamic Civilisations) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Disciplinary Knowledge		How to: <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Find out about the past and identify different ways in which it is represented. 	How to: <ul style="list-style-type: none"> Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources 				

Cultural Capital Opportunities.	<ul style="list-style-type: none"> • Visit to Little Lancashire Village. • Visit to school from grandparents etc to talk about their childhood. 	<ul style="list-style-type: none"> • Visit Blackburn Toy Museum • Set up a toy museum and invite parents to visit. (Lesson 6) • Host a simple debate - which lady should be remembered the most? 	<ul style="list-style-type: none"> • Visit local Cenotaph • Invite someone in from the Salvation Army. 	<ul style="list-style-type: none"> • Visit the Egyptian collection at the Manchester University museum. 	<ul style="list-style-type: none"> • Visit to Ribchester museum • Invite in the Viking man 	<ul style="list-style-type: none"> • Visit to Gawthorpe hall. • Stage an Ancient Greek olympics. 	<ul style="list-style-type: none"> •
Vocab	<p>now next old new ago past This list can be added to.</p>	<p>TOYS old modern living memory different similar Museum</p> <p>SIGNIFICANT WOMEN. famous significant achievement discriminate/tion There will be specific vocabulary related to each person - Grace Darling - cobble, heroine Amy Johnson - aviation, pilot Mary Seacole - Crimea, prejudice.</p>	<p>REMEMBRANCE cenotaph trench memorial wreath Armistice Day historical event</p> <p>GREAT FIRE OF LONDON Cathedral Diary Evidence Pitch/Tar Plaque Squirts Thatch Warehouse</p>	<p>ANCIENT EGYPTIANS. archaeologist pharaohs hieroglyphs sarcophagus papyrus evidence Egyptologist</p> <p>STONE AGE TO IRON AGE artefact Barrow Forge Henge Mesolithic. Neolithic Paleolithic Prehistoric</p>	<p>THE ROMAN EMPIRE IN BRITAIN invasion/invade emperor/empire centurion Britannia Conquer/conquest Frontier Rebellion Trade Villa</p> <p>ANGLO-SAXONS AND VIKINGS invade settle evidence ANGLO SAXONS archaeologist kingdoms runes</p> <p>VIKINGS Danelaw longhouse longship</p>	<p>LOCAL HISTORY census primary evidence (E.g the census - it was made at the time) secondary evidence (e.g Books about Nelson, canals etc - these were produced afterwards) ,</p> <p>ANCIENT GREECE AND OTHER CIVILISATIONS Acropolis Agora City state Democracy Helot Hoplite Ostrakon Polis</p>	<p>BEYOND FACE VALUE Censorship Propaganda Iconic censorship internal clues image fake news.</p> <p>EARLY ISLAM/BAGHDAD c900. merchant, Islam/Islamic, legacy, Empire, trade, Golden Age, AD (Anno Domini).</p>

How we assess in History.

We want to assess the progress children make within and across a topic/s .

To enable this a spider diagram will be completed at the start of the themed learning where the child/ren record what they already know about this. This is recorded in their book.

This same spider diagram is revisited at the end of learning sequence and further annotated with what the child/ren knows/can do.

In addition a distance 'long term memory 'task will be delivered and assessed as per the Key Stage History Units. These will be done in the back of the History book approximately 2-3 weeks after completing the unit of work. There are some units that do not have these assessment tasks ready done, I shall write these.

Upon completion of the distance task, a simple grid will capture how well children's outcomes.

These 2 tasks, alongside evidence in books and pupil conversations, will form the evidence base for standards in History across school.