



HISTORY: LONG TERM PLAN - SIMPLE OVERVIEW

Autumn One

Year Four

Roman Empire

Year Five

Wars of the Roses - Local history

Spring One

Year One

Monarchs - Lives of significant individuals

Year Four

Pontefract Castle - Local history

Year Five

Ancient Greece

Year Six

How our town developed - Local history

Summer One

Year One

Our Victorian school - Local history

Year Two

South Elmsall through the years - Local history

Year Three

Ancient Egypt

Year Four

World War II - Aspect of Britain since 1066

Autumn Two

Year Two

Black British history - Lives of significant individuals

Year Three

Stone Age to Iron Age

Year Six

Vikings & Anglo-Saxons

Spring Two

Year One

Transport - Changes within living memory

Year Two

The first flight - Changes beyond living memory

Year Three

Industries - Local history

Year Six

Early Islamic civilisations - non-European study

Summer Two

Year Five

Benin - Non-European study



HISTORY: LONG TERM PLAN - FIRST ORDER CONCEPTS

Technological Advancements

EYFS

Children will understand that current inventions/technology haven't always existed.

KS1

When studying Transport children learn about the progression and advancements of vehicles such as cars, trains and boats, and how they changed society along the way. This is built upon with a more in-depth look at aviation history in the First Flight. A chronological understanding of technological milestones is considered when they look at the life of Queen Elizabeth II in the Monarchy unit.

LKS2

In the Stone Age to Iron Age topic, children learn about technological developments in terms of the use of stone then bronze then iron to make tools and weapons. In the Industries unit of work children further understand the Industrial Revolution and how that was enabled by developments in machinery and other factors.

UKS2

When learning about How Our Town Developed further consideration is given to the role of technological advancements in the closure of the collieries, and they will look at trends in data to consider what the future may hold. In their work on Early Islamic Civilisations children will learn about the impact they had on areas such as coffee, perfumery, algebra and architecture.

Invasions & Settlements

EYFS

Children will learn explore stories of people moving to settle in other areas/countries.

KS1

Through their work on Black British History and the slave trade, children will begin to gain an initial understanding of the concept of countries forcefully taking control of people from other countries, although the focus of this topic lies elsewhere.

LKS2

It is in their work on the Roman Empire where children start to understand the reasons why people from one country would want to take control (by force) of another country (or part of) with the intention of settling there. Children consider invasions from different perspectives and discuss the long-term impacts on the culture and traditions of a country as a result of settlers from another country.

UKS2

In their work on Vikings & Anglo-Saxons children's chronological understanding of people arriving in the UK is developed as they learn about new raiders, invaders and settlers and what the features of these events were, as well as long-term impact.

When learning about Benin children consider the role of the UK in invading other countries as they form an understanding of the empire, imperialism and the Commonwealth. References are made back to work in KS1 on Black British History.

Kingdoms, Empires & Power

EYFS

Children will know that our country is ruled by King Charles III.

KS1

In the topic of Monarchy children learn about some of the kings and queens of the United Kingdom, that the not every country is a monarchy and how their power is used in our country.

LKS2

In the topics on Ancient Egypt and the Roman Empire children will learn about how past societies organised themselves and how they tried to grow their spread of their power. From a more local perspective, children learn about the desperation of rulers to cling to the power when studying Pontefract Castle.

UKS2

In their work on Ancient Greece children develop their understanding of societies organising themselves by looking at democratic systems and the roles of different members of society. The spread of power and organising into kingdoms is looked at in Vikings & Anglo Saxons.

The desperation to cling on to power is further developed in work on the Wars of the Roses. How the UK has historically sought to spread its power globally and grow its empire is looked at in work on the kingdom of Benin.

Trade, Employment & Economics

EYFS

Children will understand the idea of buying, selling and working to earn money.

KS1

In their work on Transport children begin to understand the development of different vehicles contributed to people and goods being better able to be moved around, and that this can create jobs and facilitate trading. The study of South Elmsall through the Years builds upon this by linking the development of the railways to changes in the local area.

LKS2

When studying Industries children further explore the impact of the railway network in the area, and consider how important coal mining was to local people to earn money. The idea of exports is touched upon when looking at the Roman Empire when looking at their motivations for invading.

UKS2

In How our Town Developed children further explore the history of employment within the local area by extending their knowledge to further consider the impact of the closure of the collieries, as well as looking at the new employment opportunities, such as the NEXT warehouse. In Vikings & Anglo-Saxons children also look at how they traded when looking at the findings from the Coppergate excavations.

Inequality

EYFS

Children will explore true stories of people not being treated equally and fairly.

KS1

Black British History is a great opportunity for children to learn about the lives of significant individuals and how they have suffered from and overcome inequality, prejudice and discrimination, with a focus on race.

LKS2

When studying World War Two children will learn about the causes of the conflict and the persecution of Jewish people. Children will also understand the contributions of a diverse range of people from across the Commonwealth to the Allied war effort.

UKS2

In their work on Ancient Greece children will recognise that whilst it is known as the birthplace of democracy, in this civilisation women and others weren't necessarily treated equally.

When studying Benin, pupils will learn to challenge perceptions about people and places from the past and present, and how this can lead to inequality. They will understand that these perceptions often arise from societies have been documented and presented by people in the past who may not have had an informed and unbiased perspective.

Our Local Area

EYFS

Children will be able to name and recognise key historical landmarks in the local area.

KS1

In Our Victorian School children learn about the history of their local environment through a study on the very real concept to them of the school building and how education has changed. The work in South Elmsall through the Years explores this further by learning about some key historical events and changes in their village.

LKS2

The history of South Elmsall is developed further in the topic of Industries by learning about some more key developments as well as a more in-depth focus on coal mining and the role of the railway. Studying Pontefract Castle is an opportunity for children to learn about nationally significant and interesting events that happened in the area.

UKS2

In How Our Town Developed children explore the railways and coal mining in more detail, but also start to look at the impact of other developments like the NEXT warehouse and the role of HS2.

Studying Wars of the Roses gives children another chance to learn about and visit the location of events and places of real historical importance and interest.



HISTORY: LONG TERM PLAN - SECOND ORDER CONCEPTS

Cause

EYFS

Children talk about important historical events and ask children to think about why they happened and what led up to them.

KS1

In their work on Transport children focus the learning in their topic on seaside resorts which began to grow in popularity during the Victorian era. The cause of this was the introduction of the railways, which made it easier and more affordable for people to travel to the coast for holidays. Prior to this, only the wealthy could afford to travel long distances for leisure.

LKS2

In their work on WWII, children consider why the war occurred and emerged, focusing on the aggression of Nazi Germany under the leadership of Adolf Hitler. Attention is paid to the invasion of Poland in 1939 and the failure of international efforts to prevent German aggression.

UKS2

Children seek to provide to a considered, informed answer to the question: What caused The Wars of the Roses? They will reference a combination of factors including disputes over the succession to the English throne, competition for power and influence, and tensions between the houses of York and Lancaster.

Consequence

EYFS

Children understand that actions have consequences, and can name some examples.

KS1

In their work on Our Victorian School, pupils consider the consequences of the 1880 Education Act which made school attendance compulsory. Children assess the benefits of regular school attendance and why the passing of this law was so important.

LKS2

In their work on Pontefract Castle, children consider the consequences for the town of having the castle situated there. How did it affect them? Why did they bring it to ruin?

Industries gives children an opportunity to explore the consequences of the historic openings of a train line and a colliery for local area. How did it change the town?

UKS2

In Benin, understanding of consequence will focus on the impact of colonisation by European powers which led to the exploitation of the kingdom's resources and people, and had a profound impact on the region's history and development.

When studying Vikings & Anglo-Saxons children will recognise that their invasions had a profound impact on British society and culture, such as long-term consequences related to language, social structure, architecture, trade and religion.

Change & Continuity

EYFS

Children are asked to talk about changes that have happened in their own lives, such as moving house or starting school, and to reflect on how these changes have affected them.

KS1

In their work on Monarchs, children consider the nature and type of changes to daily life over the reign of Queen Elizabeth II, with a focus on technology. For example, what would it be like to live in a world with no internet? How did people watch her coronation? They also consider which aspects of life have remained largely unchanged.

LKS2

In their work on Stone Age to Iron Age children see that humans transitioned from using stone tools to those made of metal, which greatly increased their ability to farm and build permanent settlements. This led to the development of complex societies with social hierarchies and specialized jobs. There were, however, aspects of continuity such as the reliance on agriculture as a means of subsistence.

UKS2

When exploring How Our Town Developed, children consider the nature and type of change that has occurred within the locality, specifically in reference to employment and the connection of the town nationally whilst still retaining its cultural heritage.

Similarity & Difference

EYFS

Children will learn to compare and contrast the experiences of different people living at the same time, in both historical and modern contexts.

KS1

South Elmsall through the Years provides an opportunity for children to compare the similarities and differences between the lives of rich and poor people in different time periods, from Victorian times to the modern day. Areas to focus on are access to education, leisure and healthcare, as well as looking at housing conditions and social norms for children of their age.

LKS2

When studying Ancient Egypt, children compare the similarities and differences of daily life between the rich and the poor and explore the generalisation that 'servants and slaves' weren't treated fairly. Comparisons are made generally between differences between the rich and poor in today's society, and how daily life compares.

UKS2

In their work on Ancient Greece, children compare the similarities and differences between the experiences of men and women in Ancient Greece, and explore the generalisation that 'women weren't treated as equals'. Other marginalised groups are also compared and links are made to similar treatment of groups in modern society.

Historical Significance

EYFS

Children will understand that some events are significant and well-known, and some events are significant but limited in their reach.

KS1

In the First Flight, children explore the ascribed historical significance of the achievement of the Wright Brothers. Why was it so important? Using the relatively untold story of Bill Frost, children begin to explore the idea of 'historical silence'.

Black British History will give pupils a further chance to explore 'historical silence' through the recently untold story of Arthur Wharton. They will understand the ascribed significance given to national and global pioneers who fought injustice.

LKS2

When studying the Roman Empire children will understand that the introduction of new ideas and technologies, as well as the building of roads, aqueducts and buildings, has left behind a lasting legacy that can still be seen and felt today, and explains why this period of time is ascribed so much significance in the history of Britain.

UKS2

In the unit on Early Islamic Civilisations children will recognise that they are ascribed such significant historical importance due to their noteworthy contributions to various fields such as science, medicine, mathematics, and philosophy.



HISTORY: PROGRESSION OF SKILLS

Chronological Understanding

EYFS

- Talk briefly about past events at home e.g. 'yesterday'
- They use past, present and future forms accurately when talking about events.
- Talk about brief differences in the past. For example, they can find out about the childhood of their grandparents

KSI

- Begin to have an awareness of time and understand that time passes in years.
- Place events onto a timeline.
- Start to put events and people in order relating to time.
- Begin to have an awareness of past and future
- Understand the difference between events that happened in the distant past e.g. The Great Fire of London and events that happened in the recent past e.g. A family party at the weekend.

LKS2

- Understand that a timeline can be divided into BC and AD.
- Use a timeline to place historical events in chronological order using dates.
- Describe eras and order significant events from the period studied.
- Place certain eras on a timeline showing understanding of BC and AD.
- Identifying the main changes within the period of History.
- Chronological understanding is focused within the period studied.
- Ordering events within and across periods.

UKS2

- Identify and describe change and continuity within and across historical periods.
- Begin to understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term time scales

Historical Enquiry & Interpretation

EYFS

- Identify similarities and differences.
- Know that information can be retrieved from books, the internet and people.
- Begin to ask and answer 'how' and 'why' questions in response to stories or events

KSI

- Compare small details from a range of artefacts, photographs and facts.
- Sort artefacts, photographs and facts using the terminology "then" "now" 'new' and 'old'
- Use a range of sources to find out about a period to describe differences between then and now.
- Be aware of other peoples' (and key individuals) opinions and values.
- Ask questions about how they are similar or different to each other.
- Express thoughts and feelings about different people and events in the past.
- Using stories to encourage children to distinguish between fact and fiction.

LKS2

- Recognise the difference between primary and secondary sources.
- Understand that there is often not a single answer to historical questions.
- Explore alternative points of view in history and compare different versions of the same story.
- Begin to suggest sources to answer questions.
- Use guided eLearning and begin to research independently.

UKS2

- Use a range of primary and secondary sources to build up a picture of the past and evaluate their usefulness.
- Understand that some sources of evidence are more reliable than others.
- Check the reliability of different sources of evidence by cross referencing.
- Understand different ways the past has been represented and why there are different versions of the past.
- Understand the limitations of eLearning.
- Suggest and use relevant sources to select appropriate evidence to answer questions.

Range & Depth of Historical Knowledge

EYFS

- Recall and recount significant past and present events of their own lives and think about how things have changed within their lifetime

KSI

- Recall and recount events from before their living memory and discuss past and present events in their lives, and the lives of others.
- Recount and understand the main events from a significant time in history.
- Talk about why some things might be different in the past.
- Look at evidence to explain reasons why people in the past may have acted as they did.

LKS2

- Understand some of the main events, people and changes during the time period studied.
- Describe features of past societies and periods, and offer a reasonable explanation for some of these.
- Use evidence to describe lives of people and communities from the past, and compare this with our life today.
- Describe similarities and differences between people, events and artefacts studied across periods.
- Begin to identify the causes and consequences of people's actions.
- Describe how some events of the past influence life today

UKS2

- Begin to examine the wider causes and consequences of significant historical events, and the impact this had on others.
- Examine the wider short and long term causes and consequences of significant historical events, and the impact this had on others.
- Compare an aspect of life with the same aspect in another time period e.g. economic, religious, social, cultural, political and military.
- Find out about beliefs, behaviours and characteristics of people, recognising that not everybody shared the same views, and compare these with that of another period.



Monarchs

The lives of significant individuals

SKILLS

- Place events onto a timeline.
- Starting to put events and people in order relating to time.
- Beginning to have an awareness of past and future
- Sort artefacts, photographs and facts using the terminology “then” “now” ‘new’ and ‘old’.
- Ask questions about how they are similar or different to each other.
- Express thoughts and feelings about different people and events in the past.
- To recount and understand the main events from a significant time in history.
- Talk about why some things might be different in the past.

KNOWLEDGE

- Know that Queen Elizabeth II ruled for 70 years and was the serving monarch in our history when she died in 2022.
- Know that our current monarch is King Charles III.
- Know that in Britain we live in a monarchy ruled by a King or Queen but not all countries are the same.
- List some changes that occurred during the reign of Queen Elizabeth II (e.g. first man on the moon, colour television, birth of the internet, Covid)
- List some ways that a monarch affects our daily life (e.g. meeting with Prime Minister, on money, stamps, post boxes, collects taxes)
- Know that the official residence of the monarch is Buckingham Palace in London.

VOCABULARY

king, queen, monarch, coronation, rule, throne, relatives, significant, changes, jubilee, royalty, palace, chronological, timeline, order, past, future, present, current

Transport

Changes within living memory

SKILLS

- Place events onto a timeline.
- Understand the difference between events that happened in the distant past and events that happened in the recent past.
- Compare small details from a range of artefacts, photographs and facts.
- Sort artefacts, photographs and facts using the terminology “then” “now” ‘new’ and ‘old’.
- Use a range of sources to find out about a period to describe differences between then and now.
- To recall and recount events from before their living memory and discuss past and present events in their lives, and the lives of others.
- Talk about why some things might be different in the past.

KNOWLEDGE

- Describe how trains and railways have changed over time (steam trains, Stephenson’s Rocket, diesel & electric, Eurostar, HS2).
- Give examples of how the development of a railway network changed people’s lives (more people able to holiday, national sporting competitions, national newspapers, employment on the railways, deliver fresh food further).
- Describe how cars have changed over time (steam-powered, petrol-powered, Henry Ford’s Model T mass produced, modern shape, safer, electric cars, driverless).
- Describe how ships have changed over time (wood-built and wind-powered to steel-built and fuel-powered, container ships, cruise ships, military aircraft carriers).
- Give examples of how transport and technology is becoming more sustainable (electric cars, battery-powered planes, cycle routes, clean air zones).

VOCABULARY

transport, network, fuel, sustainable, employment, connect, improve, technology, chronological, timeline

Our Victorian School

Significant historical events, people and places in their own locality

SKILLS

- Begin to have an awareness of past and future
- Understand the difference between events that happened in the distant past and events that happened in the recent past
- Compare small details from a range of artefacts, photographs and facts.
- Sort artefacts, photographs and facts using the terminology “then” “now” ‘new’ and ‘old’
- Use a range of sources to find out about a period to describe differences between then and now.
- Talk about why some things might be different in the past.

KNOWLEDGE

- Know that the Victorian era lasted from 1837 to 1901 during the reign of Queen Victoria
- Know that at the beginning of the Victorian era many children worked in mines but in 1870 was the law that children had to go to school
- Know that our school was built in 1912 shortly after the Victorian era
- Describe three similarities and three differences between the school building and school life from 1912 to the present day (layout, subjects, desks, chalkboards/screens, teacher desk, paper, hymns etc)

VOCABULARY

Victorian, era, chalkboard, hymn, law, past, present, compare, change, similarity, difference



Black British History

The lives of significant individuals

SKILLS

- Start to put events and people in order relating to time
- Be aware of other peoples' (and key individuals) opinions and values.
- Ask questions about how they are similar or different to each other.
- Express thoughts and feelings about different people and events in the past.
- Talk about why some things might be different in the past.
- Look at evidence to explain reasons why people in the past may have acted as they did.

KNOWLEDGE

- Know that people have been treated differently because of the colour of their skin for many years
- Have an understanding of global figures and their impact (Rosa Parks refusing to give up her seat on a bus, Nelson Mandela sent to prison for 27 years for fighting for equal rights)
- Know from the stories of The Ivory Bangle lady and John Blanke that black people have lived in Britain for hundreds of years
- Recall some facts about the story of Olaudah Equiano to demonstrate their understanding of the slave trade (born in Africa, enslaved, sold, fought at war, bought his own freedom, wrote a book, married an English woman)
- Explain the struggles of black sporting pioneers such as Arthur Wharton (from Moorthorpe), Jack Leslie and Viv Anderson
- Recognise the ongoing issues for black people in the UK, by referencing the Black Lives Matter campaign and Marcus Rashford

VOCABULARY

equal rights, discrimination, unfair, slave trade, pioneers, ongoing, campaign, significant individuals

The First Flight

Changes beyond living memory

SKILLS

- Place events onto a timeline.
- Understand the difference between events that happened in the distant past
- Be aware of other peoples' (and key individuals) opinions and values.
- Use stories to encourage children to distinguish between fact and fiction.
- To recall and recount events from before their living memory and discuss past and present events in their lives, and the lives of others.

KNOWLEDGE

- Know that the Wright Brothers (Wilbur and Orville) were American inventors who achieved the first engine powered airplane flight in 1903
- Be aware that Welshman Bill Frost reportedly made a flight in 1896 but that records of this are unclear
- Know that Amelia Earhart was an American woman who was the first female to fly solo across the Atlantic Ocean in 1932
- Explain how modern aircraft are more advanced than the technology used by the Wright Brothers
- Have a good understanding of the chronology of developments in flight technology (1783 hot air balloon, 1903 Wright Brothers, 1939 helicopter, 1957 first round-the-world non-stop flight, 1961 first human spaceflight mission, 1969 Concorde)

VOCABULARY

aviation, aeroplane, inventors, solo, fuselage, engine, rudder, hot air balloon, helicopter, rocket, mission, achievement, historical silence, circumnavigate, chronology, timeline

South Elmsall Through The Years

Significant historical events, people and places in their own locality

SKILLS

- Beginning to have an awareness of time and understand that time passes in years.
- Place events onto a timeline.
- Compare small details from a range of artefacts, photographs and facts.
- Sort artefacts, photographs and facts using the terminology "then" "now" 'new' and 'old'
- Use a range of sources to find out about a period to describe differences between then and now.
- To recall and recount events from before their living memory and discuss past and present events in their lives, and the lives of others

KNOWLEDGE

- Know that Moorthorpe means 'farm on the moor'
- Know that the coal mining and the railways brought lots of people to live in the area and led to lots of housing being built
- Know that Frickley Country Park was created after the closure of the local colliery
- Name some significant buildings in the local area
- Know that organisations like Frickley Football Club help to create a sense of community

VOCABULARY

significant, community, colliery, housing, changes, developments



Stone Age to Iron Age

Changes in Britain from the Stone Age to the Iron Age

SKILLS

- Use a timeline to place historical events in chronological order using dates.
- Describe eras and order significant events from the period studied.
- Place certain eras on a timeline showing understanding of BC and AD.
- Understand that there is often not a single answer to historical questions.
- Explore alternative points of view in history and compare different versions of the same story.
- Begin to suggest sources to answer questions.
- Describe features of past societies and periods, and offer a reasonable explanation for some of these.

KNOWLEDGE

- Know that the Stone Age to Iron Age covers a period of about 10,000 years, between the last Ice Age and the coming of the Romans
- Know that the Stone Age refers to a period where humans used stone to make tools with an edge, point or percussion surface
- Know that during this period humans made the change from typically being hunter-gatherers to farmers
- Know that the Bronze Age lasted from 3300 BC to 1200 BC and was when people used metal bronze to make tools and weapons
- Know that the Iron Age lasted from 1200 BC to around 600 BC and was when people started to use iron and steel to make tools and weapons
- Know that the Lindow Man is a well-preserved human body found in a bog in 1984 - the man had suffered a violent death sustaining many injuries
- Understand that for most of the period there is no written evidence, so the archaeological record is very important

VOCABULARY

age, era, epoch, period, hunter-gather, bronze, iron, change, continuity, chronology, archaeology, preserved, written records, enquiry

Industries

A study over time tracing how several aspects of national history are reflected in the locality

SKILLS

- Describe eras and order significant events from the period studied.
- Identifying the main changes within the period of history.
- Recognise the difference between primary and secondary sources.
- Understand that there is often not a single answer to historical questions.
- Describe features of past societies and periods, and offer a reasonable explanation for some of these.
- Use evidence to describe lives of people and communities from the past, and compare this with our life today.

KNOWLEDGE

- Know that the Industrial Revolution took place in the 1700s and 1800s and was characterised by machinery, steam power, factories and mass production of goods
- Understand the opening of Frickley Colliery in 1904 meant the town grew rapidly in size, with the building of houses, schools and other services
- Know that the mines were not very safe places to work and that the conditions were poor (cramped, dirty, difficult, dangerous) with explosions often leading to the loss of life
- Recognise that another key development in the area was the train line between Doncaster and Wakefield in 1866
- Understand that railways allowed people to travel further for leisure, holidays and work

VOCABULARY

industries, Industrial Revolution, machinery, steam power, factories, mass production, colliery, rapid growth, conditions, disasters, leisure, change, continuity, primary source, secondary source

Ancient Egypt

The achievements of the earliest civilisations

SKILLS

- Describe eras and order significant events from the period studied.
- Place certain eras on a timeline showing understanding of BC and AD.
- Recognise the difference between primary and secondary sources.
- Describe features of past societies and periods, and offer a reasonable explanation for some of these.
- Use evidence to describe lives of people and communities from the past, and compare this with our life today.

KNOWLEDGE

- Name at least two Egyptian gods (Myth, Ra, Osiris, Isis, Horus) and compare religious beliefs to the Christian story of creation
- Know that Egyptians built temples, tombs and pyramids to prepare for the next world
- Know of Egyptian festivals, including Opet, and compare to other festivals and celebrations such as Diwali and Easter
- Know that ancient Egyptians believed that when they died their spiritual body would continue to exist in an afterlife very similar to their living world
- Know that Egyptians used mummification to help someone reach the afterlife
- Know that the Tomb of Tutankhamun was discovered in 1922 and was the burial place of an ancient pharaoh

VOCABULARY

beliefs, temples, tombs, pyramids, festival, polytheistic, monotheistic, archaeological, afterlife, spiritual, civilisations, mummification, embalming, pharaoh



Roman Empire

The Roman Empire and its impact on Britain

SKILLS

- Describe eras and order significant events from the period studied.
- Place certain eras on a timeline showing understanding of BC and AD.
- Identify the main changes within the period of history.
- Recognise the difference between primary and secondary sources.
- Begin to suggest sources to answer questions.
- Understand some of the main events, people and changes during the time period studied.
- Describe how some events of the past influence life today.

KNOWLEDGE

- Know that the Roman Empire ruled from the city of Rome in Italy and controlled much of Europe and parts of Asia and Africa for nearly 1,000 years.
- Know the Romans attempted a failed invasion (led by Julius Caesar) before they were successful on their third attempt in 43 AD (led by Emperor Claudius).
- Know that the Romans invaded because they wanted to control the minerals and exports from this country.
- List reasons why the Roman Army was so successful in building up an empire (size, intensively trained, disciplined, organised, weaponry, knowledge of enemies).
- Know that Hadrian's Wall is a coast-to-coast 73 mile long wall built by the Romans to act as a barrier to Scotland.
- Know that Boudicca was an ancient British queen who led a revolt against Roman rule.
- Recall some changes introduced by the Romans (underground drains, sanitation, straight roads, aqueducts, amphitheatres, basilicas, words/language, religion).

VOCABULARY

empire, emperor, invasion, resistance, tribes, revolt, exports, trade, sources, accuracy, bias

Pontefract Castle

An aspect of history that is significant in the locality

SKILLS

- Order events within and across periods.
- Recognise the difference between primary and secondary sources.
- Understand that there is often not a single answer to historical questions.
- Use guided eLearning and begin to research independently.
- Describe features of past societies and periods, and offer a reasonable explanation for some of these.
- Use evidence to describe lives of people and communities from the past, and compare this with our life today.

KNOWLEDGE

- Know that Pontefract Castle was built in 1070, has a significant history and was known as 'The Key to the North'
- Recall some details of the life Alice de Lacy, including her brother falling to his death at Pontefract Castle, her being kidnapped and the history of her name in the area
- Know that the diaries kept by Nathan Drake are an important historical source for our understanding of the history of Pontefract Castle
- Know that William Shakespeare famously wrote about the death of Richard II at the castle in 1400
- Know that Pontefract Castle was the site of numerous sieges in the 17th century
- Know that the local people asked for the castle to be demolished to enable peace in the town

VOCABULARY

significant, primary source, secondary source, evidence, siege, peace, civil war, e-Learning

World War II

An study of an aspect of British history that extends pupils' chronological knowledge beyond 1066

SKILLS

- Use a timeline to place historical events in chronological order using dates.
- Recognise the difference between primary and secondary sources.
- Understand that there is often not a single answer to historical questions.
- Explore alternative points of view in history and compare different versions of the same story.
- Understand some of the main events, people and changes during the time period studied.
- Begin to identify the causes and consequences of people's actions.

KNOWLEDGE

- Know that World War Two occurred between 1939 and 1945, and was a conflict between the Allied forces (including UK, USA and France) and the Axis forces (including Germany, Italy and Japan)
- Be familiar with some of the significant individuals in World War Two, including UK Prime Minister Winston Churchill and Nazi Germany leader Adolf Hitler
- Know that The Blitz was a German bombing campaign in the UK in 1940-41
- Explain how people kept safe during air raids by referencing wardens, sirens, blackouts, shelters (Anderson and communal)
- Know that the evacuation of children during the war was known as Operation Pied Piper and involved children moving away from their families out of cities to safer places in the countryside
- Know that rationing in the war meant setting limits on what you could buy (food and commodities) to ensure everyone got their fair share because items were scarce
- Recognise the diversity of people who helped with the war effort, including from people across the Commonwealth

VOCABULARY

conflict, forces, Allied, Axis, The Blitz, shelter, warden, siren, blackout, communal, camaraderie, evacuation/evacuee, rationing, diversity, Commonwealth



Wars of the Roses

A study of an aspect of history that is significant in the locality

SKILLS

- Identify and describe change and continuity within and across historical periods.
- Gain historical perspective by placing their growing knowledge into different contexts: local, regional, cultural & social.
- Understand that some sources of evidence are more reliable than others.
- Understand the limitations of eLearning.
- Suggest relevant sources to select appropriate evidence to answer questions.
- Begin to examine the wider causes and consequences of significant historical events, and the impact this had on others.
- Compare an aspect of life with the same aspect in another time period (e.g. social & cultural)

KNOWLEDGE

- Know that the Wars of the Roses were a series of battles between two families (the Houses of York and Lancaster)
- Know that the Wars of the Roses took place in England from 1455 to 1485
- Recall some details from the local Battle of Ferrybridge (e.g. that Lancastrian Lord Clifford died from an arrow to the throat having removed a piece of armour that would have protected him)
- Know that the wars ended with Henry Tudor's forces killing Richard III at the Battle of Bosworth
- Know that Henry Tudor (a Lancastrian) married Elizabeth (a Yorkist), beginning the Tudor dynasty
- Know that Richard III's remains were dug up in a car park in 2012
- Understand the symbolism of the roses and the relevance of the wars in modern times (e.g. sporting rivalries)

VOCABULARY

civil war, union, symbol, dynasty, battle, throne, descendants, archaeology, remains

Ancient Greece

A study of Greek life and achievements and their influence on the western world

SKILLS

- Gain historical perspective by placing their growing knowledge into different contexts: local, regional, cultural & social.
- Understand that some sources of evidence are more reliable than others.
- Understand the limitations of eLearning.
- Suggest relevant sources to select appropriate evidence to answer questions.
- Begin to examine the wider causes and consequences of significant historical events, and the impact this had on others.
- Compare an aspect of life with the same aspect in another time period (e.g. social & cultural)
- Find out about beliefs, behaviours and characteristics of people, recognising that not everybody shared the same views, and compare these with that of another period.

KNOWLEDGE

- Know that Ancient Greek civilisation lasted from 1200 BC to 323 BC
- Know that Alexander the Great was an Ancient Greek ruler who established the largest empire the ancient world had ever seen
- Know that the Greeks believed in democracy (that the citizens of a country should take an active role in running it) but that women were considered second-class citizens to men
- Recall some details about the Ancient Olympic Games (traced back to 776 BC, every four years, about 50,000 came from around Greece to spectate and participate, religious festival in honour of Zeus, no medals but a wreath of leaves and hero's welcome)
- Recall some details about the Battle of Marathon (490 BC, fought between Greeks/Athenians and Persians, Greeks were outnumbered but were victorious, story of Pheidippides running 25 miles from Marathon to Athens with news of victory)
- Know that Greek mythology is the set of stories about the gods, goddesses, heroes and rituals of the Ancient Greeks, including: The Trojan War; Jason and the Argonauts; Theseus and the Minotaur; and Pandora's Box.

VOCABULARY

civilisation, empire, citizen, democracy, ancient, modern, mythology, beliefs, Olympics, city state, politics

Benin

A non-European study that contrasts with British history

SKILLS

- Begin to understand how some historical events occurred concurrently in different locations
- Gain historical perspective by placing their growing knowledge into different contexts
- Use a range of primary and secondary sources to build up a picture of the past and evaluate their usefulness.
- Understand that some sources of evidence are more reliable than others.
- Understand different ways the past has been represented and why there are different versions of the past.
- Find out about beliefs, behaviours and characteristics of people, recognising that not everybody shared the same views

KNOWLEDGE

- Know and be aware that their initial perceptions of people and places may need to be challenged
- Know that the Benin Bronzes are a set of sculptures that provide an important historical record of the history of Benin
- Know that Olfert Dapper was a Dutch writer who wrote about Benin despite never having travelled there
- Recall some details of the story of Eweka
- Know that Kingdom of Benin was situated in modern-day Nigeria, and was forcefully brought under British control in 1897

VOCABULARY

discovery, encounter, big picture, massacre, expedition, perceptions, sources, Oba, empire, kingdom, colonial



Vikings & Anglo-Saxons

Britain's settlement by Anglo-Saxons and Scots, and the struggle for the Kingdom of England to the time of Edward the Confessor

SKILLS

- Identify and describe change and continuity within and across historical periods.
- Gain historical perspective by placing their growing knowledge into different contexts: national, international, religious, military, economic
- Use a range of primary and secondary sources to build up a picture of the past and evaluate their usefulness.
- Understand different ways the past has been represented and why there are different versions of the past.
- Find out about beliefs, behaviours and characteristics of people, recognising that not everybody shared the same views, and compare these with that of another period.
- Begin to examine the wider causes and consequences of significant historical events, and the impact this had on others

KNOWLEDGE

- Anglo-Saxons began invading Britain in 410 AD in search of new land to farm
- Anglo-Saxons were made up of three tribes: Angles, Saxons & Jutes from the countries of Germany, Netherlands & Denmark
- Vikings from Scandinavia began raiding monasteries in AD 787
- Vikings settled in and took control of most English kingdoms from AD 866
- Recall some details about the life of Alfred the Great
- List reasons why the Vikings were so successful (e.g. technological skills, seamanship)
- Know that Saint Augustine was a missionary from Rome who helped to establish Christianity in England
- Know that in 1938 a ship burial was discovered at Sutton Hoo containing a wealth of Anglo-Saxon artefacts

VOCABULARY

settlement, invasion, kingdom, raid, resistance, migration, conquest, missionary, artefact, evidence

How Our Town Developed

A study over time tracing how several aspects of national history are reflected in the locality

SKILLS

- Identify and describe change and continuity within and across historical periods.
- Gain historical perspective by placing their growing knowledge into different contexts
- Understand different ways the past has been represented and why there are different versions of the past.
- Understand the limitations of eLearning.
- Suggest and use relevant sources to select appropriate evidence to answer questions
- Examine the wider short and long term causes and consequences of significant historical events, and the impact this had on others.
- Compare an aspect of life with the same aspect in another time period e.g. economic, religious, social, cultural, political and military.

KNOWLEDGE

- Know that the South Elmsall railway opened in 1866 and that the population of the village was over ten times bigger within 50 years
- Know that Frickley Colliery opened in 1904 and provided jobs for up to 80% of the male population
- Understand that in 1904 the country had been through the Industrial Revolution and was at the beginning of a new age of technology (reference St. Louis World Trade Fair)
- Know that the closure of Frickley Colliery in 1993 was significant for area as many men lost their jobs and had to look for other employment
- Know that the NEXT distribution centre opened in 2005 and is now a major employer for the local area

VOCABULARY

population, demographics, employment, colliery, industrial revolution, development, modern, significant, consequences, aspect, economic

Early Islamic Civilisations

A non-European study that contrasts with British history

SKILLS

- Begin to understand how some historical events occurred concurrently in different locations.
- Gain historical perspective by placing their growing knowledge into different contexts.
- Use a range of primary and secondary sources to build up a picture of the past and evaluate their usefulness.
- Check the reliability of different sources of evidence by cross referencing.
- Understand different ways the past has been represented and why there are different versions of the past.
- Find out about beliefs, behaviours and characteristics of people, recognising that not everybody shared the same views, and compare these with that of another period.

KNOWLEDGE

- Know that the city of Baghdad in modern-day Iraq was the largest city in the world around 900 AD, was the capital of the Muslim world and was perfectly round.
- Know that the House of Wisdom was a library and research facility which collected and translated scientific writings from many languages.
- Know that Ibn Battuta was a medieval Muslim traveller who wrote one of the world's most famous travel logs, the Rihla, which described the people, places, and cultures he encountered in his journey.
- Know that Al-Zahrawi was an Islamic doctor and is known as the 'father of modern medicine'.
- Name some contributions of the Golden Age of Islam to the modern world (e.g., coffee, perfumery, algebra, architecture).

VOCABULARY

concurrently, perspective, comparison, contribution, encounters, pharmaceutical, golden age, legacy, civilisations, evidence