Roose Primary School History overview and progression. Autumn 2022

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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| YR | **All about me**Where we liveOur houseLocal heritage  | **Festivals**Where festivals take place | **Traditional Stories**Stories that have been retold for many years | **Growth /** **Let’s get cooking**Patterns and changes in the environment | **Super Heroes and People who Help us**Local heritage- Pride of Barrow Statue. Shipyard workers through time. Female workers  | **Oceans and Sea Creatures**Map work. Where oceans and seas are. Habitats  |
| Progression of skills  | **Chronological Understanding**- Sequence 2 – 3 artefacts from distinctly different periods. **Range and depth of historical understanding**Comment on images of familiar situations in the past.- Compare and contrast characters from stories, including figures from the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. **Interpretations of History**- Understand the past through settings, characters and events encountered in books read in class and storytelling.**Historical Enquiry**- Ask questions about the past from sources of information e.g. artefacts.Ask a question about the artefacts used in chronological understanding **Organisation and Communication**-Communicate their knowledge through:Discussion….Drawing pictures…Drama/role play..Making models…..Writing..Using ICT… |
| EYFS goals across topics | **Understanding the World**• Begin to make sense of their own life-story and family’s history.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past**Past and Present**• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| Year 1 | **The and Now**Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Toy timeline, matching toys to a time period, DT design a toy. The history of Christmas and gift givingRoose school in the past. Victorian schools | **Great Fire of London**events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)Fire at Vickers in 1910 and the potential impact on the war | **England’s Queens- Elizabeth 1 and Queen Victoria**the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria)  |
| Progression of skills  | **Chronological understanding** -Sequence events in their life-Sequence 3 or 4 artefacts from distinctly different periods of time-Match objects to people of different ages**Range and depth of historical understanding**-Recognise the difference between past and present in their own and others’ lives-They know and recount episodes from stories about the past**Interpretations of History**-Use stories to encourage children to distinguish between fact and fiction-Compare adults talking about the past – how reliable are their memories?**Historical Enquiry**-Find answers to simple questions about the past from sources of information e.g. artefacts**Organisation and Communication**-Communicate their knowledge through:Discussion….Drawing pictures…Drama/role play..Making models…..Writing..Using ICT… |
| Rationale | Building on EYFS all about me and festivals topics.  | Links to history topic about England’s Queens | Links to geography topic of London and builds on Great Fire of London for UK knowledge**Diversity Queen Charlotte, Britain’s first black Queen.**  |
| Year 2 | **Travel through the Ages- Neil Armstrong, Ibn Battutu, Matthew Henson, Felicity Aston**the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Christopher Columbus and Neil Armstrong) | **Leaders of Social Change- Florence Nightingale, James Rasmden**the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell) Local HeritageJames Rasmden (see ppt) how did he change the town? Can you see any of his changes around us?  | **Local Study- Furness Abbey** significant historical events, people and places in their own locality. Henry VIII and the dissolution of the monasteries. HeritageAbbotswood- the house where James Ramsden lived. Visit site when visiting Abbey. |
|  | **Chronological Understanding**-Sequence artefacts closer together in time - check with reference book-Sequence photographs etc. from different periods of their life-Describe memories of key events in lives**Range and depth of historical understanding**-Recognise why people did things, why events happened and what happened as a result-Identify differences between ways of life at different times**Interpretations of History**-Compare 2 versions of a past event-Compare pictures or photographs of people or events in the past-Discuss reliability of photos/ accounts/stories**Historical Enquiry**-Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.**Organisation and Communication**-Communicate their knowledge through:Discussion….Drawing pictures…Drama/role play..Making models…..Writing..Using ICT… |
| Rationale  | Beginning to compare changes over time. Diversity- Significant explorers from TWINKL. Ibn Battuta, Matthew Henson and Felicity Aston- link to Arctic topic in geography,  | Beginning to understand how individuals can affect change in society  | Building and extending local knowledge Links to Leaders of Social Change- James Ramsden a local industrialist who lived in Abbot’s Wood |
| Year 3 | **Roman Empire and its impact on Britain** This will cover Julius Caesar’s attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army The successful invasion by Claudius and conquest, including Hadrian’s Wall. British resistance, e.g. Boudica. The “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.Local heritageSee ppt from slide 100. Enquiry- Where and why did the Romans build forts in Cumbria from AD90? [Why is Hadrian’s Wall in Cumbria a significant Roman site?](https://historicengland.org.uk/services-skills/education/teaching-activities/hadrians-wall-cumbria/) | **Stone Age to Iron Age**changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture Local HeritageSee ppt. Local sites- visit Holbeck Park Ave and draw what would have been there in Neolithic times. Scaleby Moss Bog Body inquiry Local evidence of Neolithic and Palaeolithic- what do these tell us? See Barrow session 1 ppt- slides 68-102  |  |
| Progression of skills | **Chronological Understanding**-Place the time studied on a time line-Use dates and terms related to the study unit and passing of time-Sequence several events or artefacts**Range and depth of historical understanding**-Find out about everyday lives of people in time studied-Compare with our life today-Identify reasons for and results of people's actions-Understand why people may have wanted to do something**Interpretations of History**-Identify and give reasons for different ways in which the past is represented-Distinguish between different sources – compare different versions of the same story-Look at representations of the period – museum, cartoons etc**Historical Enquiry**-Use a range of sources to find out about a period-Observe small details – artefacts, pictures-Select and record information relevant to the study-Begin to use the library and internet for research**Organisation and Communication**-Communicate their knowledge through:Discussion….Drawing pictures…Drama/role play..Making models…..Writing..Using ICT…-Recall, select and organise historical information-Communicate their knowledge and understanding. |
| Rationale  | Building on changes over time and how this affects land and people. Diversity- The Ivory Bangle Lady. Black soldiers at Hadrian’s wall.  |  |   |
| Year 4 |  **Ancient Greece**Ancient Greece – a study of Greek life and achievements and their influence on the western world. Legacy of culture on British History. | **Ancient Egypt**Ancient Egypt- the achievements of the earliest civilisations. An overview of where and when the first civilisations appeared and a depth study. | **Victorian Britain**a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 For example: The changing power of monarchs using case studies such as John, Anne and Victoria Local HeritageUse maps to explore how the town changed and grew over time. Why did this happen? How did things change? Visit Dock Museum. Why was Barrow one of the first planned towns in Britain? Roose School in Victorian times. Victorian day? Link with year 1. |
| Progression of skills | **Chronological Understanding**-Place events from period studied on time line-Use terms related to the period and begin to date events-Understand more complex terms eg BC/AD**Range and depth of historical understanding**-Use evidence to reconstruct life in time studied-Identify key features and events of time studied-Look for links and effects in time studied-Offer a reasonable explanation for some events**Interpretations of History**-Look at the evidence available-Begin to evaluate the usefulness of different sources-Use text books and historical knowledge**Historical Enquiry**-Use evidence to build up a picture of a past event-Choose relevant material to present a picture of one aspect of life in time past-Ask a variety of questions-Use the library and internet for research**Organisation and Communication**-Communicate their knowledge through:Discussion….Drawing pictures…Drama/role play..Making models…..Writing..Using ICT…-Recall, select and organise historical information-Communicate their knowledge and understanding. |
| Rationale | Links to Geography topics about Greece and Europe | Builds on understanding of Ancient civilisations from The Greeks.  | Linking to local history for Heritage Schools. Looking back at our own school and what it was like. Links to year 1.  |
| Year 5 |  **Local History- Becoming local Historians.** a local history study For example: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.Local heritageStudy of our local area. Using census records to explore streets and the town. World War 1 and the impact on Barrow and the people. Do a Condition Survey of a local WW1 memorial <https://historicengland.org.uk/education/schools-resources/teaching-activities/doing-a-condition-survey-with-your-class-guidance-for-teachers/>Research a WWI soldier using 1911 census. Link to Year 6 research of a soldier in WWII | **British settlement by Anglo Saxons and the Scots**The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.The Scots invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions, settlements and kingdoms this will cover place names and Village life.Anglo-Saxon art and culture.Christian conversion – Canterbury, Iona and Lindisfarne.Anglo Saxon law and justice. | **Viking and Anglo -Saxons** This will include Viking raids and invasion. The resistance by Alfred the Great and Athelstan, first king of England.Further Viking invasions and DanegeldThe Anglo-Saxon laws and justice. Finally Edward the Confessor and his death in 1066. |
| Progression of skills | **Chronological Understanding**-Know and sequence key events of time studied-Use relevant terms and period labels-Make comparisons between different times in the past**Range and depth of historical understanding**-Study different aspects of different people - differences between men and women-Examine causes and results of great events and the impact on people-Compare life in early and late 'times' studied-Compare an aspect of lie with the same aspect in another period**Interpretations of History**-Compare accounts of events from different sources – fact or fiction-Offer some reasons for different versions of events**Historical Enquiry**-Begin to identify primary and secondary sources-Use evidence to build up a picture of a past event-Select relevant sections of information-Use the library and internet for research with increasing confidence**Organisation and Communication**-Communicate their knowledge through:Discussion….Drawing pictures…Drama/role play..Making models…..Writing..Using ICT…-Recall, select and organise historical information-Communicate their knowledge and understanding.-Select and organise information to produce structured work, making appropriate use of dates and term |
| Rationale | Local history threaded throughout curriculum to be studied in depth | Continuing settlement of Britain over time linked to Romans. Social change- laws and justiceDiversity- Hadrian, Anglo Saxon African Abbot of St Peter’s and St Pauls in Canterbury. |  Continuing settlement of Britain over time linked to Romans, Anglo Saxons and Scots. Social change- laws and justice |
| Year 6 | **Mayan Civilisation** A non-European society that provides contrasts with British history describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  | **WWII and the Blitz**a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 For example: The changing power of monarchs using case studies such as John, Anne and Victoria Local HeritageWas Dunkirk Barrow’s finest hour? Session 3 ppt. Exploring the role of Barrow and its people in the Second World War. Use ariel maps to locate bomb sites, airports etc. Session 4 ppt- research a local soldier. |  |
| Progression of skills | **Chronological Understanding**-Place current study on time line in relation to other studies-Use relevant dates and terms-Sequence up to 10 events on a time line**Range and depth of historical understanding**-Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings-Compare beliefs and behaviour with another time studied-Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation-Know key dates, characters and events of time studied**Interpretations of History**-Link sources and work out how conclusions were arrived at-Consider ways of checking the accuracy of interpretations – fact or fiction and opinion-Be aware that different evidence will lead to different conclusions-Confidently use the library and internet for research**Historical Enquiry**-Recognise primary and secondary sources-Use a range of sources to find out about an aspect of time past-Suggest omissions and the means of finding out-Bring knowledge gathered from several sources together in a fluent account**Organisation and Communication**-Communicate their knowledge through:Discussion….Drawing pictures…Drama/role play..Making models…..Writing..Using ICT…-Recall, select and organise historical information-Communicate their knowledge and understanding.-Select and organise information to produce structured work, making appropriate use of dates and term |
| Rationale | Continuing studies of Ancient civilisations. Links to geography skills of settlement and land use.  | Continuation of local studies extended to World wide events.  |  |

Vocabulary is vitally important in foundation subjects. Please can each class have a board or display with vocabulary for each topic.

Please refer to national curriculum for more in depth objectives.

Each topic should begin and end with a mind map in humanities book to show progression and learning.