

History Overview: St Mary's Catholic Primary School and Nursery

History Progression

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2

The children will develop an understanding of key historical periods over time. They will develop a sense of chronology, be able to recall knowledge from key historical periods and develop historical skills.

As the children progress through KS2 they will develop a greater understanding of the history of Britain. They will also learn about major civilisations from across the world. Towards the end of KS2 the children would be able to make links, draw comparison and recognise trends between periods of history. Children will be taught how to remember and retain knowledge by ensuring that all units of work begin by examining where and when a period time fits into the chronology.

Assessment

Each task focuses on one main objective, the one which is core to the topic. The task will be in visual form by way of a stimulus or a piece of evidence to be analysed. The answers are usually written, but this could be just a few sentences, some labels, speech bubbles or captions.

Pupil's should show their understanding of chronology and quality of communication throughout all their work and therefore this does not need assessing separately.

Example questions:

Rec: Toys old and new – drawing, labelling, discussing.

KS1: Why did the Great Fire burn down so many houses?

KS2: Order the pictures to show changes from the Stone Age to the iron Age.

Why was the River Nile so important to the ancient Egyptians?

Local History

Some year groups will complete a unit of work on a person, place or event of local historical significance to Chorley and it's locality, for example,

Y2- Cenotaph visit, Chorley PALS war memorial, soldier's houses, the life and work of Susannah Knight during WW1

Y3 –The significance of Sir Henry Tate and his impact on the community, Myles Standish and Astley Hall, Captain Lightoller (surviving Titanic officer) Blue plaque status.

Victorian tombstones- dates and causes of death (Chorley cemetery) Chorley Mill buildings (Y6)

Astley Hall caters for a range of topics across KS2.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Sequence photographs etc. from different periods of their life Describe memories of key events in lives 		<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Place the time studied on a time line Use dates and terms related to the unit of study and passing of time Sequence several events or artefacts 		<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 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 knowledge Interpretations of history	<p>EVENTS BEYOND LIVING MEMORY - THE GREAT FIRE OF LONDON - (CHOOSE SIX)</p> <ol style="list-style-type: none"> How can we work out why the Great Fire started? What happened during the Great Fire and how do we know? Why did the Great Fire burn down so many houses? Could more have been done to slow the spread of the fire? How did people manage to live through the Great Fire? How shall we rebuild London after the Great Fire? <p>SIGNIFICANT INDIVIDUALS - THE QUEEN/ROYALS</p> <p>CHANGES WITHIN LIVING MEMORY - FAMILY ALBUM.</p> <ol style="list-style-type: none"> How have we changed in the last 5 years? Who is in my family? Who lives in a castle /palace (linked to Geography unit) Who is in the Queen's family? What were the key roles of a monarch? How have toys changed over the years? Are toys from the royal family different to our toys? <p>HOW HAS RAIL TRANSPORT CHANGED ?</p> <ol style="list-style-type: none"> 1.How has transport changed? How was it different in the past? 	<p>EVENTS BEYOND LIVING MEMORY- SIGNIFICANT INDIVIDUALS</p> <p>Why should Chorley 'remember' on Poppy Day?</p> <ol style="list-style-type: none"> Why are people wearing poppies around this time? What are memories? Who do we remember on Remembrance Day? Why do we have Remembrance Day? What happens on Remembrance Day? Why is it important to remember? Who should we remember locally? What helps us to remember in the local area? <p>CHANGES WITHIN LIVING MEMORY - BUCKETS AND SPADES - GOING TO THE SEASIDE</p> <ol style="list-style-type: none"> What was going to the seaside like in the past? What kind of things did people do at the seaside in the past? How do we know what holiday were like in the past? Do we go to the seaside for the same reasons as people in the past? How have seaside holiday changed? Do you like the earlier seaside holidays or do you prefer them now? 	<p>LOCAL SIGNIFICANT PEOPLE (Linked with Geography)</p> <ol style="list-style-type: none"> What is Chorley, our local area famous for? What is a blue plaque? Are there any blue plaques in Chorley? What was Charles Lightoller famous for? What do you know about Myles Standish. What are his connections with Astley Hall? <p>STONE AGE TO IRON AGE</p> <ol style="list-style-type: none"> Was the Stone Age man a hunter gather concerned only with survival? How different was life in the Stone Age when man started to farm? What can we learn about the Stone Age from Skara Brae? Why is it so difficult to work out why Stone Henge was built? How much did life really change in the Stone Age and how can we possibly know? Can you solve the mystery of the skeleton? <p>THE ROMANS</p> <ol style="list-style-type: none"> Why on earth did the romans leave sunny Italy to come and live on this cold #empire on the edge of the Empire? 	<p>THE EGYPTIANS</p> <ol style="list-style-type: none"> What can we quickly find out to add to what we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5,000 years ago? What sources of evidence have survived and how were they discovered? What secrets of Ancient Egypt did the pyramids reveal? What was life like for men and women in Ancient Egypt? What do we know about the beliefs of the Ancient Egyptians? What did Ancient Egypt have in common with other civilizations from that time? <p>THE TUDORS</p> <p>What can we tell about Henry VIII from his portraits?</p> <ul style="list-style-type: none"> Why did Henry really break with Rome: love or religion? How different was life for people at different levels of society living in Tudor times, and how do we know? Why do we have to be so careful when using the portraits of Elizabeth I to find out about her? How was Elizabeth able to defeat the mighty Spanish Armada? What can we learn about Elizabethan England by studying how they enjoyed their leisure time? 	<p>ANGLO SAXONS</p> <ol style="list-style-type: none"> Why did the Anglo Saxons invade and how can we possibly know where they settled? What does the mystery of the empty grave tell us about Anglos Saxon Britain? How did peoples live change when Christianity came to Britain? And how can we be sure? How were the Saxons able to see off the Viking threat? 790-1066? Just how great was King Alfred really? Just how effective was Saxon justice? How 'dark' were the dark ages really? <p>MAYAN CIVILISATIONS</p> <ol style="list-style-type: none"> Why do you think we study the Mayan empire in school? When the area they lived in was jungle, how were the Mayans able to grow so strong? What was life like at the height of the Mayan civilisation? How can we possibly know what it was like 1000 years ago? If the Mayans were so civilized, why did they believe in human sacrifice? Why did the Mayan empire end so quickly? <p>ANCIENT GREECE</p> <ol style="list-style-type: none"> How can we possibly know about Ancient 	<p>VIKING CIVILISATION and the struggle for Britain</p> <ol style="list-style-type: none"> What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our views of the Vikings? What can we learn about Viking settlements from place names? Raiders or settlers – how should we remember the Vikings? <p>BRITAIN BEYOND 1066 BEYOND PLACE VALUE</p> <ol style="list-style-type: none"> Would the real Henry VIII please stand up? Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign? Why is it so difficult to work out what Victorian factory conditions were really like? Why do we need to be careful when using paintings to find out about Victorian life? Were the evacuees as happy as they were shown? Did people believe all the propaganda during the Blitz?

	<ol style="list-style-type: none"> How did people travel in the past? Viking Longboats How have cars changed? Who invented the train? What did the Wright Brothers do to make them famous? How will transport develop in the future? 		<ol style="list-style-type: none"> Why did Boudica stand up to the Romans and what image do we have of her today? How could the Romans control such a vast Empire? How did Roman life contrast with Celtic life and how do we know? Why did this great Empire come to an end? 		<p>Greeks who lived over 2500 years ago?</p> <ol style="list-style-type: none"> What can we work out about everyday life in Greece from the pottery? Why was Athens able to be so strong at this time? What was special about life in the 5th Century Greece? What can we tell about the Ancient Greeks from their interest in theatre and sports (Olympics)? In what ways have the Ancient Greeks influenced our lives today? 	
<p>Vocabulary</p> <p>From sticky knowledge</p>	<p><u>EVENTS BEYOND LIVING MEMORY - THE GREAT FIRE OF LONDON</u></p> <ul style="list-style-type: none"> Destroyed Thatched roof Ruined Pudding Lane Thomas Farriner Bakery Disaster Water squirter Fire hook Samuel Pepys King Charles II Christopher Wren John Evelyn <p><u>CHANGES WITHIN LIVING MEMORY - FAMILY ALBUM- HOW WE HAVE CHANGED</u></p> <ul style="list-style-type: none"> Before After Yesterday Past last year, a long time ago old new a long time ago adult baby young grown-up <p><u>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS</u></p> <ul style="list-style-type: none"> The Queen Buckingham Palace Union Jack Flag Throne Crown Corgi Prince Charles 	<p><u>EVENTS BEYOND LIVING MEMORY - REMEMBRANCE</u></p> <ul style="list-style-type: none"> Memories Remember Remembrance November Significant WWI World War One Battle Soldier Trench Memorial Cenotaph Poppy Wreath 1914-1918 Susannah Knight Walter Tull <p><u>CHANGES WITHIN LIVING MEMORY - BUCKETS AND SPADES – GOING TO THE SEASIDE</u></p> <ul style="list-style-type: none"> seaside sand cliff beach shingle windbreak picnic sun hat Suncream Sunglasses flip-flops souvenirs bucket spade sandals luggage Swimsuit sandcastle steam boat 	<p><u>STONE AGE TO IRON AGE</u></p> <ul style="list-style-type: none"> archaeologists artefact Neolithic B.C. chronology hunter-gatherers shelter settlement Prey Nomad Skara brae Sinews Flint stones Domesticate <p><u>THE ROMANS</u></p> <ul style="list-style-type: none"> centurion emperor aqueduct gladiator Londinium conquer invade Romanisation senate Roman baths 	<p><u>THE EGYPTIANS</u></p> <ul style="list-style-type: none"> archaeologist pharaohs tombs pyramid hieroglyphs vizier scribe sarcophagus mummy papyrus scarab <p><u>THE TUDORS</u></p> <ul style="list-style-type: none"> Heir Monarch Reign Throne Henry VIII Elizabeth I Spanish Armada religion 	<p><u>ANGLO SAXONS</u></p> <ul style="list-style-type: none"> Anglo-saxon Archaeologist East Anglia Cremation Urn Settlements Sutton Hoo Christianity Viking invasion King Alfred Saxon Justice Pagan Missionary Scots Picts <p><u>MAYAN CIVILISATIONS</u></p> <ul style="list-style-type: none"> glyphs codices Chichen Itza Cocoa Ahau or Ahaw Batab Itzamna Huipil Kin Kukulcan Uinal <p><u>ANCIENT GREECE</u></p> <ul style="list-style-type: none"> philosophy Athenians Spartans democracy Olympics plague truce Zeus loincloth Apollo 	<p><u>VIKING CIVILISATION and the struggle for Britain</u></p> <ul style="list-style-type: none"> archaeologist raids vicious longhouse berserkers longship Odin Scandinavia Danelaw misconception Jorvik <p><u>Beyond Face Value</u></p> <ul style="list-style-type: none"> Factory reform Victorians Portrait evacuees Blitz Propaganda Government

	<ul style="list-style-type: none"> Duchess of Cornwall Prince William Prince Harry Prince Phillip Windsor Castle Heir Catherine, Duchess of Cambridge 	<ul style="list-style-type: none"> Punch and Judy show amusement arcade steam train pier 			<ul style="list-style-type: none"> Sacred truce temple 	
Person, place or event of historical significance in the local area	<p>How has our school changed over the years?</p> <p>King James and Hoghton Tower He loved beef so much that he knighted a joint...at Hoghton Tower.</p> <p>When did this happen, where did it happen and why was King James so close by?</p>	<p>Chorley – local study</p> <p>Cenotaph – Astley Park</p> <p>Pals Commemorative Memorial – town centre</p> <p>Susannah Knight</p>	<p>Captain Lightoller</p> <p>Sir Henry Tate</p> <p>Oliver Cromwell - Who was he, what did he do and why are his boots at Astley Hall?</p> <p>How did Rivington Pike warn the locals of the coming Spanish invasion?</p>			
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 		<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Use a range of sources to find out about a period Observe small details – artefacts, pictures/photographs Select and record information relevant to the study Begin to use the library and internet for research independently 		<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion.... Drawing pictures... Making models... Drama/role play ... Writing.. Using ICT... 				<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 	