

KS1 History planning

Year A	Knowledge	Skills
<p>Autumn Events (Great fire of London)</p>	<p>Historical Knowledge: events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> Children can explain how and why London was different in the 17th century. Children can explain and order the key events of the Great Fire of London. Children can explain how and why the fire spread and finally stopped and what changed afterwards. Children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others. 	<p>Skills: Make simple observations about different types of people, events, beliefs within a society Recognise why people did things, why events happened and what happened as a result</p> <ul style="list-style-type: none"> Begin to identify old and new things across periods of time through pictures, photographs and objects; Begin to understand that some things change and some things stay nearly the same. Identify that some things within living memory are similar and some things are different; Recognise some similarities and differences between the past and the present. Understand that a cause makes something happen and that historical events have causes;
<p>Spring Kings Queens and Castles</p>	<p>Historical knowledge: 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</p> <ul style="list-style-type: none"> Demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria. Know the chronological order of some kings and queens. Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order. 	<p>Skills: Develop awareness of the past. Use common words and phrases related to the passing of time. Know where people/events studied fit into a chronological framework. Recognise why people did things, why events happened and what happened as a result</p> <ul style="list-style-type: none"> Explain reasons why someone might be significant; Talk about why a person was important Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; Begin to identify old and new things across periods of time through pictures, photographs and objects;

	<ul style="list-style-type: none"> Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria. Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them. 	
<p>Summer Travel and Transport</p>	<p>Historical Knowledge: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> Know how transport has developed over time. Cars- early cars to electric cars; airplanes, trains, boats/ships. Know about the first aeroplane flight. now about the lives of significant individuals in the past who have contributed to national and international achievements – George Stephenson; The Wright brothers: Talk and write about the differences between old and new transport. Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them 	<p>Skills: Identified different ways in which the past is represented Identify similarities / differences between ways of life at different times</p> <ul style="list-style-type: none"> Begin to identify old and new things across periods of time through pictures, photographs and objects; Begin to understand that some things change and some things stay nearly the same. Identify that some things within living memory are similar and some things are different; Recognise some similarities and differences between the past and the present.

Year B	Knowledge	Skills
Autumn Explorers (link to space)	<p>Historical Knowledge: 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</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus, Francis Drake Compare astronauts in the past and now that have had a contribution and impact on Space exploration (Neil Armstrong, Mae Jemison and Tim Peake) About events beyond living memory that are significant nationally or globally; Space travel timeline 	<p>Skills: Recognise why people did things, why events happened and what happened as a result Talk about who was important e.g. in a simple historical account</p> <ul style="list-style-type: none"> Begin to identify old and new things across periods of time through pictures, photographs and objects; Explain reasons why someone might be significant; Talk about why a person was important; Talk about why the event was important and what happened.
Spring Toys and Games	<p>Historical knowledge: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> Know about changes within living memory: toys and how they have changed to reveal changes in national life – e.g. mechanical/ electronic devices Explain what they know about toys today. Explain how we can find out about the past. Describe features of different toys. Recognise old and new toys. Use words relating to the passing of time. 	<p>Skills: Develop awareness of the past. Use common words and phrases related to the passing of time. Identify similarities / differences between ways of life at different times</p> <ul style="list-style-type: none"> Begin to identify old and new things across periods of time through pictures, photographs and objects; Begin to understand that some things change and some things stay nearly the same.
Summer Real life Superheroes	<p>Historical Knowledge: 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 Significant historical events, people and places in their own locality</p>	<p>Skills: Make simple observations about different types of people, events, beliefs within a society Talk about who was important e.g. in a simple historical account.</p> <ul style="list-style-type: none"> Explain reasons why someone might be significant; Talk about why a person was important;

- To know who Florence Nightingale was
- To know who Rosa Parks is and why she was inspirational
- To know who Martin Luther King Jr was and why he was important
- To understand why there is a black history month

- Talk about why the event was important and what happened.
- Understand that a cause makes something happen and that historical events have causes;
- Explain that historical events are caused by things that occurred before them;
- Understand that a consequence is something that happens as a result of something else

Year A	Knowledge	Skills
<p>Autumn Stone Age</p>	<p>Historical Knowledge: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <ul style="list-style-type: none"> • To explain how people survived during the Stone Age • Know about Stone Age homes, diet and weapons. • Develop an understanding of Stone Age life including homes, diet and weapons • To identify how life changed for people during the Stone Age • To explore how we know about life in the Stone Age. • Show an understanding of Stone Age art and how it was completed by recreating and evaluating. • Know about Stone Age monoliths such as Stonehenge • To explore what archaeology has told us about Britain’s prehistoric tombs and monuments. • To describe some ways in which life changed from the Stone Age to the Bronze Age. • To learn about the lives of the Celtic tribes in Iron Age Britain • Explore Iron Age homes and know how they differed from Stone Age homes. • To discover why people built hillforts in Iron Age Britain and what we know about them. 	<p>Skills: Continue to develop a chronology secure knowledge of history Identify and give reasons for, and results of, historical events, situations and changes</p> <ul style="list-style-type: none"> • Use evidence to give different answers about the past • Develop an awareness of changes in Britain from the Stone Age to the Iron Age. • Identify and give some examples of how life was different for different people in the same and different periods of time • Identify and give some examples of how life was similar in the past • Continue to develop a chronologically secure knowledge of British history. • Develop the appropriate use of historical terms. • Note connections, contrasts and trends over time • Understand how our knowledge of the past is constructed from a range of sources. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
<p>Spring Tudors Kings and Queens</p>	<p>Historical Knowledge: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, The changing power of monarchs using case studies such as Elizabeth I</p> <ul style="list-style-type: none"> • Know about the War of the Roses • Know family tree of the Tudors and when they lived • Know the names of garments worn in Tudor times 	<p>Skills: Describe social, religious and ethnic diversity in Britain and the wider world Identify historically significant people and events in situations Continue to develop a chronology secure knowledge of history</p> <ul style="list-style-type: none"> • Note key changes over a period of time and be able to give reasons for those changes;

	<ul style="list-style-type: none"> • Know what people ate in Tudor times • Recognise the differences between diet of rich and poor • Know some of the punishments in Tudor times • Know how houses were built in Tudor times • Know how illnesses were treated in Tudor times • Know what life was like for children • Describe the differences between rich and poor children 	<ul style="list-style-type: none"> • Explain how people and events in the past have influenced life today; • Identify key features, aspects and events of the time studied; • Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, monarch, century; • Continue to develop a chronologically secure knowledge of British history. • Understand how our knowledge of the past is constructed from a range of sources. • Start to understand that there are short and long-term causes of events • Begin to understand that historical events create changes that have consequences • Identify historically significant people and events from a period of history and give some detail about what they did or what happened • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
<p>Summer Ancient Egypt</p>	<ul style="list-style-type: none"> • Know why Egyptians settled on the Nile • Know about Egyptian jobs, beliefs and social structures • Know about significant places and people in/from Egypt • Know about Egyptian practices • Know the types of work Egyptians did • Know the social structure and compare to today • Know Egyptians used hieroglyphics and to recognise them • Know the process of mummification and why it was used. • Show understanding of Egyptian belief about the afterlife • Know about the discovery of Tutankhamun. 	<ul style="list-style-type: none"> • Use artefacts to give evidence about the past • Use evidence to give different answers about the past • Devise historically valid questions about change, cause, similarity and difference, and significance • Select and organise relevant historical information • Make connections, contrasts and trends over time and develop appropriate historical vocabulary for the theme • Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this

Year B	Knowledge	Skills
Autumn Romans	<p>Historical Knowledge: the Roman Empire and its impact on Britain. Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudicca; 'Romanisation' of Britain: the impact of technology, culture and beliefs</p> <ul style="list-style-type: none"> • To learn about where the Romans came from and how the city of Rome became the centre of a huge empire. • Know which countries were part of the Roman Empire • To identify reasons why the Romans invaded Britain and to recall key facts about the invasions. • Know about the Roman army • Know about the Emperors Julius Caesar, Claudius and Hadrian • To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there • To understand why and how the Romans built new roads and new towns in Britain • Know about Roman baths • Know how to write Roman numerals • To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event. • To understand the lasting impact of the Roman Empire on Britain. 	<p>Skills: Continue to develop a chronology secure knowledge of history. Establish clear narratives within and across periods studied</p> <p>Describe social, religious and ethnic diversity in Britain and the wider world.</p> <p>Describe social, religious and ethnic diversity in Britain and the wider world.</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask simple questions about the past; • Explain how people and events in the past have influenced life today; • Use and understand appropriate historical vocabulary to communicate information such as ruled, empire, invasion, conquer; • Start to present ideas based on their own research about a studied period. • Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across periods. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Understand how our knowledge of the past is constructed from a range of sources both primary and secondary • Start to explain the impact of some changes that have happened throughout different periods of time • Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs • Note connections, contrasts and trends over time
Spring Anglo Saxons,	<p>Historical Knowledge: Britain's settlement by Anglo-Saxons and Scots,</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 	<p>Skills: Continue to develop a chronology secure knowledge of history. Establish clear narratives within and across periods studied. Describe social, religious and ethnic diversity in Britain and the wider world Describe</p>

<p>Scots and Vikings</p>	<ul style="list-style-type: none"> • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture • Christian conversion - Lindisfarne • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • To explain when and where the Vikings came from and why they raided Britain • To compare the significance of some Anglo- Saxon kings during the Viking period • Explain who King Ethelred II was and say when and why Danegeld was introduced • Identify and explain key aspects of Viking life explain how the legal system worked in Anglo-Saxon and Viking Britain • Explain how the last Anglo-Saxon kings shaped Britain 	<p>/ make links between main events, situations and changes within and across different societies / periods</p> <ul style="list-style-type: none"> • Order events from this period of history • Use historical vocabulary in explanations about people and events from the past • Discuss similarities and differences between events in the past • Reason about the impact of past events • Continue to develop a chronology secure knowledge of history. • Establish clear narratives within and across periods studied. • Describe social, religious and ethnic diversity in Britain and the wider world • Describe / make links between main events, situations and changes within and across different societies / periods • Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; • Identify and give some examples of how life was similar in the past.
<p>Summer 1960s Britain</p>	<p>Historical Knowledge: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history</p> <ul style="list-style-type: none"> • To know about a significant turning point in British history – why was this an era for change? • To know about everyday life in the 1960s and compare with decades before this period. • What were the changes in: <ol style="list-style-type: none"> 1. food 2. music 3. toys 4. fashion 	<p>Skills: Describe social, religious and ethnic diversity in Britain and the wider world. Identify and give reasons for, and results of, historical events, situations and changes. Identify historically significant people and events in situations</p> <ul style="list-style-type: none"> • To understand changes over time, make connections, notice contrasts and trends over time • Identify similarities and differences between the present and the 1960s • Describe social, religious and ethnic diversity in Britain and the wider world. • Identify and give reasons for, and results of, historical events, situations and changes.

- Discuss why these changes happened
- To know about the space race
- To know about art and artists in the 60s including the pop art movement

- Identify historically significant people and events in situations
- Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across periods.
- 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 both primary and secondary
- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;
- Identify historically significant people and events from a period of history and give some detail about what they did or what happened

UKS2 History planning (Year 5 and 6)

Year A	Knowledge	Skills
<p>Autumn Mayans</p>	<p>Historical Knowledge: a non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> • Know when and where the Maya live • Know how the ancient Mayan’s lived including; food, homes, clothes and farming • Know about Mayan buildings that are still standing such as Chichen Itza • Know how Mayan society was organised – the roles of different groups of people such as kings, merchants and slaves • Know what they believed – Mayan Gods, rituals and the afterlife • Know when the Mayan civilization fits in with other periods of history • Know when and in what order some significant events occurred • know how our knowledge of the past is constructed from a range of sources of historical information 	<p>Skills: Continue to develop a chronology secure knowledge of history. Establish clear narratives within and across periods studied. Identify and give reasons for, and results of, historical events, situations and changes</p> <p>f) address and devise historical questions about cause and consequence.</p> <p>a) explain and give varied examples of how life was similar and different in the past;</p> <p>b) explain and give examples to show that things may have been different from place to place at the same time;</p> <p>c) start to give reasons for these similarities and differences.</p>
<p>Spring Victorians</p>	<p>Historical Knowledge: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: the changing power of monarchs, a significant turning point in British history</p> <ul style="list-style-type: none"> • Know how the lives of wealthy Victorians differed from the lives of the poor. • Know about a range of inventions from that era • Know about the industrial revolution and how steam power changed industry and transport • Know what life was like for girls and boys in Victorian Schools • Know about key dates in the Victorian period 	<p>Skills: Describe social, religious and ethnic diversity in Britain and the wider world. Identify historically significant people and events in situations. Continue to develop a chronology secure knowledge of history</p> <p>a) identify why some changes between different periods of time have had more significant consequences than others;</p> <p>b) explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</p> <p>c) start to categorise some types of changes into political, economic social and technological;</p>

	<ul style="list-style-type: none"> • Know about Queen Victoria’s life • Know how the Victorian era fits in with other periods of history • Know when and in what order some significant events occurred in the Victorian period • know how our knowledge of the past is constructed from a range of sources of historical information 	<p>d) understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history;</p> <p>a) explain and give varied examples of how life was similar and different in the past;</p> <p>d) identify a range of historically significant people and events from different periods of history and explain why they were significant;</p> <p>e) identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>
<p>Summer Local study</p>	<p>Historical Knowledge: a local history study</p> <p>History of our school</p> <ul style="list-style-type: none"> - using old school logs and old artifacts, look at how school life was different in Endmoor in the past <p>History of Endmoor</p> <ul style="list-style-type: none"> - using census information and old maps, compare Endmoor in the past, to Endmoor now. - Explore local historical site – gunpowder works – and find out how the industry impacted the locality (tramway linking factory to canal and later the railway; houses built for workers) <p>History of the wider locality (Kendal, Lancaster and Morcambe Bay)</p> <ul style="list-style-type: none"> - How did the building of the Lancaster Canal impact industry in Kendal - How did the building of the Lancaster to Carlisle railway impact the local area (including industry, mining and tourism) - Study of the history of Gange-over-Sands and Morcambe bay, including how the railway impacted the town and the landscape 	<p>Skills: Describe/make links between main events, situations and changes within and across different societies / periods. Understand that some different versions of the past may exist, giving some reasons for this</p> <p>a) identify why some changes between different periods of time have had more significant consequences than others;</p> <p>b) explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</p> <p>c) start to categorise some types of changes into political, economic social and technological;</p> <p>a) examine in more detail the short and long-term causes of an event being studied;</p> <p>b) understand that some causes may be more significant than others and that some causes are less significant;</p> <p>a) explain and give varied examples of how life was similar and different in the past;</p> <p>c) start to give reasons for these similarities and differences.</p>

Year B	Knowledge	Skills
<p>Autumn WW2 (battle of Britain turning point)</p>	<p>Historical Knowledge: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, a significant turning point in British history</p> <ul style="list-style-type: none"> • When did Britain go to War with Germany? • Why was it necessary for Britain to go to war with Germany? • Who was Winston Churchill and what was his significance to WW2? • What makes The Battle of Britain a significant turning point in the second world war? • What were the stages of the Battle of Britain? • How did Britain win the Battle of Britain? • Who fought with Britain during WW2? • What was life like for people in Britain during the Blitz? • What was life like for evacuees during WW2 • Know what propaganda is and why some sources of evidence may be misleading. • Know the order and dates of some significant event of WW2 • know how our knowledge of the past is constructed from a range of sources of historical information 	<p>Skills: Identify and give reasons for, and results of, historical events, situations and changes. Understand that some different versions of the past may exist, giving some reasons for this.</p> <p>d) understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;</p> <p>a) examine in more detail the short and long-term causes of an event being studied;</p> <p>b) understand that some causes may be more significant than others and that some causes are less significant;</p> <p>c) begin to understand that historians may not agree on the main causes of an event;</p> <p>d) understand that one event can have multiple consequences that impact on many countries and civilisations;</p> <p>e) understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;</p> <p>f) address and devise historical questions about cause and consequence.</p> <p>c) start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;</p> <p>d) identify a range of historically significant people and events from different periods of history and explain why they were significant;</p> <p>e) identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>
<p>Spring Theme – crime and punishment</p>	<p>Historical Knowledge: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, changes in an aspect of social history</p> <ul style="list-style-type: none"> • Know vocabulary specific to crime and punishment 	<p>Skills: Describe / make links between main events, situations and changes within and across different societies / periods. Identify and give reasons for, and results of, historical events, situations and changes</p> <p>a) identify why some changes between different periods of time have had more significant consequences than others;</p>

	<ul style="list-style-type: none"> • Consider how and why crime and punishment may change over time • know how crime was detected, how criminals were tried and common punishments in Roman Britain. • Know about crime and punishment in Viking and Anglo-saxon times and how Gods were involved in the punishments. • Know about capture of criminals, medieval courts and punishments for theft, treason, murder and heresy in medieval/tudor periods • Know how types of crime changed in Victorian period • Know about the major changes in how crimes were detected and punished in Victorian period • Know how the history of crime and punishment compares with today. 	<p>e) understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>a) explain and give varied examples of how life was similar and different in the past;</p> <p>a) examine in more detail the short and long-term causes of an event being studied;</p> <p>b) understand that some causes may be more significant than others and that some causes are less significant;</p>
<p>Summer Ancient Greece</p>	<p>Historical Knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • To know who the Ancient Greeks were • To know how Ancient Greece democracy worked • To have an understanding of Greek Gods and Goddesses • To understand the events of The Trojan War • Know about Ancient Greek religion and beliefs including Gods and Goddesses and myths • Explore Ancient Greek democracy • know how, when and why the Olympic Games were started and how they compare to today's olympics • Discover Athens and Sparta and the Battle of Marathon. • Know the significance of Alexander the Great to the Ancient Greeks 	<p>Skills: Continue to develop a chronology secure knowledge of history. Identify historically significant people and events in situations Identify and give reasons for, and results of, historical events, situations and changes</p> <p>a) explain and give varied examples of how life was similar and different in the past;</p> <p>b) explain and give examples to show that things may have been different from place to place at the same time;</p> <p>c) start to give reasons for these similarities and differences.</p> <p>d) identify a range of historically significant people and events from different periods of history and explain why they were significant;</p> <p>e) identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>