**Hillside Primary School**

**History Long Term Planning Years 1-6**

**For more information relating to content, progression, skills and vocabulary, see below.**

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|  | | History Units |  |
|  | Term 1 | Term 2 | Term 3 |
| Year 1 | **Toys and Homes** | **The Great Fire of London** | **Cross-curricular links** |
| Year 2 | **Cross-curricular links** | **Stoke-on-Trent 100 years ago** | **Famous explorers** |
| Year 3 | **Cross-curricular links** | **Ancient Egypt** | **Stone-Age** |
| Year 4 | **Romans** | **Cross-curricular links** | **The Mayans** |
| Year  5 | **Glorious Greeks** | **Anglo-Saxons and the Vikings** | **Cross-curricular links** |
| Year 6 | **The Victorians with a local history study** | **Cross-curricular Links** | **World War Two with a local history study** |

**History – Progression of skills document**

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| **Year group** | | **Chronological understanding** | **Vocabulary** | **Questioning** | **Historical knowledge** |
| **EYFS** | **Three and four year olds** | - Pupils begin to make sense of their own life-story and family’s history. | Vocabulary which suitably links to events the children can recall. | To compare how events within their own lives may be different.  Begins to talk about why things happen. | - Can recall events within their own lives. |
| **Reception** | - Pupils comment on images of familiar situations in the past.  - Pupils compare and contrast characters from stories, including figures from the past. | Children can use these words:  Yesterday  Weekend  Last week | Know and recount episodes from their own and others’ past, saying why it happened. | - To begin to differentiate between fact and fiction.  - To clearly recognise the difference between events in the past and events in the future. |
| **Year one** | **Toys and houses** | - Pupils can order toys they have learnt about and studied in order of time.  - Pupils can order homes they have learnt about and studied in order of time.  - Pupils can place toys and  homes on a timeline.  - Pupils can use their understanding of time in order to suggest comparisons between toys and homes in the past to the present. | Pictures, photographs, artefacts, evidence, past, present, future, new, newest, old, oldest. | Use relevant photographs to ask simple questions about the past. | - Pupils understand that we learn more about the past using pictures, photographs and artefacts.  - To identify different games which were popular in the past and compare them to modern games.  - To identify how toys are different today than in the past for example in the past they didn’t require electricity and were often made of wood.  - To use primary sources to chronologically order toys in the past and explain their reasoning. |
| **The Great Fire of London** | - Pupils can sequence events of the Great Fire of London in time.  - Pupils can understand and appreciate where the Great Fire of London appears in the overall chronological narrative using phrases such as ‘a long time ago’.  - To draw comparisons between London during the Great Fire of London (Seventeenth Century) and present day London. | Century, London, diary, rebuilt, St Paul’s Cathedral. Samuel Pepys, Pudding Lane. | Use evidence given to carefully answer questions about the past and pose further lines of enquiry. | - The fire started on Sunday 2nd September 1666 in Thomas Farriner’s bakery on Pudding Lane.  - In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry.  - Strong winds were blowing, which helped the flames to spread.  - People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.  - By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.  - King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.  - Pupils recognise the occupation of an historian is to explore the past and to find out information from the past using artefacts. |
| **Year group** | | **Chronological understanding** | **Vocabulary** | **Questioning** | **Historical knowledge** |
| **Year two** | **Stoke-on-Trent 100 years ago** | - Pupils can accurately order and sequence key events about the Pottery industry in Stoke-on-Trent.  - Consider changes in the local area within their own lives and memories.  - Pupils can use understanding to identify similarities and differences between Stoke-on-Trent 100 years ago and Stoke-on-Trent in the present. | Earliest, latest, modern, primary sources, Hanley, Burslem, Fenton, Longton, Stoke and Tunstall, Titanic, Edward Smith, census, Gladstone, Doulton, Spode, Wedgewood, Emma Bridgewater. | - Pupils can begin to use appropriate historical sources in order to justify their answers.  - To ask questions regarding why Stoke-on-Trent is different in the 21st century compared to the 20th century. | - Pupils understand that historians use a wide range of sources to find information about the past including: books, visual clips and letters.  - To identify changes on a map between Stoke-on-Trent in 1950 to Stoke-on-Trent in 2022. For example, there is now lots more residential housing.  - To know the six towns which make up Stoke-on-Trent: Hanley, Burslem, Fenton, Longton, Stoke and Tunstall.  - To know that the Captain of the Titanic, Edward Smith, came from the town of Hanley.  - To extract relevant questions about a period from census.  - To understand the significance of the pottery industry in Stoke-on-Trent and children’s role in it.  - To know the different pottery industries which were thriving in Stoke-on-Trent during the 19th and early 20th century. |
| **Famous explorers** | - Pupils identify and appreciate where the lives Neil Armstrong and Christopher Columbus appear on an overall chronological narrative using phrases such as century.  - To draw comparisons between the world during the time of Christopher Columbus and the world during the time of Neil Armstrong. | Century, Santa Maria, Space Race, Apollo 11, Astronauts, Neil Armstrong, Michael Collins and Buzz Aldrin, NASA, explorer, voyage. | - Handle different historical sources to understand the reasons behind Christopher Columbus’s actions during the 15th Century and why this is not considered reasonable in the present day.  - To compare the achievements of different explorers and their achievements. | - To understand the significance of Neil Armstrong’s Moon landing in 1969 and how technological advances during the 1960’s enabled the developed world to watch.  - On the 20th July 1969, Neil Armstrong became the first man to walk on the moon.  - Christopher Columbus was an Italian navigator who completed four voyages across the Atlantic Ocean. While searching for a route to the Far East, he discovered a sailing route to America. |
| **Year group** | | **Chronological understanding** | **Vocabulary** | **Questioning** | **Historical knowledge** |
| **Year three** | **Ancient Egypt** | - Pupils can accurately order significant events which occurred during the Ancient Egyptian era.  - Pupils can refer to timelines to explore an era and appreciate that the Ancient Egyptian society began over 5000 years ago.  - To grasp that much of our knowledge of the Ancient Egyptian civilisation came within the last 200 years.  - Pupils can draw on their chronological narrative to draw similarities and differences between Ancient Egypt and other periods studied.  - To know three other civilisations elsewhere in the world during the time of the Ancient Egyptians were: Indus Valley, Sumer and the Shang Dynasty in China. | Ancient, centuries. Pyramid, Canopic jar, tomb, Hieroglyphics, Mummification, After life, decades, archaeologist, papyrus rolls. | - Pupils use inspiration from learning to ask further questions and can suggest how they may find the answers to these questions.  - Pupils can use a primary and secondary sources as evidence to answer questions. | - To locate the Nile River and understand the significance of annual floods. To know that the Nile provided water and fertile soil for crops alongside a key means of transport.  - To know that Ancient Egyptians wrote in hieroglyphics.  - To recall details of Sir Howard Carter’s opening of Tutankhamun’s tomb.  - To know that people were buried with miniature items related to their life.  - To know that mummification was necessary to preserve the person’ body for their difficult journey to the afterlife. |
| **The Stone age to the Iron-age** | - Pupils can accurately identify key events which took place form the Stone-age to the Iron-age.  - Pupils can refer to timelines to explore an era and appreciate that the Stone Age was over 10,000 years ago.  - Pupils can draw on their expanding chronological narratives to draw similarities and differences between the Stone-age and other periods studied.  - To locate the move to farming within their chronological narrative to around 5000 years ago. | Hunter, gatherer, settler, Neolithic, Skara Brae, Stonehenge, bronze age, agriculture, hillfort, settlement. | - Pupils can answer the question – ‘How can we possibly know what it was like many years ago before man recorded his thoughts in writing?’  - To make appropriate deductions about the Stone-age from images.  - To make simple deductions about the way of life by studying buildings left behind. | -Pupils understand that Britain was once covered by ice.  - The earliest settlers were hunter-gatherers and lived in caves.  - To understand the significance of Star Carr.  - To know the impact of farming i.e. the taming of wild animals and growing wheat.  - To understand that Stonehenge was built about 5,000 years ago and in stages.  - To list two or three characteristics of life in an Iron Age hill fort community. |
| **Year group** | | **Chronological understanding** | **Vocabulary** | **Questioning** | **Historical knowledge** |
| **Year Four** | **The Romans** | - Pupils can accurately order significant events which occurred during the Roman era.  - Pupils can draw on their chronological narrative to draw similarities and differences between the Romans and other periods studied.  - Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline. | Empire, expansion, Boudicca, legacy, Caesar, Claudius, armour, weapons, the Celts, amphitheatres, baths, forum. | - To understand that Boudicca can be interpreted differently depending on perception and evidence.  - To appreciate the issues that all surviving evidence comes from Roman sources.  - To begin to prioritise evidence in order of significance.  - To identify typical evidence used by historians to examine Roman times i.e. coins and the remains of buildings. | - To understand reasons behind Caesar and Claudius taking the decision to expand the Roman Empire.  - To understand the reasons and motivation behind Boudicca’s actions.  - To understand that the Roman army was very powerful as a result of their organisation and conditions.  - To identify that Roman lifestyle was rich in comparison to that of the Celts.  - To suggest reasons which led to the fall of the great Roman empire.  - To identify a range of legacies that the Romans still influence life during the 21st century i.e. calendars and money. |
| **The Mayans** | - Pupils can accurately order significant events which occurred during the Mayan era.  - Pupils can draw on their chronological narrative to draw similarities and differences between the Mayans and other periods studied.  - Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline. | Civilisation, hieroglyphs, maize, pyramids, irrigation, hierarchical, temple, chocolate. | - To speculate and make deductions from visual evidence.  - To learn how to raise valid historical questions and to make inferences beyond the literal.  - To compare if civilisation created by the Mayans was more civilised than that in Britain one thousand years ago using concise points supported by evidence.  - To realise that more evidence and historical information may be discovered in the future leading to different perceptions of the civilisation.  - In drawing conclusions to historically devised questions, the children realise that a combination of factors are usually the case rather than one stand-alone factor. | - To ensure that children are aware that the Mayan civilisation was before any encounters with Europeans.  - To learn that the Mayans were accomplished scientists as they tracked a solar year of 365 days.  - The greatest Mayan cities had over 10,000 inhabitants.  - When Spanish conquerors arrived, more than half of the Mayan population died of new diseases brought by the Spanish.  - Pupils able to offer valid reasons for the growth of Mayan civilisation.  - To appreciate that society was hierarchal with the king at the top and the slaves at the bottom.  - Mayan cities had a dramatic stepped pyramid topped by a temple.  - To understand the implications of the Spanish destroying many examples of Mayan history when they conquered in the sixteenth century to stamp out traditional Mayan practises.  - The Mayans practised human sacrifice to appease their gods and collect the human blood from the bodies.  - To identify reasons for the decline of the Mayan civilisation. |
| **Year group** | | **Chronological understanding** | **Vocabulary** | **Questioning** | **Historical knowledge** |
| **Year Five** | **The Greeks** | - Pupils have a secure chronological narrative of Ancient Greece and are accurate and placing key events in Ancient Greece on a timeline.  - Pupils can draw their own timelines showing an appreciation and understanding of key time intervals.  - Pupils can compare historical periods with reference to key similarities and differences.  - Pupils can begin to identify trends over time including how the Ancient Greeks have a legacy in the 21st century.  - To recognise that Athens was at its height in C5th – C6th BC. | Democracy, freedom, attitudes, philosophy, Persia, the Battle of Marathon, Athens, Olympics, language. | - To recognise the evidence base includes significant archaeological evidence as well as written and spoken myths and legends.  - To grasp that much evidence comes from pottery.  - To draw inferences from evidence.  - To understand that secondary sources can disagree on outcomes. | - To understand how the geographical features of Greece formed many significant attributes of Ancient Greek life.  - To understand that Ancient Greece consisted of city states such as Athens and Sparta who were rivals.  - To grasp the diversity of Ancient Greek life styles depended on position within society.  - To identify reasons why Athens was so dominant.  - To explain why the Battle of Marathon was fought.  - To understand the importance of the victory of Persia.  - To know that the Olympics were not just athletic events and that both religion and preparation for war were just as significant.  - To understand and recall Greek achievements in a variety of areas. |
|  | **Anglo-Saxons and the Vikings** | - Pupils have a secure chronological narrative of the Anglo-Saxons and the Vikings and are accurate in placing key events on a timeline.  - Pupils can draw their own timelines showing an appreciation and understanding of key time intervals.  - Pupils can compare historical periods with reference to key similarities and differences.  - Pupils can begin to identify trends over time including how the Anglo-Saxons and Vikings intertwined throughout turbulent moments in British history.  - To know that by the end of the 7C the Anglo-Saxons were ruling most of Britain. | Staffordshire hoard, Jutes, Mercia, St Augustine, pagan, monasteries, Lindisfarne, monks, raids, Danelaw, Jorvik. | - To begin to ask high-quality historical questions.  - To understand that the Vikings gained such a bad reputation as a result of exaggerated accounts written by monks.  - To distinguish between Saxon and Viking accounts of the same event.  - To recognise that significant historical evidence about the Vikings has recently been discovered at Jorvik. | - To know that the Staffordshire hoard is the largest collection of gold and silver to be found.  - To know why the Anglo-Saxons invaded and where they settled.  - To identify how people’s lives change when Christianity came to Britain.  - To understand how the Vikings tried to take over the country for over three hundred years. They first came as raiders then as settlers.  - To understand the significance of Danelaw as an area of Viking settlement.  - To learn how Viking settlements can be identified by their names. |
| **Year group** | | **Chronological understanding** | **Vocabulary** | **Questioning** | **Historical knowledge** |
| **Year Six** | **The Victorians with a local history study** | - Pupils have a secure and expansive chronological narrative, accurately adding a range of historical events from the Victorian period to this.  - Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history.  - Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is.  - Pupils can appreciate that the Victorian era was a time of rapid change and can identify similarities and differences between the start and end of the period. | Queen Victoria, transport, railways, factories, mines, urbanisation, canals, steam ships, work houses. | - Children begin to investigate the provenance of an historical source and understand that some sources have to be treated carefully and not trusted.  - To identify and explain events which are significant.  - To use maps to identify aspects of change. | - To identify key changes which occurred during the Victorian era and how these can be seen within our local area.  - To understand, describe and explain tough factory life during the Victorian period.  - To identify key features of Victorian workhouses.  - To describe and explain the life of chimney boys.  - To identify key changes in transport and how this benefited people.  - To identify how Stoke-on-Trent was different using maps from the Victorian period. |
|  | **World war two with a local history study** | - Pupils have a secure and expansive chronological narrative, accurately adding a range of historical events from the Second World War period to this.  - Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history  - Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is. | Hitler, appeasement, Chamberlain, rationing, the Battle of Britain, the Spitfire, Reginald Mitchell, Propaganda. | - To reason for and against world war two with appropriate reference to evidence.  - To infer feelings and emotions of people within the sources.  - Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda.  - Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance. | - To identify reasons for Britain going to war in 1939.  - To understand the urgency of children being evacuated during the second world war.  - To recognise how Britain managed to stand firm during the war.  - To identify how Stoke-on-Trent reacted to second world war.  - To understand the impact of the second world war upon Stoke-on-Trent. |
| **Year group** | | **Chronological understanding** | **Vocabulary** | **Questioning** | **Historical knowledge** |
| **Transition into KS3** | | - Pupils have an extensive knowledge of chronology, accurately placing a range of historical events from around the world on a timeline.  - Pupils can chronologically compare a range of historical periods and events, drawing relevant connections and contrasts.  - Pupils can compare a range of historical periods, identifying similarities and differences between them.  - Pupils can identify many trends over time within an increasingly sophisticated chronological narrative and identifying how ideas have been continued/ developed. | - Pupils can remember and use a range of names and words from the areas they have studied over different eras and events.  - Pupils can implement a wide range of words and phrases to indicate time, talking about decades, centuries, millennium, specific periods and also recognize different ways in which AD and BC are written (BCE, CE etc.)  - Pupils understand a range of words related to history in general as well as periods of history whilst also applying them correctly e.g. empire, parliament, civilisation etc. | - Pupils can pursue historically valid enquiries including some they have framed themselves and create relevant, structured and evidentially supported accounts in response.  - Clearly understand how different historical sources are used rigorously to make historical claims.  - Pupils can critically evaluate a range of sources using their context and provenance.  - Pupils can organise information effectively to provide judgements about an event or person in history. | - Pupils have an extensive knowledge about historical events, from local history, British history and world history.  - Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.  - Pupils can access a comprehensive range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. |