



WHOLE SCHOOL HISTORY MAPPING THE PROGRESSION

KS1 **Changes within living memory and effects on daily life** Significant Person/ Event Commemoration/ Celebration Event/ beyond living memory Significant persons in own locality

KS2 **Statutory period of history** UK Statutory Period of History Non European/Ancient Civilization Local History Study /Aspect of British History reflecting changes since 1066

CHRONOLOGY IS AN ONGOING AND REINFORCED CONCEPT IN EACH UNIT OF STUDY AND ACROSS CURRICULUM

In addition to study of significant people in history there is also a programme of significant people to study linked to ethnicity and diversity in PSHE and assembly/worship which is reviewed annually including such people as Martin Luther King, Ghandi, Malala Yousafzai, Harriet Tubman, Michelle Obama and many others.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

EYFS

Understanding of the world through:

Teaching concept of present past and future through family, personal experiences and significant events.

Introducing idea of chronology through their lives, family events, school events.

Introducing artefacts, buildings and people's accounts as keys to the past and the term history and historian.

Significant people Queen, Prime Minister, people who help us etc.

Local history through a study of the school's headteachers and teachers to support understanding of generations and past and present

Year 1

Guy Fawkes

Key concepts & terms:

Parliament

Monarchy

Religion

Conflict

Equality & Diversity

Catholic

Protestant

Church of England

WW1/ Walter Tull

Armistice Day

Key Concepts & terms

Conflict

Power

Freedom

Peace

Equality & Diversity

Enemies and allies

This term's focus

is geography.

The Queen/ Monarchy

(2 lessons)

Building on previous term's work,

reinforcing concepts & terms of

parliament

Church of England

Religion

power

Toys & Transport

Changes within Living memory

Changes in national life

Neil Armstrong

Christopher Columbus

Key concepts and terms

Progress

Technology

Exploration

	<p>Tolerance</p> <p>Key Questions? Do all people think Guy Fawkes was bad? Difference between peaceful and violent action for change.</p> <p>Local History Day Footballing Legends STANLEY MATTHEWS and GORDAN BANKS</p>	<p>Key Questions? What did we learn from WWI?</p> <p>What can we learn today?</p> <p>Local history link Where is our nearest WW1 war memorial?</p>	<p>Monarchy/ Kingdom</p> <p>Introduce idea of subjects & levels of power/ freedom. Can anyone be Queen? Can anyone be Prime Minister?</p>	<p>Space race Rivalry/conflict Money/ Greed Adventure museum</p> <p>Key questions? What did both explorers have in common? What did the people that paid for the ships/ space ships want in return?</p> <p>Is this bad or good or is it more complicated than that? What would happen if they hadn't been able to explore?</p> <p>Concept of museum where we can explore the past</p>
<p>Year 2</p>	<p><i>This term's focus is geography with a local history day study of:</i></p> <p>Reginald Mitchell/ Spitfire/ Hanley Museum</p> <p><i>Reinforce language and concepts covered so far where linked in any aspect of curriculum</i></p>	<p>Great Fire of London Key concepts & language Rich Poor Member of Parliament Monarch Society Tragedy City and rural Peasant and Poor</p>	<p><i>This term's focus is geography.</i></p> <p><i>Reinforce language and concepts covered so far where linked in any aspect of curriculum</i></p>	

		<p style="text-align: center;">aristocracy</p> <p>How do we know so much about it? First-hand account of life at the time? Whose accounts don't we have? How are people's experiences of the same event different? What experiences do they share? Why? Equality and diversity</p> <p>What lessons have been learned today from this event? Is there still more to learn (Grenfell etc)</p>	
<p>Year 3</p>	<p style="text-align: center;">Stone Age, Bronze Age and Iron Age</p> <p style="text-align: center;">Key concepts & language Building on all of KS1 key concept and terms</p> <p style="text-align: center;">Ancient society civilisation religion community wealth resources hunter gatherer progress farming travel kingdom/s survival defence fort invaders settlers migration art and culture evidence source artefact</p> <p style="text-align: center;">Key questions?</p>	<p style="text-align: center;">Focus Geography</p> <p style="text-align: center;"><i>Reinforce language and concepts covered so far where linked in any aspect of curriculum</i></p>	<p style="text-align: center;">Romans</p> <p style="text-align: center;">Link to prior study aside from Additional Key Terms:</p> <p style="text-align: center;">EMPIRE Military Army Invasion Resistance Conquest Organisation slave citizen class</p>

	<p>How do we know about these early people? How was progress possible (migration)? Were there rich and poor or was everyone equal? Why was there conflict? Who was in charge? What did they believe? What was daily life like ? How do we know? Local history Day: mining heritage</p> <p>What would the land we call Stoke On Trent have been like during this period? Any local historic monuments to help us? Why not? http://www.thepotteries.org/local_history/1.htm</p>		<p>Key questions? How was one small city in Italy able to create an Empire? How far did the Empire reach? How were people so far spread across the world kept in check?</p> <p>How and when did Britain succumb to the invasion?</p> <p>What did the Romanisation of Britain look like? What is the significance of Hadrian's wall?</p>
<p>Year 4</p>	<p>Local History in Depth Study Linked to historic event of Titanic with local connections Recap all previous terms Introduce INDUSTRY Compare and Contrast</p> <p>This study links together all the work done so far in KS1 & KS2</p>	<p>Anglo Saxons and Vikings</p> <p>All previous terms but specific Reinforcement of Invader Conquest Resistance Kingdom Monarchy religion</p> <p>Key questions? Why were the Vikings able to invade? Equality and Diversity.</p>	<p>Achievements of Ancient Egyptians</p> <p>All previous terms consolidated plus focus on:</p> <p>EMPIRE Religion Power Status Legacy civilisation Key questions? How do we compare the marvel of the pyramids to Stonehenge? What made Egyptians so influential?</p>

	<p>e.g. recaps what Stoke/Staffordshire like in Stone Age- Bronze Age. The natural resources available then used in modern times to create INDUSTRY What would it have been like at time of Great Fire of London? What would it have been like during the Roman Invasion and after they left? How has it grown in modern times? History of transport- canals and railways & potteries and mining?</p> <p>CAPTAIN SMITH. How was the TITANIC different to Christopher Columbus ships? Inequalities of class and society seen all through periods of study are represented clearly in the design of ship and experiences of the travellers on the TITANIC.</p>	<p>By this time what would the people living on the island we call Britain have looked like? Where would they have come from as a result of all the invasion, settlers, migrations?</p>	<p>Knowing what we know about society and class who was 'travelling steerage' in Ancient Egyptian times? How were they travelling? How do we know so much about Ancient Egyptians? Whose accounts do we have?</p>
<p>Year 5</p>	<p>Aspect Study linked to RE/ PSHE: Henry VIII & History of the Anglican Church</p> <p>This unit is cross curricular linking together knowledge from previous study Through its study pupils discuss significance of faith, contradictions between morality, power, belief and key terms such as: conflict, religion, monarchy, parliament & power</p>	<p>Early Islamic Civilisation including study of Bagdad C AD 900</p> <p>Time line of ancient civilisations</p> <p>Focus on Art/ Culture Power Conflict Religion</p>	<p><i>This term's focus is geography. Reinforce language and concepts covered so far where linked in any aspect of curriculum</i></p>

	<p>Local History Day focus: Our school's history</p>	<p>Legacy</p> <p>Key Questions? How different was Baghdad to London around 900AD? What was in the House of Wisdom? Who was Ibn Battuta and how did his Rihla help us? Who was Al-Zahrawi and what could we learn from Muslim medicine?. What did early Islamic civilisation leave behind?</p> <p>Geography – compare locations of major world cities in the 9th Century and history and evolution of mapping.</p>	
<p>Year 6</p>	<p><i>This term's focus is geography with Local History Day study of James Brindley and canals</i></p>	<p>A study of an aspect: A significant turning point in history: the Battle of Britain</p> <p>This study builds on the local history study of Y4 It allows Y6 pupils to bring together their knowledge of all key concepts and terms gone before:</p>	<p>Ancient Greeks Pull though all concepts and language ensure time line secure. Compare and contrast Key questions? Is progress linear? Is it the same in different places at the same time? Can it stall or go backwards? What is the legacy? What will be our legacy?</p>

		<p>Power, freedom, liberty, military, conquest, equality religious tolerance</p> <p>Children learn of the significance of a local hero: Reginald Mitchell and the Spitfire</p>	
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