

History overview – 2 year cycle

	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Autumn 1 – Who am I? Who Are You? (All About Me) Autumn 2 – Why Do We Celebrate? (Celebrations)	Spring 1 – Who Lives in a Land Far, Far Away? (Traditional Tales) Spring 2 – Do You Fly, Walk or Swim? (Lifecycles & Animals)	Summer 1 – What’s Above Me? What’s Below Me? (Growing) Summer 2 – Do You Wish You Were Here? (Travel)
Year 1/ 2 Cycle A	Great Fire of London	Local History – Sutton-in-Ashfield	
Year 1/ 2 Cycle B	Old and New: Toys and school		Significant Women
Year 3 /4 Cycle A	The Stone Age Ancient Romans		
Year 3 /4 Cycle B	Ancient Egypt Ancient Greece		
Year 5/ 6 Cycle A	Anglo-Saxons Vikings		
Year 5/ 6 Cycle B	World War 2		Mayans Local Study - Eyam



Dalestorth Primary and Nursery School Subject Progression Overview

Subject: History



Area	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Chronology of events & lives</u>	Talk about events using time specific vocabulary.	Discuss how familiar events occur in a particular order.	Recognise that a timeline is used to show where events occurred and when particular people were alive. Identify the main differences between their lives and their grandparents' lives.	Summarise that one working timeline is used to show where all events and people studied have occurred and lived. Compare and make connections between our lives and those of our grandparents, recognising similarities and differences.	Demonstrate the distinctive, chronological order for the periods studied. Model the similarities and differences between the specific periods of history studied that go beyond their own lives.	Demonstrate that the characteristics of periods studied will determine their chronological place in history. Illustrate that change is shown by the similarities and differences between specific periods in time.	Evaluate how Britain changed between periods of history by making a comparison between them.	Judge the influence and impact of different civilisations through time by comparing and contrasting them.
<i>Sentence starters</i>	<i>First, Next, When I was...</i>		<i>First of all, In, Next, After that, Finally,</i>		<i>First of all, In, After that, Finally, In the end, Meanwhile</i>		<i>Finally, In the end, Meanwhile, At the same time, Not long after, Furthermore, Similarly,</i>	
School Busy Bees Be a friend	Tell and take turns respectfully when talking about important events in our lives.		Tell and take turns when ordering important events in our lives.		Tell and take turns when ordering important events in history.		Evaluate together when ordering important events in history. As a team, make comparisons between periods of history.	
Be you	Share important events in our lives.		Discuss important events in our lives.		Discuss and compare important events in history.		Evaluate and compare important events in history.	
Be honest	Tell others if they have included important events.		Tell others if they have included important events in order.		Discuss with others if they have ordered events in history.		Discuss with others if they have ordered and evaluated thoroughly events in history	

Be brave	Talk confidently about events in our lives with others		Talk confidently about events in our lives with others		Talk confidently about events in history with others		Make evaluations confidently about events in history with others	
Be kind	Tell and take turns respectfully when talking about important events in our lives.		Tell and take turns respectfully when ordering important events in our lives.		Tell and take turns respectfully when ordering important events in history.		Evaluate together when ordering important events in history. As a team, make comparisons between periods of history.	
<u>Range and Depth of Historical Knowledge</u>	Start to be curious about the history of important people around them.	Recall the difference between the past and the present.	Recall how people and objects existed, and events occurred before living memory.	Recognise that some events and people in the past are seen as significant.	Explain the significant events and developments of the societies of the past. Investigate reasons for and results of people's actions of the past.	Demonstrate an understanding of the organisations and civilisations in the past and that significant events had consequences for people of the time. Analyse how there was resistance to civilisations in the past.	Evaluate historical advancements and explore the impact they had on people's lives and how they have shaped society.	Judge how civilisations in the past had a major influence on the world. Reach informed conclusions about historical events.
Sentence starters	<i>In the past, After that, It was different..</i>		<i>In the past, This person/period was important/famous because,</i>		<i>The period was essential/significant because.. It was crucial/important because.. As a result,</i>		<i>It is fundamental/ vital because This evidence shows...I know this because Similarly,.. Equally,.. Consequently,.. As a result,</i>	
School Busy Bees Be a friend	Tell and take turns respectfully when talking about important people in our lives.		Tell and take turns when ordering important people in the past.		Tell and take turns when explaining significant events and developments in history.		Evaluate together when explaining significant events in history. As a team, explore their impact.	

Be you	Share information about important people in our lives.	Discuss significant people in history.	Discuss and compare important events in history.	Evaluate and compare important events in history.			
Be honest	Tell others if they have recognised important people around them	Tell others if they have included important people in history and recognised why they were important.	Discuss with others if they have explained clearly the events and consequences in history.	Discuss with others if they have reached conclusions about the events and consequences in history.			
Be brave	Talk confidently about important people in our lives with others	Talk confidently about important people in history with others	Talk confidently about events and consequences in history with others	Make evaluations confidently about events in history with others			
Be kind	Tell and take turns respectfully when talking about important people in our lives.	Tell and take turns respectfully when ordering important people in the past.	Tell and take turns respectfully when explaining significant events and developments in history.	Evaluate together when explaining significant events in history. As a team, explore their impact.			
<u>Historical Interpretation</u>	Recognise that there are ways to find out about their past.	Identify some reasons why people acted differently in the past.	Recognise that there are sources of information to find out about the past.	Explain that there are different accounts of history. Understand that evidence is information which can be proved	Investigate different interpretations of historical accounts. Show how sources of evidence can be linked.	Judge that a piece of evidence may be biased. Critique evidence based on usefulness and reliability.	Summarise that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Critique reasons why there are different accounts of history. Evaluate evidence to determine which is the most reliable source.

Sentence starters	<i>I can see.. The photo shows... I have found out...</i>	<i>The source tells me.. I have observed... It was created by... ... created it It was made for...</i>	<i>That source/ account tells me.. It's purpose... It makes me wonder... It tells us..... about the period. This is reliable because.....</i>	<i>The source/evidence shows, It is reliable/ unreliable because..</i>			
School Busy Bees Be a friend	Tell and take turns respectfully when talking about ways to find out about the past.	Tell and take turns respectfully when talking about sources of information from the past.	Tell and take turns when understanding and using pieces of evidence in history.	Evaluate together when critiquing evidence in history.			
Be you	Share important events in our lives using evidence.	Discuss important events in our lives using evidence.	Discuss and compare evidence when important events in history.	Evaluate and compare important evidence when exploring events in history.			
Be honest	Tell others if they have used evidence to talk about the past.	Tell others if they have used evidence to talk about the past.	Discuss with others if they have ordered events in history using evidence correctly.	Discuss with others if they have ordered and evaluated thoroughly events in history using evidence correctly.			
Be brave	Talk confidently about the past with others using evidence.	Talk confidently about events in history with others using evidence.	Talk confidently about events in history with others using evidence.	Make evaluations confidently about events in history with others using evidence.			
Be kind	Tell and take turns respectfully when talking about ways to find out about the past.	Tell and take turns respectfully when talking about sources of information from the past.	Tell and take turns respectfully when understanding and using pieces of evidence in history.	Evaluate together when critiquing evidence in history.			
<u>Historical Enquiry</u>	Talk about the past through their own experiences.	Identify sources that support learning about the past.	Understand that sources support us to learn about the past.	Explain that a wide range of sources are used to effectively learn about the past.	Demonstrate that primary and secondary sources vary in reliability.	Evaluate which sources are most reliable for gaining an accurate understanding of historical events or periods in time.	Critique which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.
Sentence starters	<i>I can see.. The photo shows... I have found out...</i>	<i>The source tells me.. I have observed... It was created by...</i>	<i>That source/ account tells me.. It's purpose... It makes me wonder...</i>	<i>The source/evidence shows, It is reliable/ unreliable because..</i>			

			<i>... created it It was made for...</i>	<i>It tells us..... about the period. This is reliable because.....</i>	
School Busy Bees Be a friend	Tell and take turns respectfully when talking about ways to find out about the past.		Tell and take turns respectfully when talking about sources of information from the past.	Tell and take turns when understanding and using pieces of evidence in history.	Evaluate together when critiquing evidence in history.
Be you	Share important events in our lives using evidence.		Discuss important events in our lives using evidence.	Discuss and compare evidence when important events in history.	Evaluate and compare important evidence when exploring events in history.
Be honest	Tell others if they have used evidence to talk about the past.		Tell others if they have used evidence to talk about the past.	Discuss with others if they have ordered events in history using evidence correctly.	Discuss with others if they have ordered and evaluated thoroughly events in history using evidence correctly.
Be brave	Talk confidently about the past with others using evidence.		Talk confidently about the past with others using evidence.	Talk confidently about events in history with others using evidence.	Make evaluations confidently about events in history with others using evidence.
Be kind	Tell and take turns respectfully when talking about ways to find out about the past.		Tell and take turns respectfully when talking about sources of information from the past.	Tell and take turns when understanding and using pieces of evidence in history.	Evaluate together when critiquing evidence in history.
Key vocabulary	Family, uniform and transport Today, tomorrow, and yesterday	First, next, after that and finally. Now, today, tomorrow, and yesterday Brother, sister, mum, dad, and grandparents. Spring, Summer, Autumn, Winter Monday, Tuesday,	Are our toys better than Victorian children's toys? Blackboard, chalk, nit nurse, inkwell, pen and nib, skipping, marbles, snakes and ladders, ludo. History beyond living memory Industrial Revolution, penny farthing, chimney sweep, farthing, workhouse, Punch and Judy, diablo, spinning top The Great Fire of London: Stuarts, Pudding Lane, plague, flea, Samuel Pepys, bakery, Thames, Thomas Farynor, drought	Could you survive the tribe? (Stone Age): Archaeologist, artefact, Neolithic, B.C, chronology, tribal, hunter gatherers, shelter, civilisation, settlement. Why wasn't Rome built in a day? Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths. Ancient Egypt: Archaeologist, pharaohs, tombs, pyramid, Hieroglyphs, Valley of the	Were the Anglo-Saxons or Vikings better invaders? Invade, Raid, Longship, Wergild, Thane, Churl, Scandinavia, AD, Bretwalda What sacrifices did Eyam make during the plague? buboes, contagious disease, epidemic, middle ages, monarch, peasant, population, quack doctor, quarantine, rural, urban, transmission WW2: Axis, Allies, Nazi, Evacuation, Evacuee, Blitz, Holocaust, Luftwaffe, Concentration Camps

		<p>Wednesday, Thursday, Friday, Saturday, Sunday</p>	<p>How have women changed the world? Discrimination, disability, famous, racism, chronological, inclusion, protest, equality, courageous.</p> <p>Sutton-in-Ashfield year, decade, century, ancient, modern, long ago, timeline, date, order, similar different, living memory, remembers, homes, houses, grandparents' time, the older generation memories, drawing photograph, camera</p>	<p>Kings, Tutankhamun, Sarcophagus, mummy, Cleopatra, Howard Carter</p> <p>Ancient Greeks: Acropolis, Athenians, Spartans, democracy, Olympics, chorus, Mount Olympus, Zeus, loincloth, chiton, temple</p>	<p>Mayans: glyphs, codices, Chichen Itza, cacao, ahau or ahaw, batab, Itzamna, huipil, Kin, Kukulcan, Uinal</p>
Sticky knowledge	<p>We are members of a family.</p> <p>Each family has different routines.</p> <p>There are many people who help us in our community: the police, doctors, nurses and teachers.</p>	<p>There are 7 days in the week.</p> <p>There are four seasons in the year: Spring, Summer, Autumn and Winter.</p> <p>We celebrate our birthday once a year.</p> <p>We celebrate special times, such as</p>	<p>Are our toys better than Victorian children's toys? (Within living memory) 1961 saw the first man go to space and a woman in 1963. By 1969 humans were walking on the moon. The space race and moon landings inspired many space games and toys such as the space hopper were popular. Most homes now had a TV set and watched many familiar programmes, such as Dr Who and Coronation Street. Children's programmes were on at special times of the day. There were no children's channels. Toys and games such as Trolls, Twister and Etch-a-sketch were</p>	<p>Could you survive the tribe? (Stone Age): The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe. The Stone Age was followed by the Bronze Age period. This is when humans started to use metal. The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting. During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</p>	<p>The Anglo-Saxons & Vikings: The four tribes that settled in Britain after the Romans were the Saxons (Germany), Jutes (Denmark), Angles (Denmark) and Frisians (Holland) The Celts tried to defend Britain from the Saxons in 450AD The period after the Romans left is called 'The Dark Ages' The seven separate Anglo-Saxon's kingdoms in England were: Northumberland, Mercia, East Anglia, Essex, Kent, Sussex and Wessex In 793AD, the Vikings invaded Lindisfarne and consequently England.</p>

<p>We have important events in our lives.</p> <p>Today is in the present. Tomorrow is in the future. Yesterday is in the past.</p>	<p>Christmas and our birthdays.</p>	<p>popular in the 1960s as well as dolls like Barbie and Sindy. In the 1960s, children stayed at school until they were 16 before leaving to get a job.</p> <p>History beyond living memory There were no televisions or electronic games 150 years ago. There were very few books as well and very few poor children would know how to read. Victorian children may have had only one toy that they would look after as it was all they had. The most popular games played by children 150 years ago were marbles, hopscotch, blind man's bluff and blow football. The kinds of toys Victorian children may have had included dolls, toy soldiers, footballs, or wooden toys such as hoop and balls and diabolos. Lots of Victorian children would never have gone to school. Many had jobs and were used as cheap labour, being paid only pennies. Working long hours, children were often treated badly. Children started work as young as four or five years old.</p> <p>The Great Fire of London</p>	<p>During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.</p> <p>Why wasn't Rome built in a day? Julius Caesar was probably the best-known Roman leader. He extended the empire by invading other lands. Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire. A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born. Romans used to eat food like dormice dipped in honey. Romans occasionally used a spoon, but they would never use a knife and fork. Rich Romans liked to eat exotic food, such as stork, roast parrot and even flamingo! When the Romans came to Britain they helped us by creating roads; a written language (which was Latin) and introducing coins.</p> <p>Ancient Egypt: Cleopatra was the last pharaoh of Egypt before the Romans took over.</p>	<p>King Alfred the Great was the best known Anglo-Saxon King who was the first to defeat the Vikings.</p> <p>What sacrifices did Eyam make during the plague? Charles II was the King of England during the Great Plague. The plague killed people at an incredible rate and the victims died within days of catching the illness. Symptoms included: headaches, vomiting, painful swelling on the neck, groin and armpit, fever, blisters, bruises and coughing up blood. There was no cure for the plague. People with symptoms of the plague were left in their homes with a large red cross placed or painted on the door to warn others that this house was infected. 'God have mercy upon us' was written on the door. Some doctors believed that bad poisonous air was the cause of the plague, infecting anyone who breathed it in. People did not understand that the plague was found in black rats and the disease was spread by fleas. They would bite rats who became infected and the disease would spread in this way to humans. Rats thrived in towns and cities as living conditions were so poor. The Great Plague was the second</p>	
--	-------------------------------------	---	---	--	--

			<p>Know that London was infested by rats, who had fleas and that they were responsible for the plague. Know that the fire started in a bakery in Pudding Lane in London owned by Thomas Farynor. Know that the fire spread very quickly because the houses were built very close to each other and were made of wood. Know that the type of fire appliances used in those days could not cope with the fire. Know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened. Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless.</p> <p>How have women changed the world? In 1853 Florence Nightingale was known as 'the lady with the lamp'. She made sure that hospitals were clean places and helped to reduce infections in hospitals. In 1898 Emmeline Pankhurst was born in Manchester and spent her life fighting for women's rights and equality. She is credited with helping women to have the right to vote.</p>	<p>Tutankhamen was known as the boy king, famous because his tomb was found in 1922. Egyptian men and women wore make-up. The Egyptians were the first civilization to invent writing.</p> <p>Ancient Greeks: The Ancient Greeks invented the theatre because they loved watching plays, and most cities had a theatre. Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing. The Ancient Greeks held many festivals in honour of their gods. Most Ancient Greeks wore a chiton, which was a long T-shirt made from one large piece of cotton. The poor slaves, however, had to make do with a loincloth.</p>	<p>epidemic outbreak of the black death in the middle ages. •Outbreak of the Great Plague started in February 1665 in London and by September 1665 had spread to Eyam.</p> <p>Quarantine was set out by Rev Mompesson to suppress the disease spreading to Bakewell, Buxton, Sheffield and Manchester. Approximately 1/3 of the village died during the quarantine which lasted almost 10 months.</p> <p>WW2: World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan. The Second World War was declared on 3rd September 1939 as a result of Germany invading Poland. The first bombing raids took place on September 7th 1940 with 350 bombers flying across the English Channel to London. To ensure that everyone in the country would have enough to eat, the Government introduced rationing in 1940. The group most heavily targeted by the Nazi's were Jewish people.</p>
--	--	--	---	---	---

			<p>In 1928 Amelia Earhart was an American aviator. She became the first woman to fly solo across the Atlantic Ocean and the first person ever to fly solo from Hawaii to the US.</p> <p>In 1955 Rosa Parks fought for the rights of black people in the USA. She became very well-known for not giving up her seat to a white person on a bus.</p> <p>Sutton-in-Ashfield Sutton-in-Ashfield is a market town in Nottinghamshire. It was first settled in the Saxon times. Sutton-in-Ashfield is home to what was the largest sundial in Europe. It was unveiled on 29th April 1995. There used to be a coal mine in Sutton-in-Ashfield, until it closed in 1989. Kings Mill reservoir was completed in 1839 and supplied water all year round to the mills further down the river Maun. It is home to the mill Adventure base with sailing activities. Sutton town had a football club that began in 1923.</p>		<p>Around six million Jewish people were killed during the Second World War in the most terrible event called 'The Holocaust'.</p> <p>VE Day (Victory in Europe Day) took place on 8th May 1945. It was the date the Allies celebrated the defeat of Nazi Germany and consequently the end of the war.</p> <p>Mayans: The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars. Although the Mayans had metal-working skills, metal ores were scarce. Mayans used stone tools to carve the limestone that they used for their buildings. Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. At the top of Mayan society was the king and royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city.</p>
--	--	--	--	--	--

					Mayan society was formed of a number of city states each with their own ruler
--	--	--	--	--	---

Oracy Objectives in History Subject Progression

Foundation Stage	<p>Use simple sentences to talk about events using time specific vocabulary.</p> <p>Listen and respond to others' ideas respectfully.</p> <p>Start to ask questions about the lives of important people around them.</p> <p>Use role-play to explore past events in their lives.</p>
Key Stage 1	<p>Compare events in their and their families' lives.</p> <p>Use key vocabulary when discussing sources of information about the past.</p> <p>Ask and answer questions about significant people in history.</p> <p>Participate in group discussions, taking turns and listening actively.</p>
Lower Key Stage 2	<p>Explain similarities and differences between periods of time.</p> <p>Compare important events in History.</p> <p>Present ideas clearly in paired or group discussions</p> <p>Use appropriate vocabulary to explain historical accounts.</p>
Upper Key Stage 2	<p>Debate and evaluate how Britain has changed between periods.</p> <p>Make judgements about the impact of civilisations.</p> <p>Use formal language structures when critiquing sources of evidence.</p> <p>Present findings from Historical enquiries confidently to peers</p>
Cross-Curricular Oracy Skills	<p>Listening: Active listening during storytelling, visits, and discussions</p> <p>Speaking: Clear articulation of facts, questions, and reflections</p>

	<p>Reasoning: Making connections between ideas and expressing viewpoints</p> <p>Presenting: Sharing learning through presentations, role-play, or assemblies</p>
--	--