



## LONG TERM PLANNING

### Key Stage 1 & 2 History

#### **Purpose of Study**

At Nicholas Hawksmoor we encourage a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### **Aims of the History national curriculum**

The national curriculum for geography aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**



Key stage 1 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

### **Key stage 1 overview**

|               | <b>Autumn</b>  | <b>Spring</b>            | <b>Summer</b>                        |
|---------------|--|--------------------------|--------------------------------------|
| <b>Year 1</b> | Changes within living memory   | Toys from the past       | Specific individual (Neil Armstrong) |
| <b>Year 2</b> | Famous people from the past (Florence Nightingale)<br>Local industries (shoes and boots) | The great fire of London | -                                    |

### **Historian skills**

During Years 1 and 2 pupils will be taught to:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



### **Year 1**

These are the outcomes expected for each topic in Year 1:

#### **Changes in living memory**

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

#### **Toys from the past**

- significant historical events, people and places in their own locality.

#### **Specific individual (Neil Armstrong)**

- 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.

### **Year 2**

These are the outcomes expected for each topic in Year 2:

#### **Famous people from the past (Florence Nightingale)**

- 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 (compare to Mary Seacole)

#### **Local industries (shoes and boots)**

- significant historical events, people and places in their own locality
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

#### **Great fire of London**

- events beyond living memory that are significant nationally or globally
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life



## Lower Key Stage 2 Overview

At Nicholas Hawksmoor pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

|               | <b>Autumn</b>                | <b>Spring</b>     | <b>Summer</b>       |
|---------------|------------------------------|-------------------|---------------------|
| <b>Year 3</b> | <b>Stone Age to Iron Age</b> | <b>Romans</b>     | <b>Anglo-Saxons</b> |
| <b>Year 4</b> | <b>The Vikings</b>           | <b>The Mayans</b> | <b>The Tudors</b>   |



### Year 3

These are the outcomes expected for each topic in Year 3:

#### **Stone Age to Iron Age**

changes in Britain from the Stone Age to the Iron Age

- 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

#### **Romans**

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, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

#### **Anglo-Saxons**

- Britain's settlement by Anglo-Saxons and Scots
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- 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 – Canterbury, Iona and Lindisfarne

### Year 4

These are the outcomes expected for each topic in Year 4:

#### **The Vikings**

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

#### **The Mayans**

- a non-European society that provides contrasts with British history – a study of **Mayan civilization**

#### **The Tudors**

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century



## Upper Key Stage 2 Overview

|        | Autumn        | Spring                | Summer         |
|--------|---------------|-----------------------|----------------|
| Year 5 | Ancient Egypt | Victorians (railways) | Ancient Greece |
| Year 6 | WW2           | Britain since 1945    | -              |

### Year 5

These are the outcomes expected for each topic in Year 5:

#### **Ancient Egypt**

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

#### **Victorians (railways)**

- a significant turning point in British history - the first railways

#### **Ancient Greece**

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day

### Year 6

These are the outcomes expected for each topic in Year 6:

#### **WW2**

- a significant turning point in British history
- Bletchley Park

#### **Britain since 1945**

A study of the changes through the decades since 1945.

Pupils should focus on the changes in:

- Music
- Clothing and fashion
- Industry
- Technology
- Famous people