

Bluecoat Primary Academy History Progression Document 2020-2021

**Bluecoat Primary Academy History Intent Statement**

At Bluecoat Primary Academy, we aim to cultivate a passion for history amongst our pupils, develop their understanding of historical enquiry processes and expand the knowledge that facilitates them. The teaching of history allows children to understand their place in time and the chronology of events that lead to it as well as enabling them to look to and prepare for the future. We aim to provide the children with an insight into the history of our local and national culture rooted in the children’s own experiences of their local area as much as possible. Furthermore, our history teaching will introduce the children to the histories of parts of the wider world which they may be less familiar with in order to develop their curiosity and to draw upon the experiences of other peoples and cultures.

We seek to nurture enquiring, questioning attitudes and critical thinking in our children through the consistent development and progression of historical enquiry practices throughout their time at Bluecoat Primary Academy within the context of a rich and diverse selection of historical eras and themes. Our ambition here is to enable children to apply the principles of historical enquiry outside of a historical context into their daily lives in order to further prepare them for modern life and the future.

**History Progression Document Guide**

Big Ideas: provides an overview of the key ideas and procedural knowledge children should know by the end of the year.

Themes: An overview of how the themes link into the teaching of history.

Local Links: Where possible, we should be trying to link our history teaching to the children’s locality. This section gives some suggestions for further study.

Factual Knowledge: This section provides some of the knowledge that teachers should consider when planning the topic. Subject knowledge is the context through which the historical learning objectives (enquiry, questioning, using sources) are delivered. Not all the subject knowledge needs to be delivered. Teachers might choose to focus on one particular part in depth and dip into the other areas.

Procedural Knowledge: These are the objectives that must be taught to the children. They are defined by year group and progress from one year to the next. They don’t all need to be taught in one area of history. Some may be taught across different history themes. Some may be revisited regularly.

Questioning: At the end of the document there is a section of questioning that applies to all year groups. I have highlighted in yellow the procedural knowledge objectives that pertain to questioning.

One of the core skills throughout the teaching of history at Bluecoat Primary Academy is the use of sources. Please note:

* A primary source provides direct or first-hand evidence about an event, object, person, or period. Primary sources provide the original materials on which other research is based e.g. Diaries, photographs, pictures, archaeological finds, interviews with people present etc.
* Secondary sources describe, interpret, analyse, evaluate, summarise primary sources e.g. reference books, text books, biographies, aspects of the internet, bibliographies. Primary sources may be found within secondary sources e.g. photographs printed in text books.

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| Year Group: Early Years Foundation Stage |
| Big Ideas for the Phase: The Early Years Foundation Stage Framework states that through ‘Understanding the World’, ‘children begin to make sense of their community and the world around them. They do this through exploration, observation and finding out about people, places, technology and the environment’.  ‘People and Communities’ and ‘the World’ are particularly important for the foundation of historical thinking. |
| Nursery  Understanding of the World  Children talk about past and present events in their own life story and in their family history. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.  Relevant EYFS Development Matters 2020 Statement(s):   * Begin to make sense of their own life-story and family’s history.   Vocabulary  Family, home, love, parents, mother, father, mum, dad, brother, sister, auntie, uncle, grandma, granddad, cousin, friend, stranger, past, long time ago |
| FS2  Understanding of the World Past and Present  Children know about similarities and differences in relation to places, objects, materials and living things and comment on images of familiar places in the past. They compare and contrast characters from stories, including figures from the past. Children talk about the features of their own immediate environment and how environments might vary from one another over time. They make observations of animals and plants and explain why some things occur, and talk about changes.  Relevant EYFS Development Matters 2020 Statement(s):   * Comments on familiar situations in the past. * Compare and contrast characters from stories, including figures from the past. * Talk about the lives of people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class and storytelling.   Key Questions/Themes  AT1: What makes us unique?   * Our families and life stories. How do they differ from others? * My home and how houses developed through the ages.   AT2: Who is our neighbour and how do they celebrate?   * People who help us – compare transport and equipment with past and present day. Children could create a biography of Mary Seacole as a stimulus.   SP1: How do we travel and where do we go?   * Transport over the ages from muscle/animal power to engine powered. * The Wright brothers undertook the first successful plane flight on 17th December 1903. It took them a number of attempts and redesigns and they showed perseverance and hard work. Children could have a go at creating their own planes.   SP2: What’s this mysterious object and where did it go?   * Dinosaur egg – what is the progression of this egg? What was the stage *before* it arrived here? What do you think will happen *next*? *How long* has it been here? *When* do you think it will hatch? |

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| Year Group: 1 | | | |
| Big Ideas for the Phase: Within year 1 history units of work, children should develop a knowledge and understanding of how we can find out about the past and how it is represented through an introduction to using primary sources with a particular focus on pictures, photos and paintings. They should also develop their awareness of chronology by knowing where people and events fit into a basic chronological framework and the language associated with the passing of time.  Prior Learning: Please see EYFS ‘People and Communities’ and ‘the World’ summaries above. | | | |
| Themes:  Nottingham now and then: Goose Fair  Studying the Goose Fair provides an excellent opportunity for introducing basic historical themes such as comparing ‘then & now’, chronology and related language as well as an initial first look at how we know about the past – looking at photographs and paintings as primary sources.  London: The Great Fire of London  Building on using photographs and paintings as a way to learn about the past, the Great Fire of London is an excellent way to further use primary sources such as recounts and diaries. This theme also provides a good opportunity to compare ‘then and now’.  Grace Darling  Further development of primary sources using portraits and paintings. Provides an insight into life in a contrasting locality within the UK, a lifestyle rarely seen in Britain in modern times and a strong female role model performing a heroic deed. | | | |
| Local Links:Goose Fair’s roots go back to around 400 years ago. A fair has been held in Nottingham regularly since Saxon times. Legend holds the name and original location of Goose Fair come from a story of a fisherman taken a loft by a goose with his hooked pike in its mouth. The goose couldn’t carry all the weight and the man landed safely in Market Square. In celebration, Goose Fair was born! Goose Fair, of course, comes to Nottingham once a year. The origins of which can be seen/imagined in Old Market Square. | | | |
| Factual Knowledge:  **Notable British and Global Events**  Children should be taught about events and individuals beyond living memory that are significant nationally or globally [e.g. Grace Darling, the Great Fire of London].  **Notable Local Events**  Children should explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life [e.g. explore how Goose Fair has changed in living memory and beyond. Compare to its current form].  **Notable British Individuals**  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.  [e.g. Samuel Pepys and life during the 1660s, Grace Darling].  **Nottingham Now and Then: Goose Fair**  The focus for this study at this age is to understand *how* we know about the past (through primary sources such as accounts, pictures and photos). See the procedural knowledge columns below.  - Compare and contrast the Goose Fair of modern day with that of the past and how it has evolved over time e.g. purpose, food, location, attractions, sights, sounds etc. This can be done using primary sources e.g. accounts, photographs and pictures.  - Develop an awareness of chronology by using vocabulary that demotes the passage of time.  - Using the tale of how the Goose Fair was started, begin to question the validity of stories, understand their purpose and how oral histories work.  **The Great Fire of London**  -We know about the Great Fire of London due to primary sources. The most famous being Samuel Pepys’ diary. Children should compare the experiences with Samuel Pepys with those of a typical person of the time.  -The background to the Great Fire e.g. how it started, where and when.  - How the fire spread: London was very dry due to long hot summer. Buildings were tightly packed together and made mostly of wood. The buildings around Pudding Lane were mostly warehouses and stored many flammable things such as timber, rope and oil. A strong easterly wind blew the fire from building to building. Many building contained flammable things such as pitch (tar). **The fire did not spread due to thatched roofs. Thatched roofs had been banned in London for over 450 years prior to the fire (part of London’s first building regulations in 1212).**  - Look at maps from the period showing the extent of the fire.  - How the fire was stopped e.g. with fire breaks using hooks and later gun powder to blow up houses.  - The legacy of the fire e.g. how was London rebuilt?  **Grace Darling**  - The events surrounding the rescue of the survivors of the Forfarshire.  - Examine sources such as paintings depicting the event. Are they accurate?  - The nation’s response to her and her legacy e.g. inundated with gifts, marriage proposals, requests for locks of hair. She received the equivalent of over £63k in today’s value. The Duke of Northumberland became her self-appointed guardian and looked after her newly acquired wealth  - Compare and contrast the life of Grace Daring with light house keepers in more modern times and today (many are automated now) e.g. living conditions, technology  - Compare modern coast guards with the methods of rescue of Grace Darlings’ time | | | |
| 1. Historical Enquiry & Use of Sources  Understand that there are a range of ways to find out about the past (sources). [Children do not necessarily need to use the terminology ‘source’ at KS1).  -Find answers to simple questions about the past from sources of information [e.g. How did the Great Fire of London start? Using Samuel Pepys diary. Prepare and asks questions of family members about their past].  -Use sources to identify difference and changes between how we live now and in living memory  [e.g. what was life like for our grandparents when they were young? How does it compare with ours? Use ‘View of Nottingham from the East’ to demonstrate changes over time].  -Recount parts of stories and other sources to show that they know and understand key features of events [e.g. Samuel Pepys’ diary to know when, where and what happened during the Great Fire of London]. | 2. Interpretation & Reliability of Historical Sources  -Use stories to differentiate between fact and fiction and that although stories inform us about the past, they are not necessarily a truthful recount [the legend of the goose and the fisherman]. | 3. Chronological Understanding  -Sequence their daily routines and key events from their lives.  -Sequence artefacts/photos from four distinctly different time periods.  -Know where the people and events they study fit within a chronological framework [e.g. create a family tree/timeline to show the order their family members were born]. | 4. Communicating Knowledge & Understanding  -Use common words and phrases to develop an awareness of the passing of time (e.g. days, weeks, months and years)  -Demonstrate and communicate their knowledge through:  Drama, art and DT work, music and song, discussion and writing.  **Vocabulary children should understand and be able to actively use by the end of the year:**  History, the past, time, memory, tale, local, artefact, tradition and words denoting passage of time (see above) |

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| Year Group: 2 | | | |
| Big Ideas for the Phase:  Within year 2 History units of work, children should develop a knowledge and understanding of how we can find out about the past and how it is represented through an introduction to using primary sources with a particular focus on first-hand accounts, interviews, opinions and viewpoints. They should also develop their awareness of chronology by knowing where people and events fit into a basic chronological framework and the language associated with the passing of time.  Prior Learning: During year 1, the children will have been introduced to the concept of using sources and evidence as a way to find out about the past focussing on pictures, paintings and photos. They will also have been introduced into chronology and simple timelines as well as some of the associated vocabulary. | | | |
| Themes:  Robin Hood – Hero or Villain?  This area provides an insight into what life was like during the medieval period using a local hero as a hook whilst giving an excellent opportunity to build on children’s prior knowledge of sources by introducing first-hand accounts and differing viewpoints.  Explorers - Captain Robert Scott  This area provides an insight into the life of another notable British individual that has achieved a great undertaking both nationally and globally. A further opportunity to explore primary sources in the form of photos, diaries and maps and compare aspects of modern life to that of the turn of the early 20th century. | | | |
| Local Links: The Building of Nottingham Castle was ordered by William the Conqueror in 1067 and it was originally made of wood. When Richard the Lionheart returned from the crusades, he discovered his brother John was betraying him. John fled to Nottingham Castle for protection which was later attacked by King Richard and John was captured. The Major Oak in Sherwood Forest is thought to have been the legendary Robin Hood’s hideout. | | | |
| Factual Knowledge:  **Notable Individuals**  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  **Notable British and Global Events**  Children should be taught about events and individuals beyond living memory that are significant nationally or globally [e.g. The Discovery and Terra Nova Expeditions].  **Notable Local Events**  Children should explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life [e.g. compare modern exploration with that during the early 20th Century. E.g. new frontiers – the bottom of the ocean, space and other planets (recent visit to Pluto for the first time. Technology and clothing used may also be a good element to compare].  Robin Hood and Medieval Nottingham (Notable Individual)   * In terms of historical knowledge, the key features of this study are how the society was organised and the differences between the rich and poor. * Society at this time was structured according to the ‘Feudal system’. This was a hierarchy that had the King at the top with all the power and peasants at the bottom doing all the work and lords, knights etc. in the middle. * The peasants (mostly farmers) had very little, if any, control over their lives and generally lived in what we would consider poverty. * The knights, lords and the king had power over different sections of the society and collected taxes from those lower down the hierarchy. Their lives were in deep contrast to the peasants living in relative luxury and comfort. * The difference between rich and poor opens up the question of whether Robin Hood’s actions made him a villain or hero (in the end, this will depend on who is asked!). Technically, he was a criminal as he was breaking the law but then this could lead into the subject of morality/injustice and perhaps link to modern day issues of morality vs legality if appropriate. * Medieval transport – relied on muscle power e.g. horses. Carts and carriages would have been the norm. * Day to day existence and roles of different people in society namely: Sheriff of Nottingham, guards/soldiers and peasants. * Nottingham Castle and the Market * Etymology of the name Nottingham (‘Snotengaham’ – **see year 4 local links section**). * Background and uses of the caves during the time. The caves are artificial in that they were made by people digging into them (**see year 3 local links section for more detail**).   Captain Robert Scott and the Discovery & Terra Nova Expeditions   * Back ground to Cpt Scott; he was an officer in the Royal Navy and had a chance meeting with Sir Clements Markham, President of the Royal Geographical Society which lead to Scott leading an expedition to the South Pole (Discovery campaign) **[this can be used to introduce the notion of cause & effect and chance].** * After the Discovery campaign he became a national hero and was forever linked with exploration of the Antarctic, something he was committed to for the remainder of his life. * Scott decided to go on a second expedition after his former companion and later competition, Shackleton, failed to reach the South Pole. * Direct comparisons should be drawn between Scott’s Terra Nova expedition and Amundson’s South Pole Expedition as they were essentially in a race to get to the South Pole. Amundson reached the South Pole nearly 5 weeks before Scott without loss of life. Due to the similarities of the expeditions, they invite comparison. * There are many factors to compare but the main revolve around transportation and food. Main points of comparison:   + Amundson relied on snow dogs which were better acclimatised. Scott used a combination of dogs, ponies and motorised transport. There ponies could not withstand the Antarctic conditions. Their hooves were narrow and the ponies were heavy so they sank into soft snow. They needed special snow shoes but Oates (who was in charge of the ponies) was opposed to snow shoes.   + Ponies would sweat and would need to regularly be kept warm with blankets as their sweat froze. Dogs do not have sweat glands and so this was not a problem.   + Dogs could eat the seal and penguin meat found in Antarctica. The ponies’ food needed to be transported and added significant weight to be carried. 6 ponies died making the load even harder to bare.   + Scott’s team did not have sufficient rations and those which they did have were lacking in B and C vitamins.   + Being from Norway, Amundson and his team had skills with sledging, skiing and dealing with snow that Scott’s British team did not. * Scott and his men kept diaries and journals. These are primary sources giving a direct insight into the event. They also allow us to compare viewpoints. Scott and Oates’ view of each other are interesting to compare; Scott felts Oates was a pessimist whereas Oates felt Scott was all for himself. * Comparisons should be made with the Terra Nova expedition and more modern expeditions (see notable local events section above). Methods and technology should be compared. * It is argued Scott’s character was a key factor affecting the expedition; it is said he was stubborn and would not heed advice. What ‘moral’ can be learnt from this story? * The Terra Nova expedition (and Amundson’s expedition) are historically significant as they were the first people to reach the South Pole. At the time, this would have been akin to waking on another planet today. This develops the notion of the concept of historical significance. | | | |
| 1. Historical Enquiry & Use of Sources  -Identify different historical sources to develop an awareness of how we can find out about the past and how it is recorded/represented [e.g. talking to family members about relatives/family history, first hand accounts/interviews, diaries, stories, recordings, interviews, paintings, photos and artefacts]. | 2. Interpretation & Reliability of Historical Sources  -Understand that primary sources are our most direct and reliable link to the past [e.g. first hand accounts are the most direct link to historical events such as Scott’s diary].  -Introduce the concept of a viewpoints; a single event may be viewed differently by different people [e.g. Robin Hood was a villain because he broke the law vs Robin Hood was a hero because he gave the money to the poor. Scott and Oates’ view of each other]. | 3. Chronological Understanding  -Sequence photos from different periods of their lives.  -Sequence artefacts closer together in time.  -Know where the people and events they study fit within a chronological framework [e.g. match and compare objects to different time periods such as early 20th Century exploration to more recent/modern day, sequence photographs, sequence artefacts closer together in time]. | 4. Communicating Knowledge & Understanding  -Use common words and phrases to develop an awareness of the passing of time (e.g. days, weeks, months, years ago, before).  -Describe memories from different events in their lives.  -Demonstrate and communicate their knowledge through  Drama, art and DT work, music and song, discussion and writing.  **Vocabulary children should understand and be able to actively use by the end of the year:**  Sources, myth, interview, account, viewpoint, event, reliable, changes, rich, poor, king, lord, knight, peasant and any other relevant words from previous years. |

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| Year Group: 3 | | | |
| Big Ideas for the Phase: During LKS2, children should continue and extend understanding of chronology and secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Through a growing awareness of **cause and effect**, they should note connections, contrasts and trends over time and develop the appropriate use of historical terms e.g. primary/secondary sources, BC/AD (BCE/ACE). They should understand how our knowledge of the past is constructed using **evidence** from a range of primary and secondary sources (archives, ICT, diaries etc.) and begin to use more than one source to address historically valid questions (some of which, they will have constructed themselves).  Prior Learning: During KS1, children will have been introduced to some key historical concepts:   * We know about the past from evidence known as **primary sources** * An introduction to **chronology** and related language * That some things **change and continue** throughout history | | | |
| Themes:  Civilization: The Ancient Egyptians  The Egyptians provides an in-depth study into the achievements of one of the earliest civilizations as well as first introduction to the concept of civilization and what constitutes a civilization. The concepts of **evidence** and **cause and effect** can also be introduced through examining the artefacts left behind and the Egyptian’s dependence on the Nile.  Empire: The Romans  The Romans provides a first introduction to the concept of empire and through the Romanisation of Britain, how Britain was shaped by the past and how it influences us today. The children’s understanding of **cause and effect** can be developed further developed by examining reasons for the expansion and decline of the Roman Empire. | | | |
| Local Links:  The Romans did not settle in Nottingham itself. It is thought that the Romans founded Newark as it is on the Fosse Way, a long straight road linking Lincoln and Leicester, which they did build. They also built a small fort/garrison near East Bridgford which later developed into a town called Margidunum which archaeologists have been excavating for more than a century. The Romans arrived in the area at around AD 79 had encountered the local people – the Corieltauvi. The Corieltauvi made their homes in Nottingham’s caves. In their language Nottingham was called ‘Tiggua Calbauc’ or Dwelling Place of Caves. The traces they have left in the caves can be seen today by the marks they made in the sandstone. Under Roman rule, the Corieltauvi continued living as they had done but the two groups had contact through trade which is evidenced through archaeological finds throughout Nottinghamshire (usually during house building). | | | |
| Factual Knowledge:  Civilisations: Ancient Egyptians  - Ancient civilization refers specifically to the first settled and stable communities that were relatively advanced for their time period situated around/on the fertile crescent in the Middle East.  -Understand the characteristics that define a ‘civilisation’ and explore them relevant to the civilisation being studied:   * An advanced organisation that has its own laws, culture, a regular way of getting food and protecting the people. * Civilizations have agriculture, and a system of government or monarchy. * Speak a common language, and usually have a religion of some kind.   Through the study of the chronology of the Ancient Egyptians:  -Identify some achievements of the earliest civilizations especially those that have had a long lasting effect on humanity [e.g. irrigation and farming techniques, quarry, surveying and construction methods that led to the construction of the pyramids, hieroglyphics, mathematics and the use of papyrus].  -Understand how Egyptian civilisation was based on the cycles of the Nile.  -Identify the key features of Egyptian governance and social hierarchy  -Explore the religious beliefs of the Ancient Egyptians in particular those that relate to the afterlife and mummification.  -Understand that the Egyptians developed one of the earliest forms of writing.  -Recognise that civilisations interact and did not exist in isolation through the decline of the Egyptians due to the ancient Greeks and, ultimately, the Romans.  Empire: The Roman Empire and its impact on Britain  -Understand that an empire is a set of lands or regions that are ruled by an emperor or empress.  -Empires usually act in an imperial fashion – they take over other countries by force (usually the way of the Romans) or by political means.  -Often, empires invading other countries believe they are bringing ‘civilisation’ to the other countries and share/enforce their ways, customs and technology on them.  Through the study of The Roman Empire, children will learn:  - Its capital was Rome, and its empire was based around the Mediterranean. It’s founding is based on the myth of Romulus and Remus.  - The main language of the Roman Empire was Latin *(may conduct further study into how influences many European languages today including our own).*  -Understand the characteristics of which made The Roman Empire successful [*e.g. In order to control their large empire, the Romans developed important ideas about law and government. They developed the best army in the world at that time, and ruled by force. They had advanced engineering, built roads, cities, and significant buildings].*  Though the study of Roman Britain know that that:  - The Roman Empire was the largest empire of the ancient world.  -Know that Julius Caesar attempted to invade Britain twice in 55 and 54 BC  -Caesar’s motivation for invading Britain was for natural resources *(we know this because he recorded his thoughts in his memoirs).*  - There was a successful invasion by Claudius and conquest, including the construction of Hadrian’s Wall (AC 122)  - When Romans came to Britain they brought their way of life with them. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs. Study the ‘Romanisation’ of Britain and the impact of technology *(arches, bridges, aqueducts and roads)*, culture *(bathhouses, amphitheatres, forums)*, and beliefs, including early Christianity *(influence of Emperor Constantine)*  - That there was British resistance to the Roman Empire in Britain, for example, Boudicca. | | | |
| 1. Historical Enquiry & Use of Sources  -Begin to understand how our knowledge of the past is constructed from a range of sources and be able to recognise some examples of each[e.g. a diary is a primary source].  -A primary source provides direct or first-hand evidence about an event, object, person, or period. Primary sources provide the original materials on which other research is based.    -A secondary sources describe, interpret, analyse, evaluate, summarise primary sources [e.g. reference books, text books, biographies, aspects of the internet, bibliographies]  -Establish clear narratives within and across the periods they study.  -Select and combine information from different sources [e.g. use a range of sources to discover how the pyramids were built] to find possible answers to questions they posed. | 2. Interpretation & Reliability of Historical Sources  -Children should have opportunity to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Children should understand that the past is represented and interpreted in different ways.  -Compare sources for reliability [e.g. Herodotus’ account of the pyramids being built versus information archaeologists have gathered].  -Children should understand that the past is represented and interpreted in different ways. | 3. Chronological Understanding  -Children should be taught to recognise connections, contrasts and trends over time and develop the appropriate use of historical terms [e.g. ACE/BCE and the relation to BC and AD].  -Children can give reasons for and results of main events in a period [e.g. Egyptian civilisation was based around the ebb and flow of the Nile. This meant much of their society was based around it e.g. farming, transport and trading and the location of towns].  -Develop a chronologically secure knowledge and understanding of British, local and world history. [e.g. place the Egyptian era on a timeline in relation to other areas studied]. | 4. Communicating Knowledge & Understanding  -Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  In planning to ensure the progression through teaching the British, local and world history, 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 [e.g. you might plan an overview of the Roman Army, what made it effective, it’s equipment and tactics etc and then do an in depth study on a particular battle that demonstrates how effective they were.  **Vocabulary children should understand and be able to actively use by the end of the year:**  Primary source, range [of sources], interpret, similarity, difference, period [of time], cause, effect, reason, results, BCE, ACE, civilisation, empire, culture, laws, religion, achievements and any other relevant words from previous years. |

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| Year Group: 4 | | | |
| Big Ideas for the Phase: During LKS2, children should continue and extend understanding of chronology and 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 e.g. primary/secondary sources, BCE/ACE. They should understand how our knowledge of the past is constructed from a range of primary and secondary sources (archives, ICT, diaries etc) and begin to use more than one source to address historically valid questions (some of which, they will have constructed themselves).  Prior Learning: In year 3, the children will have been introduced to the concepts of civilisation and empire. This should mean that the year 4 themes, after a recap, can be introduced, established and developed drawing on this prior knowledge.  The children will also have a budding understanding of these historical concepts:   * Sources and evidence are how we know about the past * Reasons and results (cause and effect) * Change and continuity * Significance | | | |
| Themes:  What the Dickens?  This theme gives the opportunity to explore the Victorian era and look at how Britain developed and changed during the industrial revolution, how it has influenced and been influenced by the rest of the world through empire, trade and industry.  Also, due to the gulf in living conditions between the rich and poor at the time, the Victorians is a great area to look at contrasting sources and accounts and to assess how well sources depict the lives of the different social groups of the time and to begin to compare different viewpoints. This theme allows the children to further develop their understanding of the concept of empires established in year 3 through comparing and contrasting the British and Roman Empires.  Vikings & Anglo-Saxons:  This area is a good opportunity to look at the fact our knowledge of the past is only as good as the sources/evidence we have discovered. Most of what we know about the Vikings is based on accounts of others writing about them and archaeological evidence they have left behind. They didn’t record much themselves so this could lead to children having to choose between sources of information that they feel give the most accurate view of the Vikings.  As well as this, the story of Vikings and the Anglo-Saxons is essentially the story of how England came to be and the struggle to get there. The Viking and Anglo-Saxon legacy lives on in the etymology of the words we use, the places we live and the peoples of the British Isles. Moreover, the concept of empire can be further developed by comparing the Viking settlements with the empires previously studied and why they Vikings did not have an empire. | | | |
| Local Links:  Bilborough was originally a small rural village named after an Anglo-Saxon family called Billa, (a good example of the Etymology of Nottingham place names) who had settled there from East Germany in about the seventh century. Nottingham was originally called ‘Snotengaham’ which meant ‘the homestead of Snot’s people’ (‘inga’ – the people of, ‘ham’ – homestead). The initial settlement was in today’s Lace Market. Snotengaham was given to the invading Vikings by Mercian King Burghred in the hope to form an alliance against a Wessex invasion. Many place names have Danish roots such as Bridlesmith Gate. Gata is Norse for street – street of the bridlesmiths. The foundations of wooden house can be found under today’s Lace Market.  Nottingham came to prominence during the industrial revolution for it s Lace Manufacture and hosiery knitting. Raleigh, the largest bicycle manufacturer at the time was set up in Lenton in 1885. John Boot established the chemists Boots in 1849. His son, Jesse Boot and his mother helped ran the shop after his death. One of the first Boots shops is now Zara and the curved glass of the shop was extremely expensive at the time. | | | |
| Factual Knowledge:  Victorians  -The Victorian period takes place with the coronation of Queen Victoria in 1837 and ends with her death in 1901.  - Queen Victoria and her timeline. What were some of the key events of her life?  -Major changes during the Victorian period:  >The doubling of the population from 20million to 40 million.  >Factories became commonplace and machinery developed. Steam powered machinery began to be used more than muscle (industrial revolution).  >Peoples’ lives greatly changed as the sort of work changed to fit the needs of the economy and industrial revolution (more urban based work than rural). Working condition were horrendous for many until later in the period.  >Machines gradually replaced human labour and people became embittered by the loss of their livelihoods [the Luddite revolts].  >Social attitudes changed towards attitudes towards the poor changed quite drastically from 1840-1880 for the better. This lead to an improvement in working conditions.  -Women were treated as second class citizens. Ethnic minorities even more so.  -Education became available to larger sections of society.  -More people received the right to vote.  -Build on knowledge gained from year 3 about concept of Empire by Comparing the British Empire to the Roman Empire.  -The British Empire spanned a quarter of the globe - ‘the sun never sets on the British Empire’. Chn should learn about the British Empire in a general sense e.g. size, location, purpose, how it was maintained. It should be made explicit how Britain expanded its empire (political and military means), how it benefitted from the Empire and how dominions were treated.  Anglo-Saxons & Vikings  -Where does the Anglo-Saxon period fit into British history? Between 410 AD(CE) and 1066 (Battle of Hastings). It is roughly defined as the time period between the Roman withdrawal of Britain and the Battle of Hastings. It is known as the Early Medieval Period.  -Who were the Anglo-Saxons? Groups of Germanic peoples (the Angles, Saxons and Jutes) who settled in England and Wales. According to St. Bede, they moved to the British Isles at the invitation of Vortigern, a leader of Britons at the time, to help defend his kingdom from the Picts and the Scotti people (from modern day Scotland).  -Anglo-Saxon settlements later became the kingdoms of Essex, Wessex and Sussex (East, West and South Saxons); East Anglia, Middle Anglia and Mercia (Angles); and Kent (Jutes).  -Village life, art, culture and literature (Beowulf and the Anglo-Saxon chronicle are famous and some of the most significant texts from the time).  -Laws and justice  -The conversion of Anglo-Saxons to Christianity by Saints Columba, Augustine and Aidan who based themselves at Iona, Canterbury and Lindesfarne.  Vikings:  -Where they originated from and where they travelled to (the first Europeans to reach North America via the Atlantic Ocean).  -Their culture, religion and lifestyle (how did these differ to the Anglo-Saxons, what was similar?).  -Viking raids, the invasion of the British Isles and the struggle for control of England. They were resisted by Alfred the Great of Wessex who, close to defeat, negotiated a truce and bought off the Vikings. This established the Danelaw – the area of England controlled by the Vikings. Alfred’s children went on to reclaim territory from the Vikings later. His daughter Aethelflaed Lady of the Mercians is notable as a ‘warrior queen’.  -The story of Alfred the Great being scolded by a peasant women for burning her cakes is an interesting tale for the children to know.  - During his time on the throne, Edward the Confessor had kept potential enemies at bay by hinting they may succeed him. On his death in 1066, he left no clear heir. Harold Godwinson was crowned king. He was the richest and most powerful aristocrat and was elected king by the Witenagamot (a council of nobles who advised the king). Harald Hadrada (king of Norway) believed he had a claim to the throne that was based on an agreement between former English king Harthacnut and Harald’s predecessor, Magnus the Good. William of Normandy also had a claim as Edward the Confessor had promised him the throne and Harold had agreed to this.  - Godwinson defeated Harald Hadrada at the battle of Stamford Bridge in Yorkshire. Soon after, he heard William of Normandy had landed at Kent. Harold Godwinson marched his army south to face William. The Battle of Hastings took place, Harold was killed by an arrow through the eye and his army, exhausted from the previous battle and march, was defeated. William was crowned king and the Anglo-Saxon period came to an end. These events are recorded in the Bayeux Tapestry.  - The Vikings travelled great distances, conquered and gained territory but did they have an empire? (No – no single leader, settlements essentially self-governing (Iceland probably first republic), Vikings themselves came from a variety of different kingdoms. They did however, help seed new countries e.g. Iceland, Greendland). | | | |
| 1. Historical Enquiry & Use of Sources  Use evidence/sources to develop an understanding of a past event [e.g. look at sources informing us how and where Vikings raided].  -From a range of sources, choose which ones that best present a picture of an aspect of life in the past [e.g. village/home life, sea-faring, religion].  -Ask a variety of questions and construct informed responses by selecting and organising relevant sources/historical information.  -Use the library and internet for research. | 2. Interpretation & Reliability of Historical Sources  -Look at the evidence available for a given event/account. Make judgements on its reliability.  -Begin to question and evaluate the usefulness and reliability of different sources including secondary [e.g. Is the information dated? How much does this artefact tell us about what we’re trying to find out?]. *The Anglo-Saxon chronicle could act as a good example of questioning the reliability of a source yet it being the best we have.* | 3. Chronological Understanding  -Place events from period studied on timeline  -Use terms and significant names related to the period [e.g. longboat, raid, Odin, Thor, Athelstan] and begin to date events  -Understand more complex technical historical terms e.g. period, era etc. | 4. Communicating Knowledge & Understanding  -Recall, select and organise historical information  -Communicate their knowledge and understanding through discussion, art, drama/role play, making models, writing and using ICT.  **Vocabulary children should understand and be able to actively use by the end of the year:**  Timeline, chronology, industry, urban, rural, population, development, technology, machinery, imperial, military, [social] attitudes, society, negotiate, truce, aristocrat, monarch and any other relevant words from previous years. |

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| Year Group: 5 | | | |
| Big Ideas for the Phase: As well as building on the big ideas from previous phases, a key focus for UKS2 is for children to understand that different versions and perspectives of the past may exist and to be able to give some reason for this. This will build out of looking at different sources of a particular event/individual, developing a culture of questioning and the notion of not taking everything at face value and constructing informed responses by selecting and organising relevant historical information. At this stage, the children’s ability to present and communicate their understanding should also reach a more formal level.  Prior Learning: By the end of year 4, children should have a firm understanding of the concepts of civilisation and empire. They will have explored how Britain changed and developed during the Victorian era and should have a basic understanding of key aspects of the British Empire and the treatment of its dominions. This will lead into the theme of WWI and Fight for Freedom.  The children should also have a good understanding of these historical concepts:   * Evidence and use of sources to find out about the past * Questioning the reliability of evidence * Change and continuity * Significance * Reasons and results (cause and effect) | | | |
| Themes:  Fight for Freedom  This theme aims to give a detailed overview of the history the African and Caribbean peoples from ancient times to modern day. A key concept that will be explored is migration – forced, through slavery, and voluntary, through emigration. This helps to build an understanding of how the social make up of Britain became what it is today and to give a more detailed insight into the histories of a significant proportion of our local community and our wider, national society.  Stone Age to Iron Age  An introduction to the concept of prehistory (before anything was written down) and a direct link to our local area as a group of people known as the Corieltauvi lived in the caves of Nottingham. The Stone age was a huge period of time and there are a few key discoveries that give us our insight into this period. New discoveries often drastically change the way the Stone Age is perceived. | | | |
| Local Links: Cresswell Crags is a Special Site of Scientific Interest in Nottinghamshire and is a potential World Heritage Site. It has caves that were occupied during the Ice Age. The site is regarded as unique as it demonstrates how prehistoric people were able to survive in the most northerly limits of their territory during the Late Pleistocene period. There is also evidence of Neanderthal occupation.  George Africanus was born in Sierre Leone (probably in 1763). His original name is not known. He is the first black person recorded as living in Nottingham and considered Nottingham’s first black entrepreneur. He was brought to England as a slave at the age of 3. He was given to the Molineux family in Wolverhampton as a gift. They taught him to read, write and subtract and paid for his brass founders apprenticeship. In 1784, he moved to Nottingham and married Esther Shaw four years after. He worked as a brass founder and became an entrepreneur owning property and having the right to vote. He and Esther had six children but only one survived to adulthood. George and Esther lie buried in the church yard of St Mary’s in the Lace Market.  Eric Irons, who became the first black magistrate in 1962, served in the RAF. After the war, he settled and worked in Nottingham. He helped black people into work in Nottingham as they were often discriminated against for a variety of reasons. He held talks with various companies, trade unions and councils to overcome the issues of prejudice and black migrants not having the relevant qualifications. | | | |
| Factual Knowledge:  Black History:  This study covers key periods within a large span of history from the Ancient Kushite kingdoms of Nubia to the Atlantic Slave Trade to more recent times.  - **The Kushite Kingdoms of Nubia** focussed around the capital of Napata and later Meroe. Kush was the area that Kushite culture inhabited. Nubia was the name for the wider region.  - Nubia was south of Ancient Egypt and is now modern day Sudan.  - We know about the Kushites due to primary archaeological sources such as statues, writings, buildings and art work.  - The Kushites and Egyptians were regional competitors and influenced each other greatly. The Kushites adopted the religion of ancient Egypt and a series of Kushite Pharaohs sat on the Egyptian throne. The Kushites also built pyramids like the Egytians but smaller and steeper.  - They are significant to study as they are an example of a sophisticated, powerful black, *sub-Saharan* civilisation countering the stereotype that African societies were primitive.  - The **Kingdom of Benin** was established around 1180 AD. The area is now part of Nigeria.  - It reached the height of its power around the same period as the Tudors and Stuarts. These two societies would be good to compare and contrast.  - Benin was a powerful kingdom and this can be attributed to its military and trading structures.  - In Benin, women had important roles in society. They would do the majority of farm work and building work as well as some crafts such as pottery. Some women would fight in the army such as the Queen Mother of Oba Esigie.  - Benin made significant advancements in art particularly using bronze. Later, European historians did not believe that Africans had created such beautiful art and wrongly assumed Portuguese craftsmen had helped them.  - Benin refused to take part in the slave trade for 170 years. In the end, it was forced to take part due to its flagging economy.  - In 1897 Benin was annexed by the British Empire.  - Slavery has existed since civilisation and much evidence can be found to show this.  - The **Atlantic Slave Trade** began in the 1500s. It stands out from other instances of slavery in its intensity and how it has had a lasting effect on modern society.  - It started when Portuguese explorers made contact with West African states. While sometimes kidnapping Africans, many African states sold slaves to the Portuguese and trade agreements were established between Portugal and West African States. Later, other Europeans countries began to take part. England first took part when raiding Portuguese and Spanish ships. The slaves on the ships were taken to England and became indentured servants.  - Slaves endured horrific conditions and there are many primary sources showing this. The conditions on slave ships should be taught as well as the experiences of slaves/indentured servants after travelling from Africa.  - Slaves did not simply accept their fate. Many were actively resistant to their masters and many slave revolts occurred. One example is the revolt lead by Bussa on Barbados 1816 which was the first of three large slave revolts in the British West-Indies. The other two were in Demerara 1823 and Jamaica 1831-32. He is now a National Hero of Barbados.  - Many African and Caribbean people living outside of Africa are the descendants of people who were forcibly removed from Africa and sold as slaves.  - The **history of black people living in Britain** can be traced back to the Roman times with Septimus Severus and Roman soldiers from Africa. There is also evidence of North African Romans holding positions of power in Roman Britain. However, it is hard to know how many black people there were during this time.  - Evidence of black people during Tudor times is evident in the sources that show John Blanke, a member of Henry VIII’s court, petitioned the King for a pay rise, which was granted.  - George Africanus was the first landowning African in Nottingham.  - A key story of Post-War migration to Britain emblematic of the experiences of many Caribbean Britons is the **Windrush Scandal**.  - Britain encouraged citizens of British Colonies to come to Britain to work and gave them settled status.  - Between 1948 and 1970, nearly half a million people moved to Britain. Before 1973 citizens arriving from former colonies were automatically given settled status and did not need any particular documents.  - Later in 2012, the Home Office began detaining and deporting members of the so called Windrush Generation (named after the boat the first group of people arrived on) as they did not have any proof of British citizenship. Many people were deported to countries they had ever been to.  - The Windrush Scandel should be compared to the events of the **Ugandan expulsion of Ugandan Asians** under Idi Aman and how 30,000 of them moved to Britain.  - A study of **Nelson Mandella** should be undertaken at the end of the topic detailing his life, undertakings and becoming the South African President ending apartheid. He is significant for his focus on reconciliation and working together despite the recent history and the significant divides between white and black South Africans.  Changes in Britain from the Stone Age to the Iron Age  The era covers a vast period of time and is split up into different sections generally defined by the development of materials used to make tools (e.g. stone age = tools made of stone) and the transition from hunter-gatherer lifestyles to farming and settlements.  This could include:  - late Neolithic hunter-gatherers and early farmers, for example Skara Brae on the Orkney Islands  - Bronze Age religion, technology and travel, for example, Stonehenge.  - Iron Age hill forts: tribal kingdoms, farming, art and culture. A good local example of this is the Corieltauvi who were a group of people inhabiting what is now the East Midlands. The caves of Nottingham inhabited by these people. | | | |
| 1. Historical Enquiry & Use of Sources  -Begin to ask more complex questions aiming to link events together [e.g. What impact did the end of WWI have on causing WWII?]  -When presented with sources, begin to categorise as primary or secondary sources.  -Use the library and internet for research with increasing confidence [e.g. knowing the processes of finding the information they are after and what to search for].  -Select relevant sections of information from primary and secondary sources and use to build up a picture of an event from the time studied | 2. Interpretation & Reliability of Historical Sources  -Compare accounts of events from different sources and question which is more reliable.  -Offer some reasons for different versions of events [e.g. from the perspective of the conqueror and the conquered]. | 3. Chronological Understanding  -Know and sequence key events of time studied in order to develop chronological understanding of periods studied and how they relate to others  -Establish clear narratives across studied time periods  -Use relevant terms and period labels  -Make comparisons between different time periods in the past | 4. Communicating Knowledge & Understanding  -Recall, select and organise historical information  -Communicate their knowledge and understanding through more formal means e.g. debate, justification and reasoning, presentation and essay(?)  **Vocabulary children should understand and be able to actively use by the end of the year:**  Secondary sources, sequence, era, slavery, oppression, trade, Atlantic Slave Trade, conditions, colonies, migration, migrants, segregation, apartheid, workforce, Paleolithic, Mesolithic, Neolithic, prehistoric, stone-age, bronze-age, iron age, and any other relevant words from previous years. |

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| Year Group: 6 | | | |
| Big Ideas for the Phase: As well as building on the big ideas from previous phases, a key focus for UKS2 is for children to understand that different versions and perspectives of the past may exist and to be able to give some reason for this. This will build out of looking at different sources of a particular event/individual, developing a culture of questioning and the notion of not taking everything at face value and constructing informed responses by selecting and organising relevant historical information. At this stage, the children’s ability to present and communicate their understanding should also reach a more formal level.  Prior Learning: In year 5, children will have an understanding of the plight of BAME people from the slave trade up to modern day and how the British Empire impacted this. They will also have explored the Stone Age up to the Iron Age on a local level as well as learning about the expeditions of Christopher Columbus to the New World.  In terms of historical concepts, the children should:   * Understand evidence and sources are used to learn about the past * Question the reliability of evidence * Recognise elements of change and continuity * Have an understanding of significance * Understand the relationship between reasons and results (cause and effect) * Have begun to consider different viewpoints and how this effects reliability * Be beginning to communicate their findings and opinions in a more formal way | | | |
| Themes:  Exploration  Gives the children the chance to look at how different civilisations and cultures have interacted, how Britain and other European powers explored the world, the effects of their actions and in turn, how they were themselves affected.  New things were discovered and this theme potentially gives a good demonstration on how beliefs, norms and values change how society is ever changing and what is perceived to be normal or logical today could seem ridiculous in a century.  Conflict: WWI – WWII – The Cold War  This theme allows us to keenly look at the consequences of decisions and actions chiefly through the Treaty of Versailles and how it created the conditions for WWII whist being able to look at the notion of winning gracefully and with honour – had the defeated Germans been treated with more respect at the end of WWI, WWII may never have happened.  Racism, prejudice and the extremes of the political spectrum can be examined through readily available primary and secondary sources.  With the key concept of questioning sources and their validity and using multiple sources to form a conclusion developing further in UKS2, children have the opportunity to view how this might have affected the build up to WWII in Germany had voters been able to question the validity of the claims of Hitler and the Nazi Party.  The end of WWII saw many changes in Britian such as the establishment of the NHS and the welfare state and large numbers of commonwealth citizens moving the Britain (Windrush).  Looking at the Cold War, children can examine the factors that lead to it coming about, a closer looks at the political spectrum (Communism vs Capitalism), liberty vs dictatorship and democracy vs autocracy. This period of time also saw the decline of the British Empire and many of its colonies becoming independent and the rise of the US and USSR as superpowers.  Using knowledge gained, children can explore if WWI was the war to end all wars. | | | |
| Local Links: Lenton Priory and Beauvale Priory were closed during the Dissolution (Henry VIII’s conversion of England from Catholicism to the Church of England). Some of the stones from Lenton Priory were used to build Wollaton Hall. Wollaton Hall was built for Sir Francis Willoughby during the years 1580-1588.  During WWII, American soldiers of the 508th parachute infantry regiment were billeted in Wollaton park as they awaited deployment into Europe. They were deployed in June 1944. German POWs were also billeted in Wollaton Park from 1945-47.  The Evening Post of 17th May 1945 states that the Luftwaffe undertook 11 bombing raids of Nottingham. The worst was the ‘Nottingham Blitz’ of 8/9th May 1941.  Eric Irons, who became the first black magistrate in 1962, served in the RAF. After the war, he settled and worked in Nottingham. He helped black people into work in Nottingham as they were often discriminated against for a variety of reasons. He held talks with various companies, trade unions and councils to overcome the issues of prejudice and black migrants not having the relevant qualifications. | | | |
| Factual Knowledge:  Tudors:  -The War of the Roses and the forming of the Tudor dynasty  -The main Tudor Kings and Queens.  -Henry VIII, his wives and his quest for a male heir.  -Elizabeth I’s reign and the battle with the Spanish Armada.  -The formation of the Church of England and the reformation.  -Day to day life and culture  -Local link to Wollaton Hall and Sir Francis Willoughby.  -The travels of explorers Sir Francis Drake, Sir Walter Raleigh and John Cabot (the latter two contributing to the foundations of Britain’s Empire in America/Canada).  -Elizabeth I’s endorsement of piracy against the Spanish and Portuguese as a means to destabilise their dominance on trade.  WWII:  -The Treaty of Versailles at the end of WWI laid the foundations for the rise of the Nazi Party  -Main leaders and countries of the belligerents.  -Home front – life in Britain during the war especially during the Blitz.  -The role of the British Empire/commonwealth especially that of BAME groups.  -The legacy of WWII:  WWII lead to monumental changes in Britain and lead to the great institutions that we value in Britain today – the NHS and the Welfare state which were built by Clement Atlee’s government and influenced by the Beveridge report (1942). The UK government recruited directly from the Caribbean and Asian parts of the Commonwealth to address labour shortages. BAME groups played huge role in the reconstruction of Britain and development of the NHS after the war. | | | |
| 1. Historical Enquiry & Use of Sources  -Recognise primary and secondary sources and categorise them with confidence.  -Know that our knowledge of the past is constructed from a range of sources, use a variety of sources to find out about a given aspect of a period of history  -Bring knowledge and information gathered from several sources together in a fluent account of an event/period of history. Additionally, use said knowledge and sources to find answers to questions the children have posed. | 2. Interpretation & Reliability of Historical Sources  -Compare and link sources to work out how conclusions around historical events were arrived at  -Sift through and compare sources to create own conclusions  -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion and be aware that this is not always possible.  **-**Be aware that different evidence will lead to different conclusions  -Confidently use the library for research | 3. Chronological Understanding  -Place current study on time line in relation to other studies  -Begin to identify significant events that define a period or ones that could have altered it dramatically.  -Use relevant dates and terms  -Sequence a growing numbers of events on a time line pre, post and during the period studied. | 4. Communicating Knowledge & Understanding  -Recall, select and organise historical information  -Communicate their knowledge, understanding and conclusions through more formal means e.g. debate, justification and reasoning, presentation and essay  **Vocabulary children should understand and be able to actively use by the end of the year:**  Argument, balance, weigh-up, sift, conclude, belligerents, allies, Commonwealth, welfare, communism, capitalism, annulment, Reformation, heir, legitimate and any other relevant words from previous years. |

5. Questioning

When children are asking and being asked questions they should be related to the key concepts of **continuity and change, cause and consequence, similarity and difference and significance** which underpin all historical enquiry. These should be regularly revisited throughout the history teaching at BPA in order to apply them in a range of historical contexts.

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| **Continuity and change** *in and between periods* | Identify similarities / differences between ways of life at different times | Describe / make links between main events, situations and changes within and across different periods/societies |
| **Cause and consequence** | Recognise why people did things, why events happened and what happened as a result | Identify and give reasons for, results of, historical events, situations, changes |
| **Similarity / Difference** *within a period/situation (diversity)* | Make simple observations about different types of people, events, beliefs within a society | Describe social, cultural, religious and ethnic diversity in Britain & the wider world |
| **Significance** *of events / people* | Talk about who was important e.g. in a simple historical account | Identify historically significant people and events in situations |