History



GDST

Elizabeth - personality and government 'Catholic threat' and assassination attempts; Spanish Armada 'Golden Age' and the final years of decline Escalation to genocide; racial divides Opposition

Henry VIII; Cardinal Wolsey; Thomas Cromwell; The Reformation

Content: NEA

Falklands War

EU Migration and Brexit

Content: GCSE - Migration, Empire and People American independence Migration to & from Scotland and Ireland The British Raj - Clive, Hastings, Plassey, Indian Rebellion, Gandhi Scramble for Africa, Ghana, Kenya, Uganda Windrush

Content: USA - Post-War Popular culture - rock 'n' roll: Elvis, James Dean, Chuck Berry, Sci-fi films, musicals McCarthyism - HUAC trials Was 1950s USA really that good? Civil rights: Martin Luther King, Malcom X, Black Panthers Feminism: Betty Friedan

> Content: USA - The 'Roaring' 20s USA - isolation and prosperity Prohibition and gangsters: Al Capone Fear of Communism: 'Red Scare' Racism, segregation: Ku Klux Klan

Content: 20th Century World Rise of the Nazis Life in Nazi Germany - women children; propaganda; oppression Holocaust - Nurembera Laws: Kristallnacht: ahettos: camps WW2 - Blitzkrieg; Dunkirk; Home Front; turning points; Pearl Harbour; D-Day; end of the war; Remembrance Post-war and summaries

Content: The Making of the UK - World War One A study of the mistakes that were made; conditions in place for war to break out; Archduke Franz Ferdinand; social impact Subsequent study of main features of life on the Western Front: trench warfare, propaganda, conscientious objectors, weaponry Case Study on the Battle of the Somme

Content: The Making of the UK Tudor Reformation - dynasty; religious importance; political, social and economic impact of changes in the Church Gunpowder Plot - the battle for power; civil war; commonwealth; restoration of the monarchy Parliament - key figures: government vs people

> Content: Normans / Medieval World Norman England: social changes; royal power Castles & defence: seats of power; class/feudal system Law & Order: rebellions of the people (peasants revolt) Rich vs Poor: social examination of society

'Mountain Explorers' Changes over time: how has mountaineering equipment changed? Know names & dates of significant events; place on timeline Victoria Pendleton's experience of climbing Everest

'Explorers': Victorians - what they did for us; how changes affect life today; introduction of electricity Art movements over the Victorian era; why they changed; describe Victorian street scene; diff.s between lives of rich/poor; class diff.s

Significant events: links to coronation of Queen Elizabeth II to reaching the summit of Everest (Mallory: did he reach the summit?)

Industrial revolution; British Empire: rise/fall, good/bad, legacy Darwin's theory of evolution vs Christian creation Life of Dr Barnado: social injustice/social action Use historical sources to define what a slave is; understand and describe the triangular Atlantic slave

trade: use historical sources to learn about the experiences of slaves during the Atlantic slave trade; understand the abolition of the slave trade & slavery in Britain; understand what modern slavery is, culminating in a debate on the legacy of slavery in Britain

Know dates of Viking invasions Know about changes in housing, culture, leisure, other buildings. What life was like during the invasions. Explore the effect of the raids on Anglo-Saxon communities & its impact on British history Explore facts about Sutton Hoo How changes to religion occurred (to Christianity)

Use research skills to find out about the life of Samuel Pepys.

Content: Tudors Content: Nazi Germany Undesirables in society

Content: Tudors Foreign policy Pilgrimage of Grace Content: - Weimar Germany Hyperinflation; The Great Depression Invasion of the Ruhr Impact of Stresemann

Source Skills: Independent research Themed enquiry Knowledge and understanding Analysis and balance Evaluation and judgement **Year 11** (SPR) •

Year 13 (SPR)

Source Skills:

Assessing value

Assessing validity

Year 12 (SUM)

Source Skills:

Assessing value

Year 12 (AUT)

Assessing validity

Source Skills: Compare similarities & differences Explain significance Source skills - assess which is the main factor

Year 10 (SUM) Source Skills: How & why are the sources different? Which are the most significant sources? Description and explanation Judge which factor is the most important Knowledge retention

Year 10 (AUT) Source Skills: How & why are the sources different? Which are the most significant sources? Description and explanation Judge which factor is the most important Knowledge retention

Themes

Human riahts

British values

Social class

Themes:

Migration Power & the people

Themes:

Migration

Themes:

Migration

Power & the people

Peace & conflict

Peace & conflict

Constitutional Journey

Power & the people

Peace & conflict

International relations

Gender stereotypes

Constitutional Journey

Systems of government

Year 9 (SPR) Cause & effect Empathy Interpretation, analysis & evaluation

orld War

Year 8 (SUM) Change and Continuity

Year 8 (AUT) Skills: Comparison

> Year 7 (SPR) Skills: Comparison Terminology

Terminology

Year 6 (SUM)

Form own opinions about historical events from a range of Evaluate their usefulness & accuracy Year 6 (AUT)

Use key periods as reference points Use timelines to place events Describe the main changes & impact on life today Choose reliable sources; know which are historically valid Suggest accurate & plausible reasons for why things happen Know & understand that some evidence can be propaganda & how past has been represented in different ways Year 5 (SPR)

Examine causes & results of great events & their impact Identify social, cultural, religious diversities of the wider world Ask a wider range of questions about the past to test hypotheses Know that people in the past can represent events or ideas in ways that Compare accounts of events from different sources/interpretations: fact or

Year 4 (SUM) Identify where people & events fit into a chronological framework Order events/objects on a timeline using dates & historical terms Describe & give reasons for some historical changes Recognise why some events happened & what happened as a result Identify historically significant people & events in different situations Begin to evaluate the usefulness of different sources & interpretations

Use relevant & appropriate terms & vocabulary linked to chronology Year 4 (AUT) HISTORY not explicitly taught this term

Year 3 (SPR)

[Explore the history of Sherwood Forest and Limited history taught in Spring Term make comparisons with their knowledge of (geography focus on rainforests) rainforests within geography topic]

Year 2 (SUM) 🔷 Great Fire of London: Know when this was & where and why Identify own life is similar and/or different from lives of people in the past it happened (design, properties & materials of buildings Sequence key events of the Great Fire of London Discuss lack of firefighters, buckets, houses - similarities and Be aware of the lives of significant people from the past differences to today; jobs/vehicles then and now Understand why events happened; what happened as a result Learn about the architect Christopher Wren and how he re-Choose parts of stories to show what they know about significant people & events built St. Paul's Cathedral. Compare to buildings today. Recognise basic reasons why people acted as they did

Use common words & phrases concerned with the passing of time Use a variety of simple historical accounts (Samuel Pepys)
Year 2 (AUT)
Skills

Enquiry: Who was 'the father of the railways' & was he significant? Order own life events in chronological order using appropriate vacab
Make chronological comparisons about duration and placement
Identify that people have lived in the distant past, why events & achievements were
important; which achievements were more significant & why; why the Rocket was so
significant at the time and for future trains (George Stephenson & the development of the railways) Explore chronology & vocabulary; use chronological vocab with a timeline Explore the Industrial Revolution; who was George Stephenson? When was he alive; what did he do; how do we know? What was Stephenson's Rocket? How did railways and trains change? What was Stephenson's impact: locally and nationally? Identify individuals from the past using sources as evidence; suggest why certain items are Enquiry - was George Stephenson all that significant?

> Year 1 (SPR) HISTORY not explicitly taught this term

> > Reception (SUM) •-

and those in their family

Reception (AUT)

and those in their family

History-related Early Learning Goals:

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Know some similarities & differences between things in

Know some similarities & differences between things in

the past and now, drawing upon own experiences

Talk about past and present events in their own life

Understand the past through settings, events and

characters encountered in books read in class

History-related non-statutory curriculum aims:

the past and now, drawing upon own experiences

Understand the past through settings, events and

characters encountered in books read in class <u>History-related non-statutory curriculum aims:</u>

Links made within RE (Chinese New Year) & Art (Van Gogh) and a person study (Florence Nightingale and Mary Seacole and a comparison of their experiences)

EYFS: Understanding the World Growing and changes in our lives Seasides now and then: how has New Brighton changed?

EYFS: Understanding the World My past and present: all about me and my family topic Bonfire Night: Guy Fawkes as a significant individual Why do we wear poppies? Retelling the Christmas story Finding out about Christmas traditions and comparing these

EYFS: Understanding the World

Talk about previous activities/experiences Discuss 'Winter' - what they already know Extend vocabulary: names of birds & what they eat Role play area: 'Winter Palace'

Nursery (SPR) Revisit past events in their school life Opportunities to role play 'lifestyles' Explain own knowledge & understanding; ask appropriate questions Extend vocabulary, grouping and naming, exploring the meaning of new words

Year 13 (SUM) Source Skills: Content: Nazi Germany Revision skills Total war economy - impact Knowledge & retention Revision Content: The Tudors Elizabeth - art and culture

Revision

Propaganda

Edward VI

Content: The Tudors Henry VIII - art and culture

Content: Weimar / Nazis

Content: Weimar Germany

Content: GCSE - The Normans

Use of terror / intimidation

Content: GCSE - Migration, People and Empire

Content: GCSE - Depression / Post-war USA

Content: GCSF - Conflict and Tension

Hoover hatred / FDR and New Deal

Post-war boom - the American 'dream

Nuclear prep / 'Reds under the bed'

T.O.V - Bra3

Leaaue of Nations

Russian revolution

Hitler's steps to war

Content: 20th Century World

Content: The Making of the UK

Content: The Medieval World

Content: Ancient to Medieval World

Black Death Medieval Women

gender stereotypes; Emily Wilding Davison

Commonwealth - restoration of the monarchy

city conditions; 'Jack the Ripper' murders

Medieval Life - social examination of society

Titanic - class systems; rich/poor; migration/movement in 1900s

Democracy vs dictatorship - political awareness; British values

Votes for women - British values; suffrage; human rights; breaking

English civil war - key figures: Charles I, Cromwell, Gt Fire of London

Victorian Britain/Industrial Revolution - social change; overcrowding;

Crown vs Church - crusades; Thomas Beckett; Henry II; royal power

Romans - empire building; sharing of resources; diversity; class

Vikings - stereotypes/reputation; Danelaw; tolerance; significance of

difference; slavery; power moving; settlements; Roman army

Hardrada, Godwinson & William's contention for the throne

'Ocean Exploration': technological advances

time including trading.

Misrepresentation of sailors & their failed experiences -

Place significant events in ocean exploration on timeline

'Ferry across the Mersey': how Liverpool developed as a

large city. Analyse why people crossed the Mersey; the

developed from 18th-21st century; research street names

'Tomb Raiders': Ancient Egypt - seasons, farming, Gods, culture,

Howard Carter's discovery: diary extracts, newspaper reports.

Archaeology today: artefacts as primary sources, compare to

historical evidence from written sources; study mummification

development of the river & its surrounding areas over

Explore artwork of Razzle Dazzle era; link to World

in Liverpool & their origins; visit to Birkenhead Priory

afterlife, civilisation, link hieroglyphics to Roman Numerals

River Nile: fact file; discuss how it survived as a civilisation

King Tut: was he the most influential/important Pharaoh?

Anglo-Saxon invasions/settlements; how they were

chosen appropriately; understand why & about their

Know periods in time: Stone Age - Normans - Viking

Explore Anglo-Saxon life: religion, houses, material

choices, different jobs men, women & children had

Compare lives of different Romans (servant, soldier,

Compare homes in the Roman Age to now, incl. jobs,

Know the hierarchy of society in Ancient Rome &

Extreme Earth: Stone Age to Iron Age - discuss &

clothing; how Stone Age leisure has changed to a

artefacts (what might they be?); burial chambers

Know about Mary Anning; the Bronze & Iron Age

Place Ages on timelines covering BC & AD periods

Australia: Captain Cook - his (3 main) voyages &

Compare the journey to Australia today to 1768

Recap Autumn learning (ships)

Be aware of the lives of significant people from the past:

Know why toys are old or new: what are the clues? Know why toys

are created in a certain way or have features depending on their

discovery of the East Coast of Australia. What else did

Stone Age clothing from then to now; advancement of

modern day link; how people lived; tools used; metals;

Stone Age to the Ancient Greeks & Romans

transport, architecture, roads, Roman baths

Know about different food, clothes etc.

influence on place names today. Know names of places

Discuss historical inaccuracies in art work

process, the afterlife & Egyptian Gods

of significant events; place on a timeline

Living history trip to Tatton Park

Emperor)

compare

Gandhi & Mother Teresa

Ancient Greece

War events; Look at photos of how Liverpool has

Alfred the 'Great'; new culture; Wirral place names 1066+ - death of Edward the Confessor; power & motivation:

British Empire - its impact; other empires; exploitation; positives/

negatives; imperialism and its effects in America, India & Africa

Vikings - Cnut, Sven Forkbeard, etc.

Alfred the 'Great' - uniting the UK

Tudor exploration - the new world

Socio-economic problems post WW1

Abdication of Kaiser

Impact of TOV Constitution of Weima

Monastic reform

Rich vs poor

The Normans Hundred Year War

International relations

Gender stereotypes

International relations

Gender stereotypes

Constitutional Journey

Power & the people

Power & the people

Power & the people

Peace & conflict

Peace & conflict

Systems of government

British values

Social class

Themes:

Human rights

British values

Social class

Themes:

Migration

Migration

Themes:

Migration

Systems of government

The rise of Hitler; Mein Kampf; Volksgemeinschaft

Mid-Tudor - Mary; burning; protestants; Mid-Tudor crisis

Year 13 (AUT) Source Skills: Assessing value Assessing validity

Year 12 (SPR) Source Skills: Assessing value Assessing validity

Year 11 (SUM) Source Skills: Historical site study Knowledge retention

Source Skills: Similarities & Differences Knowledge retention Comparison

Year 11 (AUT)

Revision/knowledge retention Write an account Comparisons

Year 10 (SPR)

Year 9 (SUM) Source skills: which is most useful? How do you know? Identify main factors Use of terminology

Skills: Reliability of evidence Cause & effect Using sources to make a hypothesis; Interpretation, analysis & evaluation

Year 8 (SPR)

Year 9 (AUT)

Empathy Using evidence Reliability

Year 7 (SUM) Knowledge retention Empathy Gaining information from sources/images

Use of terminology Year 7 (AUT) Chronology

Anachronisms

Measuring time Peace & conflict BC/AD, decades, etc Year 6 (SPR)

Develop chronologically secure knowledge of events & time periods studied; sequence events & periods of time using dates & a wide range of historical terms Know key dates, people & time periods studied

kraken & Greek myths surrounding ocean creatures and recount an event from modern history (James Cameron Recognise that some events, people & changes are judged & Sylvia Earle) more significant than others Year 5 (SUM)

Describe links/contrasts within/across different periods of time incl. short/ long term scales Use timelines to place, sequence local & international events Examine causes & results of great events & their impact Use a wider range of sources as a basis for research to answer Qs to test Discuss & debate historical issues using appropriate vocab to describe

Year 5 (AUT) Identify where people, places & periods of time fit into a chronological framework Sequence events & periods of time using dates & appropriate historical terms. Study different aspects of diff people e.g. diffs between men/women in a historical Use appropriate vocab when discussing & describing historical events: BC/AD, erg. Reason why there are diff versions of the same event. Choose relevant sources of evidence to support lines of enquiry. Present info appropriately

Year 4 (SPR) Explore links/contrasts within/across different periods of time Find out, compare & contrast our lives with those of people from the past. Offer a reasonable explanation for some events Examine & discuss reliability of sources

Recognise how sources are used to make historical claims Discuss significant aspects of & connections between different historical events. Use subject specific vocab: monarch, settlement, invader. Year 3 (SUM)

Use sources to address historically valid Qs Use words and phrases such as century and decade Discuss some historical events, issues, connections & changes Select/organise historical information to present in a range of ways

Show changes over time on a timeline

Year 3 (AUT) Skills: Be aware that the past can be divided into different periods of time. Sequence events/objects using some dates & historical terms. Explore trends/

Have a more in-depth knowledge of a specific ancient civilisation. Use sources to address historically valid Qs. Recognise that knowledge of the past is constructed from different sources of evidence; recognise that different versions of past events may exist; describe & explore some ways the past can be represented. Year 2 (SPR)

Identify own life is similar and/or different from lives of people in the past Be aware of the lives of significant people from the past Understand why events happened; what happened as a result Choose parts of stories to show what they know about significant people & events Use common words & phrases concerned with the passing of time Use a variety of simple historical terms/concepts Talk about what/who was significant in simple historical accounts

Year 1 (SUM)

Recount & retell some events from beyond their living memory Make simple observations about different people, events, Ask 'why' questions e.g. why things were invented Use words such as weekly, look at weather charts

Year 1 (AUT) Sequence, compare, remember. Put toys (artefacts) from

different time periods in order Recognise the difference between past & present in their own Find answers to simple Qs about the past from sources of info Use words: old, new, young etc.

What was their favourite toy as a baby compared to now? How has it changed? Compare their toys to teachers' toys Recount/talk about Teddy Roosevelt & how teddy got it's name Explore Victorian toys and how they differ from ours today. **EYFS: Understanding the World**

time period (e.g. electronic vs non-electronic)

the past and now, drawing upon own experiences

History-related Early Learning Goals:

Reception (SPR)

Understand the past through settings, events and History-related non-statutory curriculum aims: Nursery (SUM)

Use everyday language: next, old, new, now, then

Ask questions & give explanations Answer 'how' and 'why' questions Retrieve information from books and computers Record, using marks they can interpret & explain

Ongoing observations of what is happening outside: plants Sharing holiday news Sequencing and labelling Exploring babies—how they move and cry.

Know about how Christians celebrate Easter

Chinese New Year culture past and present

Retelling the Easter story

EYFS: Understanding the World

People who help us: what jobs did our Grandparents do?

Earth and beyond: Neil Armstrong as a significant individual

Nursery (AUT)

Being curious about people; show interest in stories Use past, present & future forms accurately when talking about events Know that information can be retrieved from books Talk about past/present events in own life

EYFS: Understanding the World Share weekend/holiday news Know who is in my family Ask Qs: why things happen/give explanations Know about Christmas, Diwali & nocturnal animals Story 'Owl Babies' - explore sequencing skills Dressing up and acting out the Nativity story

Knowledge Chronological Understanding

KEY:

Events/People/Changes

Interpretation/Enquiry/Using Sources Communication/Vocabulary