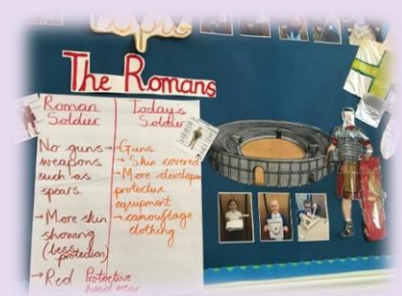




History



History

Mersey Park Primary School



Be Nice



Work Hard



Never Give Up

History at Mersey Park Primary School

What we teach

At Mersey Park Primary School, we have developed a broad and ambitious History curriculum, which meets the aims and objectives of the National Curriculum and the EYFS Statutory Framework. Our History curriculum is rich in knowledge and skills. We teach the pupils about a range of cultures and encourage them to develop an enquiring and critical outlook on the world, giving pupils knowledge about issues at a local, national and international level from the ancient era through to the present day. This range of history offers the opportunity to explore different people's perspectives on issues and events and think critically about the world in which they live. Our curriculum is carefully sequenced to give students a broad understanding of the chronological development of British history, as well as being able to make links to other societies, cultures and world events, starting from the immediate past in the early years through to the Stone Age in year 6.

We encourage an inclusive school environment and ensure that all pupils, including those most vulnerable and those who are disadvantaged, have the opportunity to access the full and broad curriculum through carefully adapted teaching, with planned support and scaffolding as required.

How we teach it

In the Foundation Stage, our pupils are given opportunities to discover and learn about the world they live in. The History element of the children's work is related to the Knowledge and Understanding of the World objectives set out in the EYFS Statutory Framework.

In Key Stage One, History develops pupil's knowledge of the similarities and differences between ways of life in different time periods, drawing comparisons with modern life, in accordance with the KS1 National Curriculum.

In Key Stage Two, History extends pupil's skills to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across the periods they study, in accordance with the KS2 National Curriculum.

We endeavor to provide our pupils with opportunities they may not otherwise experience, which bring our History Curriculum to life with trips to local museums or areas of significant historical interest, for example visiting Chester while studying the Romans. In recent years, we have also arranged visits from local historians to talk to the children about certain topics and offer a range of perspectives.

A key part of our History curriculum is the study of important historical figures. We ensure we provide children with the opportunity to learn about a diverse range of significant individuals throughout the Key Stages and look at how these individuals have contributed to the world we live in today.

Knowledge of key components within History, such as Monarchy, Leaders and Government and Invasion and Settlement, are identified and progression carefully planned to enable pupils to ask leading questions, analyse information and convey their views in a methodical and structured way.

Subject overviews ensure all subjects are carefully mapped out throughout the year to ensure effective spaced practice and regular repetition.

Lesson objectives are taken from the National Curriculum and developed to match the topic theme and ensure a broad and balanced curriculum. From these lesson objectives Key Learning is then highlighted and this learning is regularly revisited and forms the basis of the end of unit assessment.

Each topic starts with the children completing their 'What do I know?' bubble. This is an opportunity for the children to think about what they already know about a topic and activate any prior knowledge. This also allows the teacher to assess pupils' starting knowledge and adapt their teaching as necessary.

The teaching of key subject specific vocabulary is a high priority across the school. Vocabulary is carefully selected to ensure progression and repetition to endeavor to embed this in to long term memory. It is revisited each lesson and using our 'we know', 'we've heard of' and 'we don't know yet' vocabulary displays the children have an opportunity to revise, secure and develop their subject specific vocabulary knowledge. Vocabulary is modelled throughout the topic to build confidence and children are encouraged to speak like historians. This will ensure pupils access and apply high level vocabulary with increasing rigour over their time at Mersey Park. We also plan opportunities for P4C sessions throughout our History curriculum to allow pupils to debate important historical issues and express their opinions about how these events have shaped the world we live in today.

Each History lesson starts with a mini-quiz, which revises prior knowledge and embeds important facts into children's long-term memory. These quizzes are informal and allow teachers an opportunity to address misunderstandings and highlight key areas, which need more revision. Short assessments are undertaken by the children at the end of each topic to check for gaps and revise important facts if required. This information is then used to inform future teaching and for teachers to adapt and edit planning as required. End points are taken from the History aims in the National Curriculum and are looked at every term, and with some objectives discussed and revisited every lesson.

Our Mersey Park knowledge organisers, created to carefully link to our planning, along with quizzes each lesson help the children to retain new knowledge and recall previous learning. Use of knowledge boxes in each class filled with key questions support repetition and help to embed important knowledge from previous topics. Assessment, linked to Key Learning is used regularly to gauge knowledge retention and understanding. Where there is a particular concern over knowledge retention key questions are added to the knowledge box to be revisited regularly. Class teachers record assessment outcomes using our tracking grid and the subject leader analyses gaps in knowledge and skills. Actions are identified and followed up.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. They regularly hold pupil interviews in order to check on knowledge and skill acquisition and retention. Subject leaders are provided with regular opportunities to further improve their own subject knowledge through CPD opportunities and attending local cluster group meetings. Subjects are planned to ensure progression of knowledge and skills throughout their primary education.

Teachers are provided with regular opportunities to develop their own subject knowledge through sharing good practice, peer observation, professional development and visiting experts.

SMSC through History

Humanities subjects are focused on people and their relationships and, therefore, are well placed to contribute to the children's Spiritual, Moral, Social and Cultural education. In lessons the children are given the opportunity to either consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers encourage children to discuss and debate controversy within the classroom. We encourage children to enquire, consider and question in lessons and beyond.

The idea of truth is central to History that uses sources. Children show a willingness to reflect on past events and how they shape life in modern day England through various topics, e.g. The Gunpowder Plot, The Victorian Empire and The Roman invasion of Britain. Children have the opportunity to develop their understanding of democracy within lessons.

The children understand the wide range of cultural influences such as when studying the legacies of the Ancient Greeks.

Social and moral issues are regularly discussed through Philosophy for Children within History such as The Gunpowder plot, Remembrance and Victorian Entertainment.

The progression of key knowledge taught through school includes 'Achievements and Follies' and 'Crime and Punishment', giving children to opportunity to discuss and reflect on various issues.

Impact

The impact of our History curriculum is that our learners are equipped with the historical knowledge and understanding that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world. The children will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities. They will be able to recall facts and make links between time periods through knowledge of historical concepts. They will apply critical thinking skills when analysing sources of information and take a broad and balanced view when presented with important issues.

End of topic assessments cover the exact knowledge taught within the unit of work. These assessments are used to gauge an understanding of what knowledge has been retained and what needs further repetition to embed it in the pupils' long-term memory.

Pupils will talk confidently about their learning using a range of historical vocabulary.

In the Early Years, children will be able to talk about the past and present and begin to use simplified timelines to show a typical day. By the end of Key Stage One, children will begin to use timelines more efficiently to show the history of a significant individual's life and will know the difference between living memory and beyond living memory. Children in Year 2 will be able to discuss key significant events from the past and how they have affected our lives today. At the end of Key Stage Two, children will have a clear knowledge of the British timeline and how the different civilisations have changed the way we live. They will be able to talk in depth about the key aspects of certain topics throughout British history and certain significant individuals within the topics. Timelines will be used effectively and consistently by the children to show an understanding of chronology.

Outcomes in topic books evidence a broad and balanced History curriculum and demonstrate children's acquisition of identified key historical knowledge and skills.

History Subject Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	All about me – discuss the notion of growing up. Their immediate family and their role in their family Through traditional nurse rhymes, children develop an understanding of the past and how things have changed over time.		What do I know? Family stories. Share past experiences Through traditional nurse rhymes, children develop an understanding of the past and how things have changed over time.		Look how I've grown – explore change over time Our class timeline will begin to help the children make sense of the passing of time	
F2	Family photographs – Children will talk about their immediate family developing more awareness of how people change over time St.Catherine's Church visit – Comparing features of the old building to more recently built building such as the hospital When reading 'Whatever Next', learn about Neil Armstrong Harvest – Comparing harvesting machinery/tools used now and in the past		Traditional tale stories such as Little Red Riding Hood – Looking at how homes were different in the past Through topic about Winter and cold places, learn about the lives of explorers such as Ernest Shackleton		Learn about the roles of people in their lives and in the local area. Compare some roles with the same roles in the past using stories and pictures. Learn about castles during fairy tales work	
Year 1	Sensational Seasons (Main focus- Geography)	Toys Toys timeline Old/ New toys Trade Ruth Handler, Ole Kirk Christianson, Richard Steiff	Food (Main focus- Geography) Food our Parents/ Grandparents ate Old/new menu	Buildings Local History of Buildings Buildings Buildings Buildings timeline	Holidays/Seaside Holidays in the past Rules and punishments Pontins/Butlins- famous people	Holidays/Seaside Punch and Judy Travelling to the seaside Development of travel Holidays
Year 2	Transport History of transport and cars (Ford - UK designer) Queen Victoria Amy Johnson/Neil Armstrong/Buzz Aldrin Transport and car timeline Chris Boardman/ Mark Cavendish - UK Olympians Advancements and progress Different viewpoints		Fire Fire Great Fire of London - Samuel Pepys and Thomas Farriner – chronological order and different viewpoints Guy Fawkes and King James I - Crime and Punishment, Parliament	Island Adventures (Main focus -Geography) Burns Night Origins and Traditions – Robert Burns		Time Detectives History of our school and local area – maps, artefacts and sources King Edward VII, Churchill Our family history Schools then and now Famous local people: Patricia Routledge, Daniel Craig, Shirley Hughes, Paul O'Grady

Year 3	<p>Unique UK (Main focus- Geography) Traditions and symbols of UK Patron Saints of the UK countries History of Birkenhead Park</p>	<p>Liverpool Importance of Liverpool in History- Port Transport on the Mersey Liverpool culture- Art and Music Trade- Food</p>	<p>Food History of food trade- Liverpool History of food (lead into Victorians)</p>	<p>The Victorians Port Sunlight Study Looking at Primary and Secondary sources The impact of Victorian Monarchy British Empire Timelines, Inventions, police force, transport Famous Victorians: Queen Victoria, Edward VII, Alexander Graham Bell, Dr Barnardo, Charles Dickens, Disraeli, Peel Transport/Trains - Robert Louis Stephenson Comparison of Victorian child and modern child: -Schooling, recreation, housing, diet, lifestyle Workhouses- prisons and punishments Seaside holidays New Brighton</p>	
Year 4	<p>The Roman Empire Origins of the Roman Empire Early Roman Civilisation Roman Emperors, senate, republic, democracy Britain at the time of the Roman Invasion Continuity and change Roman Invasion of Britain- comparison British resistance- Boudicca, Cartimandua Roman Army Legacies of Roman times- roads, baths, law etc.</p>	<p>Passport to Europe (Main focus- Geography) Roman invasion across Europe Legacies- language</p>		<p>Anglo Saxons and Vikings Anglo Saxon Invasion / Roman Withdrawal Jutes, Scots and Vikings- reasons for invasion and where they settled Anglo-Saxon and Vikings leaders Raid on Lindisfarne Crime & punishment, Trade and Transport Compare life styles of Vikings and Saxons (food, houses, weapons & armour and religion Viking Raids, punishments Danegeld Death of Edward the Confessor Sutton Hoo discovery Norman Conquest (1066 and Bayeux Tapestry) Battle of Hastings</p>	
Year 5	<p>Ancient Greece- Place on timeline Athens/Sparta- comparison Famous Greeks (Alexander the Great etc.) Myths and legends Trade and discovery Legacy of Greeks linked to modern day: Government, theatre, architecture, sport, mathematics, inventions Democracy</p>	<p>Our Natural World (Main focus- Geography) Historical earthquakes and their impact Historical Volcanic eruptions and their impact</p>		<p>The Maya Timeline of three Maya periods Maya lifestyle- homes, food, clothing, jobs, farming and leisure activities (pitz) Maya leaders- Pakal the Great Maya gods and religion. Maya language, writing and number systems. Maya calendar and astrology. Sacrifice/ Maya Pyramids Chichen Itza Invasion of Spanish Conquistadors</p>	
Year 6	<p>Ancient Egypt Earliest Ancient Civilisations Egyptian hierarchy and leaders- Tutankhamen Howard Carter's discovery Legacies- astronomy/ calendar, glass, language, farming, army, medicine, geometry Hieroglyphics – Rosetta Stone Construction of Pyramids Mummification River Nile and its significance- trade/ settlements Tombs, Gods and religion Comparison to Maya and Greek lifestyle Decline of the Ancient Egyptian era- Roman invasion</p>	<p>Water (Geography)</p>		<p>Water (local study) (Main focus - Geography) Local history- water. Port at Parkgate Changes to waters around Wirral</p>	<p>Stone Age to Iron Age Timeline of 3 Stone Age periods, Bronze Age, Iron Age Changes in lifestyle- jobs, homes, weapons, tools Tribal leaders and wars Stonehenge, Hillforts, Skara Brae Druids Achievements - agriculture, fire, tools, wheels, metal work Trade and transport</p>

Key Historical Knowledge Components

		Monarchy, Leaders and Government	Achievements and Follies	Trade and Transport	Invasion and Settlement	Crime and Punishment
Historical Knowledge	Foundation Stage	Through stories children will be introduced to the words; King, Queen, Prince, Princess, palace, crown and country and develop an understanding of what they mean. We will link these words to the monarchy of Great Britain.	Through stories such as Whatever Next and Peace at Last the children will find out about Neil Armstrong. They will also learn about Antarctic explorers such as, Ernest Shackleton.	The children will be introduced to how and where fruit and vegetables grow, developing an understanding that some grow in other countries and are transported to us.	Through the theme of 'Jack and the Beanstalk' the children will find out more about castles including their use and whether they are old or new.	Through traditional tales children will discuss the actions of some of the main characters such as; The Wolf from Little Red Riding Hood and Jack and the Giant from Jack and the Beanstalk.
Cross Curricular links						
Historical Knowledge	Year 1	Toys- Queen Victoria Seaside- Queen Victoria	Toys- inventors Ruth Handler, Ole Kirk Christianson, Richard Steiff, Plastic- toys Seaside- Billy Buntin, Fred Pontin	Toys- trade with China, transport developments Seaside- development of travel- more holidays		Seaside- rules for women regarding clothing on the beach- punishments
Cross Curricular links		Geography – Buildings – Buckingham Palace		Geography – Food – transportation over time		
Historical Knowledge	Year 2	Transport- Queen Victoria Fire, Fire- King James I Parliament, Guy Fawkes rebellion Time Detectives- Churchill, King Edward VII	Transport- inventions and progress Fire, Fire- Guy Fawkes (Follies) Fire engines, Re build of London, Christopher Wren, St.Paul's cathedral, fire protection and prevention, Thomas Farriner, Samuel Pepys Time Detectives- War (Follies), achievements of local people	Transport- Advancements and progress - road, air, rail and water transport Fire Fire - Fire engines	Time Detectives- World Wars, threat of invasion	Fire Fire- Guy Fawkes crime and his punishment (and his allies) Time Detectives- Punishments in school, Mersey Park's record book
Cross Curricular links						
Historical Knowledge	Year 3	Victorians- Queen Victoria, King Edwards VII Children of Queen Victoria as leaders Many prime ministers during her reign Benjamin Disraeli, Robert Peel British Empire	Victorians- Inventions, Police Force, Graham Alexander Bell, Dr Barnado, Advances in transport, Empire - good/bad (Follies)- Work houses, working children Liverpool – significance of the docks Trade - positive/negative impact	Liverpool – trade links over time Victorians- innovations in transport Trade with countries in British Empire	Victorians- British Empire- invasion of countries Rich and poor homes	Victorians- school punishments Workhouses, Victorian punishments, laws passed to protect children
Cross Curricular links			Geography - Unique UK – Development of Birkenhead Park	Geography - Food - distribution of food – imports/exports, origins of Fairtrade		

Historical Knowledge	Year 4	Romans- Roman Empire, senate, republic, emperors, Democracy, Julius Caesar, Boudicca, Cartimandua, Claudius, Hadrian Anglo Saxons/ Vikings- Alfred the Great, Aethelstan, King Canut, Aethelred of Wessex, Edward the Confessor, Guthrun	Romans- Roman inventions/ legacies- roads, baths, law and government Hadrian's wall Failed invasions (Follies) Anglo Saxons/ Vikings- Alfred the Great legacies	Romans- Creating of roads for transport Invention of coins/ money Trade and bartering Passport to Europe – trade links over time Anglo Saxons/ Vikings- artefacts from around the world in Sutton Hoo discovery Anglo Saxon and Viking trade, Viking long boats	Romans- Roman invasions- many countries Anglo Saxons/ Vikings- invasions from other countries and settlement in chosen countries including Britain Passport to Europe- Countries invaded by the Romans	Romans- punishments- gladiators, slaves Anglo Saxons/ Vikings- Comparison of Anglo Saxon, Viking and Modern day laws punishments and laws,
Cross Curricular links						
Historical Knowledge	Year 5	Ancient Greeks- Democracy, Leadership of Athens and Sparta, Alexander the Great, Maya - Leaders - Pakal the Great	Ancient Greeks- Legacies, achievements –government, language, architecture, theatre Maya- legacies- '0', calendar, architecture, astronomy, writing, Frederick Catherwood and John Stephens rediscovery of the Maya civilisation	Ancient Greeks – trade – farming, Athens and Sparta (city states), transport – travel between islands Maya – developments in farming and agriculture linked to seasonal knowledge, leading to trade of food and developments of marketplaces	Ancient Greeks- Alexander the Great Maya- Invasion of the Spanish Conquistadors	Ancient Greeks- exile, juries, fines, laws Maya- plitz used to settle disputes
Cross Curricular links			Geography - Our Natural World – improvements to survive natural disasters		Geography - Our Natural World – why people settle in earthquake zones or areas of volcanic activity	
Historical Knowledge	Year 6	Egyptian Empire- Leaders- Tutankhamun, Pharaohs, hierarchy, Cleopatra Stone Age to Iron Age- Tribal leaders, no government	Egyptians -legacies e.g. farming, writing, glasswork etc. Water – flood prevention, pollution Stone age to Iron age- agriculture, fire, tools, wheels, metal work, weapons	Egyptians- Trade links between Ancient Civilisations, River Nile and the impact on trade links, Water – River Dee, River Mersey – industry, tourism, trade Stone age to Iron Age- development of agricultural trade, transport methods	Egyptians- Making links between Ancient Civilisations and how they would have interacted. Roman invasion Stone age to Iron Age- tribal wars over land	Egyptians- Howard Carter- right or wrong? Stone Age to Iron Age- introduction of laws
Cross Curricular links						
Whole School		British Values - Democracy	Remembrance Day		Remembrance Day	British Values – Rule of Law

History- Early Years

Development Matters

Birth to Three

- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

Three and Four Year Olds (Foundation 1)

- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Children in Foundation 2

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

Early Learning Goals

Talk about the lives of the 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. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

History National Curriculum Subject Content

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.

Key Stage 2

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.

F1 Understanding the World- History- Key Learning

Development matters	<p>Birth to 3 Make connections between the features of their family and other families.</p> <p>3 and 4 year olds Begin to make sense of their own life-story and family's history.</p>		
History F1	Autumn	Spring	Summer
	My Family/Autumn/Humpty Dumpty/Hickory Dickory Dock/Christmas	Winter/Incy Wincy Spider/Little Miss Muffet/Old MacDonald had a farm/The Three Little Pigs/Hey Diddle Diddle/Spring	Stickman/Lifecycles/Summer/Holidays/The Hungry Caterpillar
Vocabulary	family, change, grow, baby, toddler, child, adult		

F2 Understanding the World- History- Key Learning

ELG	<p>Statutory ELG: Past and Present Talk about the lives of the people around them, in their community 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.</p>		
History F2	Autumn	Spring	Summer
	All About Me/Autumn/Night time/Diwali/Christmas	Winter/Chinese New Year /Enormous Turnip/Little Red Riding Hood	Jack and the Beanstalk /Mungo and the Pirates, The Story of Pirate Frank
	<p>Children will be encouraged to talk about members of their immediate family and will be invited to bring photographs of their family into school to talk about. We will share books which develop the children’s awareness of different families and how people change over time. Harvest time will provide an opportunity for the children to find out more about the natural world. We will talk about how crops grow and how they are harvested now and how this has changed from the past. St.Catherine’s Church visit – Comparing features of the old building to more recently built building such as the hospital When reading ‘Whatever Next’, learn about Neil Armstrong</p>	<p>Our class timeline will begin to help the children make sense of the passing of time. Our traditional tale stories will enable us to find out about life in the past.</p>	<p>Learn about the roles of people in their lives and in the local area. Compare some roles with the same roles in the past using stories and pictures. Look at features of castles – linked to Jack and the Beanstalk</p>
Vocabulary	<p>mum, dad brother, sister nanny, grandad younger, older crops farmer past long ago harvest machines combine harvester hand tools</p>	<p>stove, cottage dresser candle holder scrubbing brush blanket long ago explorer expedition</p>	<p>castle turrets drawbridge moat tower dungeon arrow slits armour baby toddler child, teenager adult</p>

Year 1 History- Key Learning

	Autumn	Spring	Summer
	Year 1 NC Objectives	Year 1 NC Objectives	Year 1 NC Objectives
Year 1 History	<p>NC Statement Changes within living memory The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>NC Statement Changes within living memory</p>	<p>NC Statement Changes within living memory The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality</p>
	Key Learning	Key Learning	Key Learning
	<p style="text-align: center;">Toys</p> <ul style="list-style-type: none"> • Ordering toys from oldest to newest and explain reasoning • Knowledge of significant toy inventors • Knowledge of how toys and manufacturing of objects have evolved over time • Knowledge of how the development of trade has affected the range of toys we play with 	<p style="text-align: center;">Buildings</p> <ul style="list-style-type: none"> • Create a timeline of homes explaining reasoning • Knowledge of how homes have evolved over time 	<p style="text-align: center;">Seaside</p> <ul style="list-style-type: none"> • Knowledge about some influential people in the British tourism industry • Knowledge of towns that developed into holiday destinations • Understanding of how, through the development of travel, people’s holidays have changed • Knowledge of how leisure time has changed over the past 100 years • Comparison of holidays in past to present • New Brighton as a holiday destination in the past
Vocabulary	invent mechanical electronic timeline compare past present future material technology beyond living memory within living memory	timeline past present oldest newest compare	past present future pier souvenir promenade changing wagon traditional within living memory beyond living memory

Year 2 History- Key Learning

	Autumn	Spring	Summer
	Year 2 NC Objectives	Year 2 NC Objectives	Year 2 NC Objectives
Year 2 History	<p>NC Statement Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>NC Statement Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events</p>	<p>NC Statement Changes within living memory Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality</p>
	Key Learning	Key Learning	Key Learning
	<p style="text-align: center;">Transport</p> <ul style="list-style-type: none"> • Recognise the significant impact of transport developments on Britain and the wider world • Knowledge of how transport has changed over time • Creation of timelines • Knowledge of the achievements of Henry Ford, George Stevenson, Amy Johnson and Neil Armstrong 	<p style="text-align: center;">Fire Fire</p> <ul style="list-style-type: none"> • Creation of timelines- events of great fire of London and Gunpowder plot • Knowledge of how the buildings at the time contributed to the Great Fire of London • Knowledge of impact of religion on The Gunpowder plot • Knowledge of how London has changed over time 	<p style="text-align: center;">Time Detectives</p> <ul style="list-style-type: none"> • Creation of a timeline of school's history • Knowledge of how local people have had an effect on society • Understand that worldwide events have affected the local area • How the local area has changed over time
Vocabulary	<p>past present future inventor pioneer beyond living memory within living memory</p>	<p>parliament catholic monuments sources Tower of London treason evidence</p>	<p>government monarchy pope plot Houses of Parliament effigy</p>
			<p>past present future source artefact census memorial plaque beyond living memory within living memory</p>

Year 3 History- Key Learning

	Autumn	Spring	Summer
	Year 3 NC Objectives	Year 3 NC Objectives	Year 3 NC Objectives
Year 3 History	<p>NC Statement Understanding of British History Use of historical terms Understand how our knowledge of the past is constructed from a range of sources</p>	<p>NC Statement Understanding of British History A local History study Use of historical terms Address and devise historically valid questions about change, cause, similarity, and difference and significance</p>	<p>NC Statement A local History Study A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066</p>
	Key Learning	Key Learning	Key Learning
	<p style="text-align: center;">Unique UK</p> <ul style="list-style-type: none"> • Knowledge of the historical origins of the patron saints of the UK • Knowledge of the old traditions and symbols of the 4 UK countries 	<p style="text-align: center;">Liverpool/ Food</p> <ul style="list-style-type: none"> • Knowledge of how the development of the Liverpool docks influenced trade in Britain and the wider world • Knowledge of the impact of the docks on the Liverpool economy • Knowledge of Liverpool individuals who have influenced popular culture around the world • Changes in transport from Wirral to Liverpool • Knowledge of the history of food trade 	<p style="text-align: center;">The Victorians</p> <ul style="list-style-type: none"> • Understand where the Victorian era fits within History • Knowledge and ability to order key events in the life of Queen Victoria • Knowledge of significant advances during the Victorian era • Knowledge of the laws changed to protect children during the Victorian era • The impact of significant people-Dr Barnardo, George Stephenson, Alexander Graham Bell, Robert Peel, Lord Leverhulme • Comparisons between the local area now and in Victorian times- Port Sunlight
Vocabulary	<p>past country patron saint symbol tradition</p>	<p>iconic maritime legend emblem heritage</p>	<p>monarchy invention factory industrial revolution reign pauper poverty slum workhouse empire legacy</p>

Year 4 History- Key Learning

	Autumn	Spring	Summer
	Year 4 NC Objectives	Year 4 NC Objectives	Year 4 NC Objectives
Year 4 History	NC Statement The Roman Empire and its impact on Britain	NC Statement The Roman Empire and the power of its army	NC Statement Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Key Learning	Key Learning	Key Learning
	The Roman Empire <ul style="list-style-type: none"> • Knowledge of where the Roman invasion of Britain fits into History • Knowledge of life in Rome compared to life in Britain prior to the invasion • Knowledge of why the Romans invaded Britain, how long they ruled in Britain and why they left • Understanding of the legacy of the Roman invasion of Britain 	Passport to Europe <ul style="list-style-type: none"> • Knowledge of the timeline of the expansion of the Roman Empire across Europe • Significant human features built by the Romans across Europe, which are still here today 	Anglo Saxons and Vikings <ul style="list-style-type: none"> • Place Anglo Saxons and Vikings in context of other historical periods • Knowledge about how the Anglo-Saxons and Vikings have shaped Britain • Knowledge of why Britain was invaded by Angles, Saxons, Jutes, Scots and Vikings • Sequence the main events of the Anglo-Saxon and Viking period including invasions and battles • Knowledge of the impact and legacies of the Anglo-Saxons and the Vikings • Make connections between life in Britain during Anglo Saxon and Viking times and modern day
Vocabulary	centurion emperor gladiator conquer invade senate/ senators amphitheater empire civilisation aqueduct rebellion legacy	legacy expansion dissolution empire amphitheater aqueduct harbour dock invaded	invade tribe settle legacy conquer raids artefact pagan monastery kingdom Danelaw Danegeld

Year 5 History- Key Learning

	Autumn	Spring	Summer
	Year 5 NC Objectives	Year 5 NC Objectives	Year 5 NC Objectives
Year 5 History	<p>NC Statement Ancient Greece- a study of Greek life and achievements and their influence on the western world</p>	<p>NC Statement Address and devise historically valid questions about change, cause, similarity and difference and significance Construct informed responses</p>	<p>NC Statement A non-European society that provides contrasts with British History- Mayan Civilisation c.AD 900</p>
	Key Learning	Key Learning	Key Learning
	<p align="center">Ancient Greece</p> <ul style="list-style-type: none"> Place the Greek period on a historical timeline The impact of Alexander the Great on the world Knowledge of the main legacies of the Ancient Greeks Knowledge of the differences in lifestyles in Athens and Sparta 	<p align="center">Our Natural World</p> <ul style="list-style-type: none"> Knowledge of significant historical earthquakes Knowledge of significant historical volcanoes 	<p align="center">The Mayas</p> <ul style="list-style-type: none"> To know and understand the three periods of Mayan History from 2000BC to 1500AD Place the Mayan period in a historical timeline and relate to British history To understand what daily life was like for the Mayans and contrast this with life in Britain at the same time To know about Mayan inventions and how they affect our lives today
Vocabulary	architecture mythology democracy Olympics city state legacy civilisation empire citizen commander	significant sources historical	century artefacts preserved civilisation pre classic classic post classic sacbeob tumpline metate

Year 6 History- Key Learning

	Autumn	Spring	Summer
	Year 6 NC Objectives	Year 6 NC Objectives	Year 6 NC Objectives
Year 6 History	NC Statement The achievements of the earliest civilisations- an overview of when and where they first appeared and a depth study- Ancient Egypt	NC Statement A local history study Devise historically valid questions about change, cause, similarity and difference, and significance	NC Statement Changes in Britain from the Stone Age to the Iron Age
	Key Learning	Key Learning	Key Learning
	Ancient Egypt <ul style="list-style-type: none"> • Understand some of the achievements of the earliest civilisations: Ancient Sumer, Indus Valley and Shang Dynasty of Ancient China • Place the Ancient Egyptian period in context with other historical periods studied • Chronology of significant events within the Ancient Egyptian period • Characteristics and features of the Ancient Egyptian civilisation • Significance of the River Nile • Comparison to Ancient Greece and Mayan civilisation 	Water <ul style="list-style-type: none"> • Parkgate in the past as an important fishing port • Comparison with Parkgate today 	Stone Age to Iron Age <ul style="list-style-type: none"> • Place Stone Age and Iron Age in a history timeline • Plot the changes in Britain from Stone Age to Iron Age • Identify achievements in early British civilisations • Compare Britain at the time to other periods studied e.g. Ancient Egyptians • Similarities and differences between Stone Age, Bronze Age and Iron Age
Vocabulary	chronological empire papyrus secondary source/ primary source era achievement mummification excavation artefacts sarcophagus pyramid hierarchy pharaoh scribe	significant sources historical	Neolithic archaeologist chronology tribal hunter-gatherers settlement Neanderthal primitive forager

History Progression of Knowledge and Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Abstract Terms	<p>Toys past, present, future, long ago, now, then, within living memory, beyond living memory</p> <p>Seaside past, present, future, long ago, now, then, within living memory, beyond living memory</p>	<p>Transport past, present, future, long ago, now, then, living memory, beyond living memory.</p> <p>Fire Fire past, present, future, long ago, now, then, living memory, beyond living memory, democracy, parliament</p> <p>Time Detectives past, present, future, long ago, now, then, living memory, beyond living memory</p>	<p>Liverpool past, present, future, long ago, living memory, beyond living memory, chronology, local, national, international</p> <p>The Victorians past, present, future, long ago, now, then, living memory, beyond living memory, empire, parliament, peasantry, slums, monarch, monarchy</p>	<p>Roman Empire empire, society, civilisation, democracy, republic, invasion, settlement</p> <p>Passport to Europe empire, society, civilisation, democracy, republic, invasion</p> <p>Anglo-Saxon and Vikings invade, settle, conquer, conflict, defeat</p>	<p>Ancient Greece empire, civilisation, government, democracy, ancient, chronology, republic, primary and secondary evidence</p> <p>The Maya Civilization civilisation, ancient, chronology, primary and secondary evidence</p>	<p>Ancient Egypt agriculture, ancient, archaeology, civilisation, hierarchy, evidence</p> <p>Stone Age to Iron Age agriculture, ancient, archaeology, civilisation, evidence</p>

History Progression of Knowledge and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Perspective – making connections in difference contexts	<p>Toys</p> <p>To know the toys we have looked at were played with in the UK and other countries across the world</p> <p>Seaside</p> <p>To know why certain towns developed over time into holiday destinations and how this affected their growth</p> <p>To develop an understanding of how, through the development of methods of travel, people’s holidays have changed</p>	<p>Transport</p> <p>To recognise the significant impact of transport developments on Britain and the wider world (Trade and Transport)</p> <p>Fire Fire</p> <p>To understand events beyond living memory that are significant nationally or globally (The Great Fire of London/ Gunpowder Plot)</p> <p>To recognise these events took place beyond living memory and the impact they have had religion (the Gunpowder Plot) and housing (the Great Fire of London)</p> <p>Time Detectives</p> <p>To understand what worldwide events (WWI and WWII) have affected the local area</p>	<p>Liverpool</p> <p>To know how individuals from Liverpool have impacted on popular culture across the world (lesson 1 geography plan)</p> <p>The Victorians</p> <p>To know the impact of significant people during Victorian times e.g. Dr Barnardo, George Stephenson, Alexander Graham Bell, Robert Peel, Lord Leverhulme</p>	<p>Roman Empire</p> <p>To know what was happening in Britain at the time of the Roman invasion</p> <p>Passport to Europe</p> <p>To make comparisons between what was happening in Europe and the UK during Roman times</p> <p>Anglo-Saxon and Vikings</p> <p>To know how life in Britain was influenced by the invasion and settlement of the Angles, Saxons, Jutes, Scots and Vikings – why they chose to invade and settle and where they came from.</p> <p>To understand the impact on the cultural, economic, military, political, religious and social history of Britain at the time.</p> <p>To know about the impact of the legacies of the Anglo-Saxons and the Vikings on modern Britain.</p>	<p>Ancient Greece</p> <p>To compare and contrast Greek life with modern day life</p> <p>The Maya Civilization</p> <p>To understand the impact of the Spanish settlers on the Maya people</p> <p>To know the reasons for the fall of the Maya civilisation</p>	<p>Ancient Egypt</p> <p>To make connections between different historical periods and how they are similar and different</p> <p>To understand how viewpoints and perspectives may differ</p> <p>Stone Age to Iron Age</p> <p>To establish clear narratives within and across the periods they have studied by comparing life in Britain at this time to life in the Ancient Egyptian period</p> <p>To understand the significance of the findings at Skara Brae (Stone Age), Stonehenge (Stone Age/Bronze Age) and the hill forts (Iron Age) in developing our understanding of pre-history</p>

History Progression of Knowledge and Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Concepts – Continuity and change, cause and consequence, similarity, difference and significance</p>	<p>Toys</p> <p>To compare toys from long ago with toys from today To know how toys and manufacturing of objects have evolved over time To know how developments in trade have affected the range of toys we can now play with and how and where they are manufactured</p> <p>Seaside</p> <p>To know how developments in travel have affected how we holiday To know how leisure time has changed for people over the past 100 years To draw comparisons between holidays in the past and now</p>	<p>Transport</p> <p>To know how transport has changed over time To understand the significance of the first moon landing and the effect it has had</p> <p>Fire Fire</p> <p>To identify and compare how London has changed over time To find similarities and differences between firefighting equipment in the past and currently To understand how religion informed people’s choices to act in a certain way</p> <p>Time Detectives</p> <p>To identify how the local area has changed over time To compare maps of the local area then and now To compare schools now and historically</p>	<p>Liverpool</p> <p>To know how the development of the Liverpool docks affected trade and the economy of Liverpool and the surrounding areas To know how transport to Liverpool has changed over time</p> <p>The Victorians</p> <p>To make comparisons between their life and that of a Victorian child To know the differences between rich and poor people during Victorian times To make comparisons between the local area now and in Victorian times To know significant changes in Britain during this era</p>	<p>Roman Empire</p> <p>To know about Roman developments and their legacy in Britain today To know what life was like in Rome and compare this to life in Britain at the time To compare the responses of two Celtic queens to the Roman invasion</p> <p>Passport to Europe</p> <p>To use sources in the research of the Romans’ impact on Europe</p> <p>Anglo-Saxon and Vikings</p> <p>To make connections and draw contrasts between life in Britain during the Anglo-Saxon and Vikings times and modern day. To ask historically-valid questions and create structured accounts in response.</p>	<p>Ancient Greece</p> <p>To study a range of historical artefacts in order to gain insight into what Greek life was like To identify interesting questions or avenues of enquiry to explore independently</p> <p>The Maya Civilization</p> <p>To discuss how the Maya civilisation and society changed over time To understand what daily life was like for the Maya and contrast this with life in Britain at the same time To know about Maya inventions and how they affect our life today To discuss the impact of Pakal the Great on the development of the Maya and draw comparisons with Alexander the Great</p>	<p>Ancient Egypt</p> <p>To understand what daily life was like for the Ancient Egyptians and contrast this with life in other ancient civilisations previously studies</p> <p>Stone Age to Iron Age</p> <p>To discuss similarities and differences from the Stone Age to the Iron Age e.g. leaders, agriculture, tools, weapons, engineering, laws</p>

History Progression of Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Toys</p> <p>To carefully examine old and new toys and make comparisons</p> <p>To study old photographs of toys from the past and make observations</p> <p>To interview our grandparents/great grandparents to find out about what toys are played with then they were younger</p> <p>To ask questions about how and why technology, in relation to toys, has advanced</p> <p>Seaside</p> <p>To know some of the ways in which we find out about the past: photographs, books, internet</p>	<p>Transport</p> <p>To use a range of sources to find out about historical events</p> <p>To understand people's views of history might be different and begin to understand why this is the case</p> <p>Fire Fire</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>To understand how people's views of history might be different and begin to understand why this is the case</p> <p>To use diary entries and other sources</p> <p>Time Detectives</p> <p>To use sources to find out about historical events</p> <p>To understand people's views of history might be different and begin to understand why this is the case</p>	<p>Liverpool</p> <p>To use a range of sources to find out about the changes in the local area</p> <p>The Victorians</p> <p>To know the difference between primary and secondary sources</p> <p>To know different sources can have different perspectives on events which can cause us to question the validity of sources</p> <p>To know how we can find out about the past: books, pictures, internet</p>	<p>Roman Empire</p> <p>To know what evidence can tell us about the past and how different sources are used to form a historical enquiry</p> <p>To examine real artefacts and discuss what they tell us about Roman life</p> <p>To devise historically valid questions</p> <p>Passport to Europe</p> <p>To make connections between the Roman invasion of the UK and countries across Europe</p> <p>Anglo-Saxon and Vikings</p> <p>To know how evidence is used to make historical claims. To discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Ancient Greece</p> <p>To know about systems that we still use today that were implemented in Ancient Greece</p> <p>To know how Greece's geography influenced the development their society</p> <p>To know about the differences in lifestyles in Athens and Sparta</p> <p>The Maya Civilization</p> <p>To study a range of historical artefacts to gain insight into what Maya life was like.</p> <p>To understand the value of different sources of information</p>	<p>Ancient Egypt</p> <p>To address and devise historically valid questions</p> <p>To understand how knowledge of the past is constructed from a range of sources</p> <p>Stone Age to Iron Age</p> <p>To use a range of sources to draw conclusions and discern how and why contrasting arguments and interpretations of the past have been constructed with an understanding of the limitations of archaeological sources</p> <p>To construct informed responses to historical enquiries that involve thoughtful selection and organisation of relevant historical information</p>