

History at The Meadows

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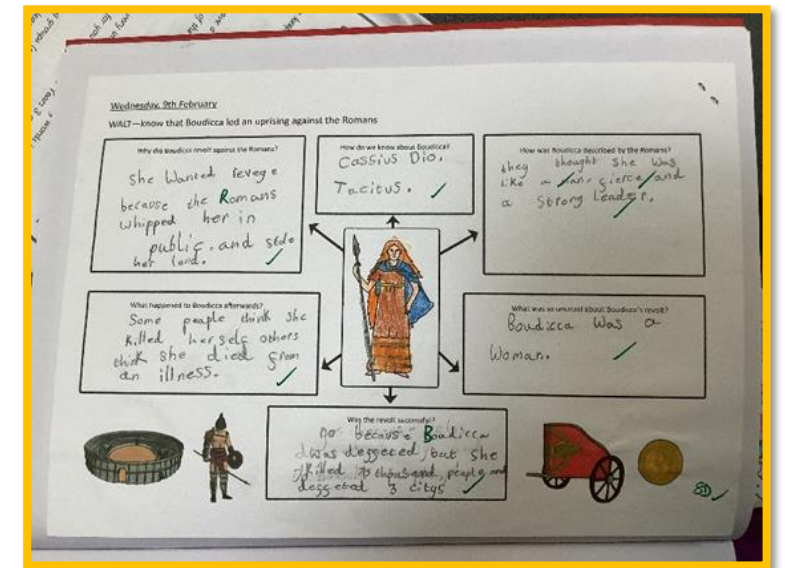
Progression of knowledge & Skills

Progression of knowledge

Progression of skills

How can you help your child at home?

History policy: to read a copy of our policy for History, please [click here](#)



Introduction to History at The Meadows

History is about giving children a 'coherent knowledge and understanding of Britain's past and that of the wider world.' (National Curriculum, 2014)



'History is about the people and things that happened in the past' – Maisie Y6

'It was exciting learning about swords and knights and castles' – Poppy YR

'We learnt about famous explorers like Christopher Columbus' – Albert Y2

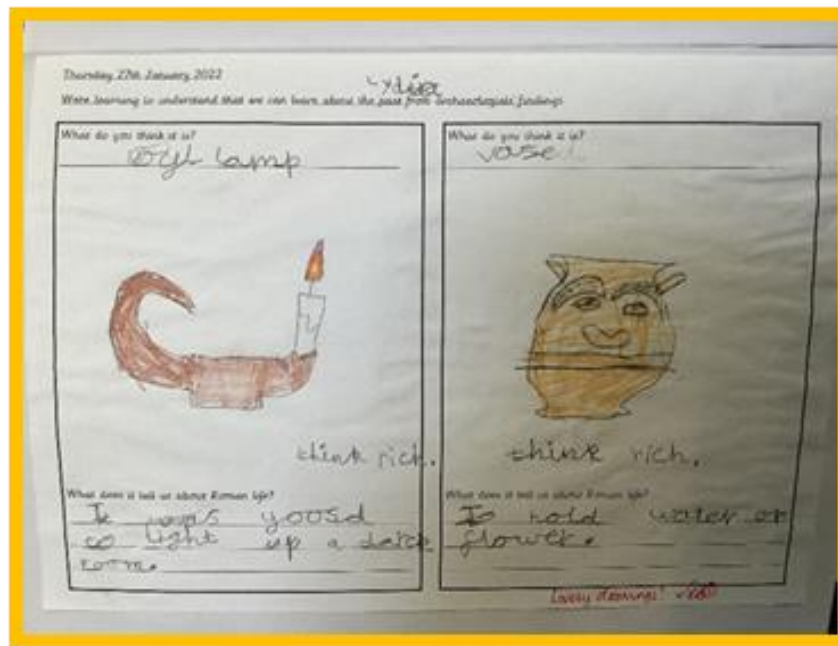
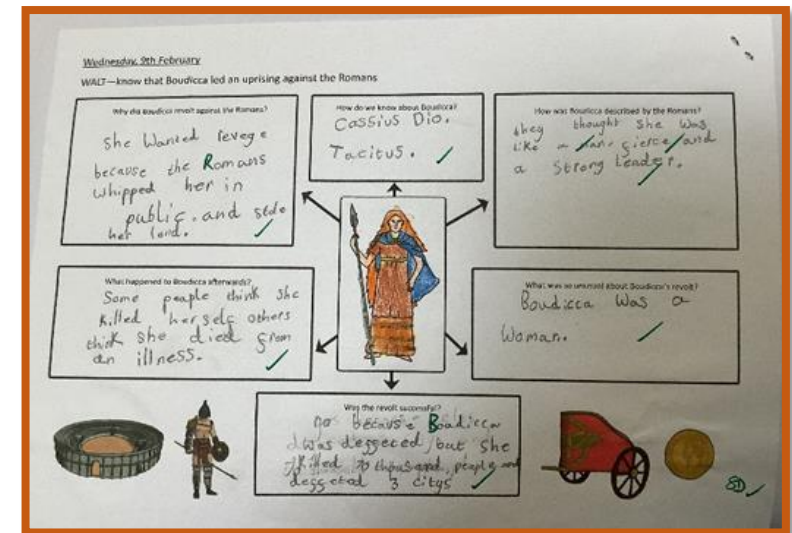
'Shackleton was very brave' – Charlie Y5

Intent: Why we do what we do

At the Meadows, we aim to help the pupils gain a coherent knowledge of Britain's past and of the wider world. We aim to inspire our pupils' curiosity about the past and encourage them to think critically. We want our pupils to remember and know about key dates and events from the past and how these relate to events taking place in other parts of the world and the consequences of these events on later historical periods. For this, we want our pupils to have a clear chronological 'picture' of these events and how these fit together to tell the 'story of the past'.

We aim for our pupils to recognize and understand themes, such as

'monarchy', 'trade' and 'invasion' which are common to different time periods and key historical concepts, such as 'change and continuity' and 'cause and consequence' to compare, contrast and analyse different time periods. From the outset, we aim for our pupils to see themselves as historians and to learn the disciplinary knowledge, including methods of historical enquiry that are used to make historical claims.



Implementation: **How we teach History at The Meadows**

At The Meadows, we implement our aims by:

- 1 Planning and teaching stimulating and inspiring lessons to engage the pupils and to teach both substantive and disciplinary knowledge using the learning intentions from our medium-term history plans. There are opportunities for cross-curricular work with links to geography, art, music, RE and PSHE including SMSC (spiritual, moral, social and cultural) links.
- 2 Allowing pupils to take responsibility for their own learning in History to ensure that they are curious and interested in what they are learning.
- 3 Using the National Curriculum (2014) to ensure coverage and have used these documents to create exciting, cross-curricular topics that will teach the pupils about Britain and the wider world including famous historical events and people. There will be a focus on considering how these past communities and events have impacted on our present world.
- 4 Developing the pupils' historical knowledge and skills throughout the school (e.g. chronology, knowledge and understanding, historical interpretation, historical enquiry and organisation and communication) which teaches each pupil to think as a Historian would. Our 'Progression of Skills' document will ensure the development and progression of these disciplinary skills as pupils move up through the year groups.
- 5 Using sources of evidence that show a range of different perspectives about an event or person from the past and they will be taught how to consider the reliability of the sources they use.
- 6 Supporting the pupils to draw upon their knowledge and understanding about the past and to use their historical skills to form and share their own conclusions with their teacher and fellow peers.

We teach History to all pupils and ensure that work is appropriately differentiated for pupils with Special Education Needs or that they receive a different level of support with their work. Subject specific vocabulary can often be a barrier to a pupil's understanding of a concept so there is a focus on understanding the vocabulary used, especially with those abstract concepts such as 'monarchy' or 'invasion' which might include pre-learning vocabulary with Special Educational Needs pupils prior to a topic.

We believe in a real 'hands on' approach to the teaching of History, aiming to bring History 'to life' through the use of off-site visits, visits from experts and the use of drama as a highly effective tool for teaching History. For each topic, we aim to have either an appropriate off-site visit or visitor into school that will enhance the pupils' learning in the area of study e.g. Viking expert group.

Impact: **How we will know if we have been successful**

If we are successful, by the end of their time at The Meadows, the pupils will be able to talk and write confidently about their knowledge of different historical periods and the events and people involved. They will be able to retell the 'story' of Britain, from the Stone Age through to the Norman invasion in 1066 with an understanding of the causes and consequences of each part of the 'story', what has stayed the same and what has changed over time. Pupils will have a good knowledge of the chronology of this 'story', and also of key civilizations around the world, and where they fit into the overall historical picture. The pupils will have developed the disciplinary skills enabling them to work like historians.

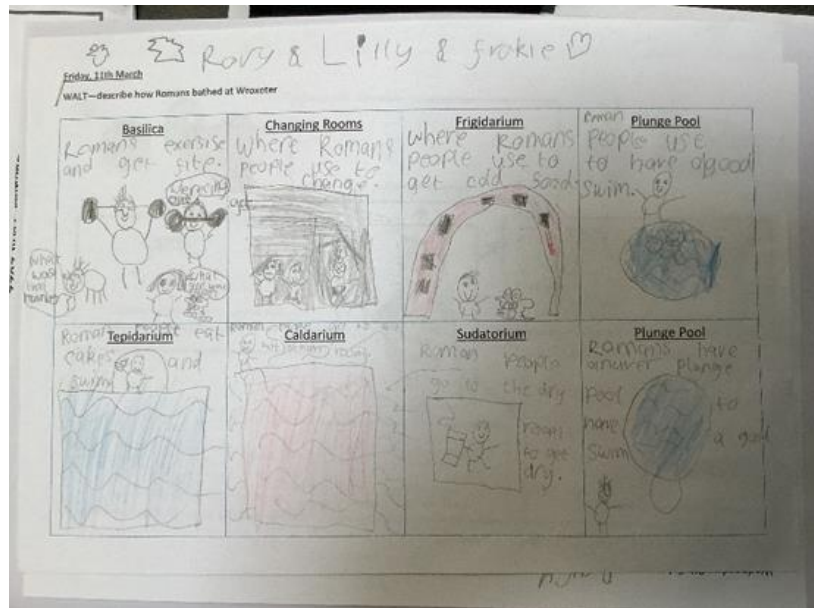


This, however, is a process that develops over time as the pupils move from EYFS to Year 6. As teachers, we can measure the progress that pupils make in learning substantive knowledge about different historical periods using a range of formative and summative assessments such as spider-diagrams to show what the pupils know before any teaching takes place and then what they know at the end of the teaching sequence. Pupils' understanding will be regularly checked and assessed through: verbal questioning, low-stakes quizzes, retrieval practise, and marking of written work. As History lead, I can check the progress made by pupils through book scrutiny, lesson observation and talking to pupils about their learning.

Whole school long term planning

History Long Term Planning Overview—KS1

Year	Autumn	Spring	Summer
Y1	Animal Magic The Gunpowder Plot	Market To Market Oswestry as a market town	Wellies And Flip-flops Seaside holidays then and now
Y2	Fire! Fire! Fire! Great Fire of London	The Voyages Of Discovery Christopher Columbus v Neil Armstrong	The Big Build Thomas Telford
Lives of significant Individuals in the past Changes beyond living memory		Changes within living memory Significant local event, person or place	



History Long Term Planning Overview—KS2

Year	Autumn	Spring	Summer
Y3	Ty-Mawr Changes in Britain from the Stone Age to the Iron Age	City In Ruins The Roman Empire and its impact on Britain	The Walled City Britain's Settlement by Anglo-Saxons and Scots
Y4	Vicious Vikings The Viking and Anglo-Saxon struggle for England	Castle Quest Local History Study—Whittington Castle	Commit The Crime, Do The Time A study of a theme in British history—Crime and Punishment
Y5	Buried Under The Sand The achievements of early civilizations—Ancient Egypt	A Greek Odyssey Ancient Greeks	Sailing The Severn Local study—Ironbridge
Y5B	South America A non-European Study—The Mayans	Bright Lights! Big City No History	Poles Apart No History
Y6	Pack Up Your Troubles World War II	Around The World In 80 Days How transport has changed over time	Early Islamic Civilisation The achievements of early civilisations—Baghdad
Changes In Britain from Stone Age to Iron Age Britain's Settlement by Anglo-Saxons Local History Study Early Civilizations Non-European society to compare to British history		The Roman Empire Viking and Anglo-Saxon Struggle Theme in British History Ancient Greece	

A child's learning journey through History at The Meadows

Year 1 Autumn
The Gunpowder Plot



To establish their initial knowledge of what 'Bonfire Night' is.

To use a range of sources of evidence to find out what 'The Gunpowder Plot' was about, who was involved and the reasons behind their plotting e.g. sketches, books, ICT etc.

To find out if the plot was a success or not.

To understand why we celebrate 'Bonfire Night' every year on 5th November and why some people put a guy on the fire.

To create a freeze frame as a basis of a mini-drama to show their knowledge of 'The Gunpowder Plot.'

Year 1 Spring
Oswestry As A Market Town



The children will learn:

Oswestry is an ancient market town and has had a market since 1190

Oswestry still has a market in the town and a weekly livestock market for farmers to buy and sell animals

To compare Oswestry market and town centre from the past and the present-day using photographs

The town of Oswestry has changed by comparing maps from the past and current digital maps

That the shops in Oswestry have changed by studying old photographs and comparing with the shops that are there now

That most people now shop in supermarkets instead of going to lots of different shops because it is easier and cheaper

That the way people pay for their shopping has changed over time (money – cards – smartphones/watches etc)



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Year 1 Summer
Seaside Holidays Then And Now

Year 2 Autumn

The Great Fire of London



To know where, how and why the 'The Fire of London' began.

To sequence pictorially the main events of 'The Fire of London' to create a 'fire timeline.'

To use a range of resources to find out about 'The Fire of London' including diary accounts, paintings, newspaper articles from the time and ICT resources (e.g. Espresso).

To know how people escaped and where they went for safety.

To be able to give the reasons why the fire spread quickly and order from 'the most important factor to the least important factor' when considering why the fire spread

To be able to show in discussion an understanding of what an eyewitness is.

To know that Samuel Pepys saw the fire and that he wrote about it in a diary.

To create their own diary account in the style of Samuel Pepys to show their knowledge and understanding of the event.

To know about the changes that occurred as a result of the fire e.g. the re-building of London.

Year 2 Spring

Christopher Columbus v Neil Armstrong



To use a range of resources including newspapers, ICT resources, books, paintings, journal accounts, video clips etc to find out about the explorers Columbus and Armstrong.

To know where and when they ventured.

To hold a class debate to decide 'Who was the best explorer/adventurer? Columbus or Armstrong?

To begin to justify their opinions using facts to back up their ideas e.g. Armstrong was the best because he was brave because...



To know why Thomas Telford was so important to the transport industry.

To be able to talk about some of Thomas Telford's biggest life achievements including the building of bridges e.g. Pontcysyllte Aqueduct, Montford Bridge, Menai Suspension Bridge, the building of canals and the building of roads.

To create a pictorial timeline of some of Thomas Telford's greatest builds.

Year 2 Summer

Thomas Telford

Year 3 Autumn

Stone Age to Iron Age



To use photographs including the use of Google Maps and Images to study different views of the ~~Ox~~ ^{Ox} ~~west~~ ^{west} ~~ry~~ ^{ry} Iron Age Hill Fort in order to consider, 'Why was the Hill Fort built?'

To visit the Hill Fort and use the Information Panels to find out more about the fort.

To investigate when and why the Hill Fort was built, who used it and what it would have looked like in those days.

To know that the Celts who built and lived there, lived in tribes and that they were constantly at war with other Celtic tribes.

To consider, after just walking up the Hill Fort, whether it would have been an effective ~~defence~~ ^{defence} and why.

To consider the positives and negatives of living in an iron age Hill Fort e.g. no water, good ~~defences~~ ^{defences} etc to answer the question, 'How useful was the ~~Ox~~ ^{Ox} ~~west~~ ^{west} ~~ry~~ ^{ry} Hill Fort to the tribe who settled there?'

Year 3 Spring

The Roman Empire



The children will learn:

That the Roman Empire began in 31BC when Augustus became the first Emperor

That the Roman Empire was large and powerful and lasted until 476AD

That the Romans successfully invaded Britain in 43AD led by Emperor Claudius

That the Romans invaded Britain to control the export of minerals

That the Roman army was a key reason for the success of the Roman Empire

That we know about the ancient Romans in Britain because of archaeological discoveries

That some tribes in Britain welcomed the Romans but that other tribes fought back

That the Iceni leader Boudicca led an uprising against the Romans

That most evidence we have about Boudicca comes from the Romans

That ~~Wroxeter~~ ^{Wroxeter} was a busy and important Roman city

That the Romans brought new ideas and inventions to Britain

That many Roman innovations are still relevant today

That after the Romans left Britain in 410AD because the Roman Empire collapsed, other groups saw the chance to take power

That Britain was then attacked and invaded by Angles, Saxons, Jutes and Frisians who became known as the Anglo-Saxons

That the Anglo-Saxons came from Northern Europe

That Scots also raided Britain once the Romans left the north of Britain undefended

That the Anglo-Saxons came to Britain because of pressure on farming land in their home countries and because of the wealth of resources in Britain.

That over time, the Anglo-Saxons settled in Britain and divided it into kingdoms (Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex), which each had their own leader or king

That Wessex became more powerful under the leadership of King Alfred

That we know about the Anglo-Saxons because of written evidence (The Anglo-Saxon Chronicles, the writings of Bede) and through archaeological finds (Sutton Hoo, the Staffordshire Hoard)

That there are myths and legends too (Beowulf, Hengist and Horsa) and to consider their reliability as sources of evidence

That some places in Britain have names that come from the Anglo-Saxon language (places ending in -ing, -ham, -ton, -thorpe, -by)

That Anglo-Saxon society was highly structured with kings, nobles, lords, warriors and peasants

That Anglo-Saxons lived in small villages, growing their own crops and keeping animals

That Anglo-Saxons had their own systems for law and order (courts, trials by ordeal and wergild)

That Anglo-Saxons were pagans, but during their settlement they converted to Christianity

That Anglo-Saxon societies consisted of many different groups – rich and poor, with different jobs and lifestyles. Both produced some impressive resources and artefacts;

That women (e.g. Aethelflaed) also made notable contributions to Anglo-Saxon life

That Chester was a Roman city, which was developed by the Anglo-Saxons after the Romans left

That in time, the Anglo-Saxons had to defend their lands from Viking invaders



Year 3 Summer

Anglo-Saxons

Year 4 Autumn

The Vikings



To recap from last term who, when, why and how did the Anglo-Saxons come to Britain?
To know that 'The Anglo-Saxons,' after nearly 500 years of rule, came under attack from Viking raids.
To know who, where and how the Vikings came to Britain.
To know some of the things 'The Anglo-Saxons' left behind in Britain e.g. place names, art etc.
To create a simple timeline to show where the Vikings fit in historically, in comparison to the other periods studied i.e. The Iron Age, Romans, Anglo-Saxons and Vikings
To formulate their own key questions to answer about the Vikings in conjunction with our schools, 'Higher Order Questioning.'
To use a range of sources to find information about the past.
To split into 2 class teams of pro Anglo-Saxon and pro Vikings and hold a class debate as to which people were the most intelligent, backing their opinions up with factual information.

Year 4 Spring

Whittington Castle



To thought shower everything that the children already know about castles e.g. names of castles, parts of a castle, who lived there etc.

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (comparing Whittington castle and a French Chateaux)

To consider what a crime and what a punishment is.
To consider why people commit crimes.
To consider why have punishments?
To know that crimes and punishments have changed over time.
To order chronologically a set of given punishments through the ages, considering who would have been punished in this way e.g. adult, child.
To predict the crimes that people may have committed to receive these punishments.
To order the severity of crimes using their own opinions to justify their choices.
To research crime and punishments through the ages in depth e.g. stealing through the ages and its punishments, murder etc.
To consider the importance of laws.
To comment on the fairness of some of the punishments e.g. trials by ordeal and suggest what they consider to be a fairer punishment.
To create a timeline of a crime and its punishment through the ages to show the changes it has undertaken.



Year 4 Summer

Crime and Punishment

Year 5 Autumn
Ancient Egyptians



To plot onto a time line or World map where and when the first civilisations appeared e.g. Ancient Sumer (modern day Iraq and Kuwait, 4500 BC), The Indus Valley (modern day India and Pakistan 3300 BC), Ancient Egypt (Egypt 6000 BC) and The Shang Dynasty (China 1500 BC).

To create a class mind map of everything the children already know about the Ancient Egyptians focusing on their main achievements and create a list of questions which they'd like to answer by the end of the topic.

To use time vocabulary e.g. ancient, modern, BC, AD, century, decade etc. when studying the Ancient Egyptians.

To create a mini-archaeological dig in school (e.g. bury a broken Egyptian pot in sand pit) to give children an insight into the important role that archaeologists play in finding out about Ancient Egypt. (to be linked to topic (to be linked to topic work if and where appropriate) work if and where appropriate)

To know and name some of the Ancient Egyptian monuments and tombs that still exist today in Egypt and how these can be used to help us find out about the past e.g. the pyramids of Giza, the Sphinx, Luxor temple, the Valley of the Kings etc.

To know the importance of mummification to the Ancient Egyptians and how this has enabled us today to get a very accurate picture of the pharaohs of the time.

To find out about the Ancient Egyptian development of medicines and cures.

To understand the importance of religion to the Ancient Egyptians and that they believed in lots of different Gods.

To look at the Ancient Egyptians number system and use to complete some Ancient Egyptian mathematical activities e.g. <http://www.childrens.university.manchester.ac.uk/interactives/history/egypt/egyptiannumbersystem/>

To know that the Ancient Egyptians developed their own writing system made up of hieroglyphs and how they developed their own type of paper (papyrus) to write on.

To create their own Ancient Egyptian cartouche using hieroglyphic writing to write on the name of their favourite Egyptian pharaoh.

To create a class mind map of everything the children have learnt about the Ancient Egyptians focusing on their main achievements and answer all the questions they had set at the beginning of term.

The children will learn:

That the bridge was built in 1779 and was the first bridge made from iron

That it was designed by Thomas Farnolls Pritchard and built by Abraham Darby III, a local industrialist

That the bridge was built to transport the raw materials needed across the River Severn more easily and reliably

That Ironbridge (Coalbrookdale) was at the heart of the area which contributed to the Industrial Revolution by developing more efficient ways to produce iron

That the Industrial Revolution consolidated the pre-eminence of Britain's Empire and gave it an advantage over other countries

That there is only one painting of the bridge being constructed, which was discovered in 1997 and that prior to this discovery, the construction of the bridge was considered a mystery as there are no eyewitness accounts or documentary evidence

Year 5 Spring
Ancient Greeks



The children will learn:

Where Greece is in relation to the UK

What the physical features and climate are like in modern Greece

That historians consider the ancient Greek period to begin in 776BC with the first Olympic games and end in 323BC with the death of Alexander the Great, but the classical era is considered to be from 500BC – 323BC

That ancient Greece was divided into city states with their own laws, money and rulers

That the city states of Athens and Sparta were rivals

How the city states were ruled

That democracy was invented in Athens, but only rich men were allowed to vote

That men, women and children were treated differently

That ancient Greeks had slaves

That ancient Greeks worshipped a range of Gods and their stories are collected as Greek myth stories

That ancient Greek pottery and statues are a source of evidence about what life was like in ancient Greece

That ancient Greek sites and temples are a source of archaeological evidence about what life was like in ancient Greece

About the life and achievements of Alexander the Great

That the influence of ancient Greece still persists today (democracy, theatre, language, architecture)

Year 5 Summer
Ironbridge



Year 6 Autumn

World War II



To create a class mind map of everything the children already know about World War II and create a list of questions which they'd like to answer by the end of the topic.

To encourage the children to challenge any facts which are given by others which they think may be incorrect.

To consider the resources they could use to find out about World War II.

To consider the effectiveness of sources available e.g. give groups of children the same set of resources without saying what they are and ask them to create a line of best evidence sources through to worst evidence sources. Each group to feed back the order they came up with and justify their opinions.

To know that there are different types of sources they can use to find out about history and that these can be split into primary sources and secondary sources, considering the pros and cons for each.

To find out when, why and who was involved in World War II.

To consider who the suitcase belongs to and why they think this (present children with a case (evacuee's suitcase) that holds a gas mask, sandwiches and apple, a bag for washing things and some clothes suitable for a child of the period. Include a brown label with a name on, home address, school and where they were heading to.

To use the photo of a Shropshire evacuation and ask the children to work in groups to come up with their own sets of questions to be answered about the photo – swap with other groups to answer. What additional information is needed? Share other sources of information about the same evacuation.

<http://www.nationalarchives.gov.uk/education/resources/evacuation-to-shropshire/>

To develop an empathy of what life for an evacuee child would have been like by re-enacting their own 'evacuation' dressed as a World War II child with suitcase and being evacuated on a steam train. Create an empathetic written text to show feelings e.g. postcard/letter home, diary account or a recount of their experience.

To understand the role that Shropshire played in the wartime efforts e.g. POW camp in St Martins (possible quick visit or show photos – now used as an industrial estate), one in Nesscliffe which is now used as an army training camp), the towns that took in evacuees etc.

To find out about air raids and house preparation in order to re-enact their own air raid in their classrooms.

To understand the effect that wartime had on food and know the consequences of these e.g. rationing books, recycling/reusing clothes, 'Dig for Victory' campaign.

To consider and answer the question: Who played the most important role in winning the war – men or women? Encourage the children to write at length and justify all opinions given.

To consider how the allies won the war – what was the most instrumental fact in this? And consider its impact on life after the war.

To think about what important future lessons we can learn from World War II.

To create a class mind map of everything the children have learnt about World War II and answer all the questions they had set at the beginning of term.

Year 6 Spring Transport



The children will learn:

That until the 18th century, modes of transport were limited to walking, riding animals (horses/camels etc) or boats

That these modes of transport were slow, which meant that most people didn't travel very far from their homes

That there are three main modes of transport (land, water, air)

That the invention of steam engines transformed life in Britain and around the world beginning with George Stephenson's 'Rocket' in 1814

That transportation changed rapidly throughout the 20th century with the invention of the internal combustion engine and the first motorised aeroplane which made transport over long distances easier and quicker (explore the life story of Nellie Bly)

That this enabled increased trade in goods as they could be transported more quickly and led to travel for pleasure (holidays etc)

The roles that the Wright brothers and Amelia Earhart played in the development of flight

That space travel began in the 1960s and about some of the first space explorers (Yuri Gagarin, Valentina Tereshkova, Neil Armstrong, Helen Sharman)

That the development of electric transport is a consequence of the need to reduce the use of fossil fuels

That travel is becoming more reliant on technology such as GPS (mapping, sat navs etc)

That Gladys West played a major part in developing GPS technology

The children will learn

That Baghdad was established by Al-Mansur, the second caliph of the Abbasid Empire, in 762-764

When the Abbasid Empire existed (from 750AD to 909AD) and relate it to other Empires and other civilisations that existed at the same time

That Baghdad is in modern day Iraq, but during the Empire it was the capital of a large Islamic which reached into Europe and Africa

That the original city was circular and located near water and had good trade links which enabled the city to flourish

That Baghdad was considered a city of culture and learning due to the number of artists, poets, writers and scholars that travelled there

That 'The House of Wisdom' was set up by the leader Harun al-Rashid, who gave great encouragement to learning

How varied the learning was at 'The House of Wisdom'

That Ibn Battuta travelled the world, explored other civilisations and wrote about his discoveries

Who Al-Zahrawi was and why he was known as the 'father of medicine'

That Al-Zahrawi's al-Tasrif helped spread medical knowledge to Europe

That Islamic civilisation has also contributed to our knowledge of mathematics, food and technology and that these discoveries and developments are still influential today



Year 6 Summer Islamic Civilization

Progression of Knowledge

	Autumn	Spring	Summer
Year 1	<u>The Gunpowder Plot</u> To establish their initial knowledge of what 'Bonfire Night' is. To use a range of sources of evidence to find out what 'The Gunpowder Plot' was about, who was involved and the reasons behind their plotting e.g. sketches, books, ICT etc. To find out if the plot was a success or not. To understand why we celebrate 'Bonfire Night' every year on 5th November and why some people put a guy on the fire. To create a freeze frame as a basis of a mini-drama to show their knowledge of 'The Gunpowder Plot.'	<u>Oswestry As A Market Town</u> The children will learn: Oswestry is an ancient market town and has had a market since 1190 Oswestry still has a market in the town and a weekly livestock market for farmers to buy and sell animals To compare Oswestry market and town centre from the past and the present-day using photographs The town of Oswestry has changed by comparing maps from the past and current digital maps That the shops in Oswestry have changed by studying old photographs and comparing with the shops that are there now That most people now shop in supermarkets instead of going to lots of different shops because it is easier and cheaper That the way people pay for their shopping has changed over time (money – cards – smartphones/watches etc)	<u>Seaside Holidays Then and Now</u> Children will learn: That people visit the seaside for holidays What people do when they visit the seaside for a holiday That visiting the seaside for a holiday has been popular since the 18th century, but until more recently (1950s) it was mostly only rich people who had the time/money to go on holiday That we can find out about seaside holidays in the past using a range of sources (photographs, newspaper reports, postcards, grandparents who visited the seaside as children, internet) To identify similarities and differences between seaside holidays in the past (1950s and Victorian era) and today by examining a range of sources To know that in the past people wore different clothes to what we would wear at the beach now That in the Victorian era people used bathing machines to avoid being seen in their swimming costumes
Year 2	<u>The Great Fire of London</u> To know where, how and why the 'The Fire of London' began. To sequence pictorially the main events of 'The Fire of London' to create a 'fire timeline.' To use a range of resources to find out about 'The Fire of London' including diary accounts, paintings, newspaper articles from the time and ICT resources (e.g. Espresso). To know how people escaped and where they went for safety. To be able to give the reasons why the fire spread quickly and order from 'the most important factor to the least important factor' when considering why the fire spread To be able to show in discussion an understanding of what an eyewitness is. To know that Samuel Pepys saw the fire and that he wrote about it in a dairy. To create their own diary account in the style of Samuel Pepys to show their knowledge and understanding of the event. To know about the changes that occurred as a result of the fire e.g. the re-building of London.	<u>Christopher Columbus v Neil Armstrong</u> To use a range of resources including newspapers, ICT resources, books, paintings, journal accounts, video clips etc to find out about the explorers Columbus and Armstrong. To know where and when they ventured. To hold a class debate to decide 'Who was the best explorer/adventurer? Columbus or Armstrong? To begin to justify their opinions using facts to back up their ideas e.g. Armstrong was the best because he was brave because...	<u>Thomas Telford</u> To know why Thomas Telford was so important to the transport industry. To be able to talk about some of Thomas Telford's biggest life achievements including the building of bridges e.g. Pontcysyllte Aqueduct, Montford Bridge, Menai Suspension Bridge; the building of canals and the building of roads. To create a pictorial timeline of some of Thomas Telford's greatest builds.

Year 3	<u>Changes in Britain from the Stone Age to the Iron Age</u> To use photographs including the use of Google Maps and Images to study different views of the Oswestry Iron Age Hill Fort in order to consider, 'Why was the Hill Fort built?' To visit the Hill Fort and use the Information Panels to find out more about the fort. To investigate when and why the Hill Fort was built, who used it and what it would have looked like in those days. To know that the Celts who built and lived there, lived in tribes and that they were constantly at war with other Celtic tribes. To consider, after just walking up the Hill Fort, whether it would have been an effective defence and why. To consider the positives and negatives of living in an iron age Hill Fort e.g. no water, good defences etc to answer the question, 'How useful was the Oswestry Hill Fort to the tribe who settled there?'	<u>The Roman Empire and its Impact on Britain</u> The children will learn: That the Roman Empire began in 31BC when Augustus became the first Emperor That the Roman Empire was large and powerful and lasted until 476AD That the Romans successfully invaded Britain in 43AD led by Emperor Claudius That the Romans invaded Britain to control the export of minerals That the Roman army was a key reason for the success of the Roman Empire That we know about the ancient Romans in Britain because of archaeological discoveries That some tribes in Britain welcomed the Romans but that other tribes fought back That the Iceni leader Boudicca led an uprising against the Romans That most evidence we have about Boudicca comes from the Romans That Wroxeter was a busy and important Roman city That the Romans brought new ideas and inventions to Britain That many Roman innovations are still relevant today	<u>Britain's Settlement by Anglo-Saxons and Scots</u> The children will learn: That after the Romans left Britain in 410AD because the Roman Empire collapsed, other groups saw the chance to take power That Britain was then attacked and invaded by Angles, Saxons, Jutes and Frisians who became known as the Anglo-Saxons That the Anglo-Saxons came from Northern Europe That Scots also raided Britain once the Romans left the north of Britain undefended That the Anglo-Saxons came to Britain because of pressure on farming land in their home countries and because of the wealth of resources in Britain. That over time, the Anglo-Saxons settled in Britain and divided it into kingdoms (Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex), which each had their own leader or king That Wessex became more powerful under the leadership of King Alfred That we know about the Anglo-Saxons because of written evidence (The Anglo-Saxon Chronicles, the writings of Bede) and through archaeological finds (Sutton Hoo, the Staffordshire Hoard) That there are myths and legends too (Beowulf, Hengist and Horsa) and to consider their reliability as sources of evidence That some places in Britain have names that come from the Anglo-Saxon language (places ending in -ing, -ham, -ton, -thorpe, -by) That Anglo-Saxon society was highly structured with kings, nobles, lords, warriors and peasants That Anglo-Saxons lived in small villages, growing their own crops and keeping animals That Anglo-Saxons had their own systems for law and order (courts, trials by ordeal and wergild) That Anglo-Saxons were pagans, but during their settlement they converted to Christianity That Anglo-Saxon societies consisted of many different groups – rich and poor, with different jobs and lifestyles. Both produced some impressive resources and artefacts; That women (e.g. Aethelflaed) also made notable contributions to Anglo-Saxon life That Chester was a Roman city, which was developed by the Anglo-Saxons after the Romans left That in time, the Anglo-Saxons had to defend their lands from Viking invaders
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Year 4	<u>The Viking and Anglo-Saxon struggle for England.</u> To recap from last term who, when, why and how did the Anglo-Saxons come to Britain? To know that 'The Anglo-Saxons,' after nearly 500 years of rule, came under attack from Viking raids. To know who, where and how the Vikings came to Britain. To know some of the things 'The Anglo-Saxons' left behind in Britain e.g. place names, art etc. To create a simple timeline to show where the Vikings fit in historically, in comparison to the other periods studied i.e. The Iron Age, Romans, Anglo-Saxons and Vikings To formulate their own key questions to answer about the Vikings in conjunction with our schools, 'Higher Order Questioning.' To use a range of sources to find information about the past. To split into 2 class teams of pro Anglo-Saxon and pro Vikings and hold a class debate as to which people were the most intelligent, backing their opinions up with factual information.	<u>A Local History Study – Whittington Castle</u> To thought shower everything that the children already know about castles e.g. names of castles, parts of a castle, who lived there etc. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (comparing Whittington castle and a French Chateaux)	<u>A study of a theme in British History – Crime and Punishment</u> To consider what a crime and what a punishment is. To consider why people commit crimes. To consider why have punishments? To know that crimes and punishments have changed over time. To order chronologically a set of given punishments through the ages, considering who would have been punished in this way e.g. adult, child. To predict the crimes that people may have committed to receive these punishments. To order the severity of crimes using their own opinions to justify their choices. To research crime and punishments through the ages in depth e.g. stealing through the ages and its punishments, murder etc. To consider the importance of laws. To comment on the fairness of some of the punishments e.g. trials by ordeal and suggest what they consider to be a fairer punishment. To create a timeline of a crime and its punishment through the ages to show the changes it has undertaken.
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Year 5	<u>Egyptians</u> To plot onto a time line or World map where and when the first civilisations appeared e.g. Ancient Sumer (modern day Iraq and Kuwait, 4500 BC), The Indus Valley (modern day India and Pakistan 3300 BC), Ancient Egypt (Egypt 6000 BC) and The Shang Dynasty (China 1500 BC). To create a class mind map of everything the children already know about the Ancient Egyptians focusing on their main achievements and create a list of questions which they'd like to answer by the end of the topic. To use time vocabulary e.g. ancient, modern, BC, AD, century, decade etc. when studying the Ancient Egyptians. To create a mini-archaeological dig in school (e.g. bury a broken Egyptian pot in sand pit) to give children an insight into the important role that archaeologists play in finding out about Ancient Egypt. (to be linked to topic (to be linked to topic work if and where appropriate) work if and where appropriate) To know and name some of the Ancient Egyptian monuments and tombs that still exist today in Egypt and how these can be used to help us find out about the past e.g. the pyramids of Giza, the Sphinx, Luxor temple, the Valley of the Kings etc. To know the importance of mummification to the Ancient Egyptians and how this has enabled us today to get a very accurate picture of the pharaohs of the time. To find out about the Ancient Egyptian development of medicines and cures. To understand the importance of religion to the Ancient Egyptians and that they believed in lots of different Gods. To look at the Ancient Egyptians number system and use to complete some Ancient Egyptian mathematical activities e.g. http://www.childrensuniversitiesmanchester.ac.uk/interactives/history/egypt/egyptiannumbersystem/ To know that the Ancient Egyptians developed their own writing system made up of hieroglyphs and how they developed their own type of paper (papyrus) to write on. To create their own Ancient Egyptian cartouche using hieroglyphic writing to write on the name of their favourite Egyptian pharaoh. To create a class mind map of everything the children have learnt about the Ancient Egyptians focusing on their main achievements and answer all the questions they had set at the beginning of term.	<u>Ancient Greeks</u> The children will learn: Where Greece is in relation to the UK What the physical features and climate are like in modern Greece That historians consider the ancient Greek period to begin in 776BC with the first Olympic games and end in 323BC with the death of Alexander the Great, but the classical era is considered to be from 500BC – 323BC That ancient Greece was divided into city states with their own laws, money and rulers That the city states of Athens and Sparta were rivals How the city states were ruled That democracy was invented in Athens, but only rich men were allowed to vote That men, women and children were treated differently That ancient Greeks had slaves That ancient Greeks worshipped a range of Gods and their stories are collected as Greek myth stories That ancient Greek pottery and statues are a source of evidence about what life was like in ancient Greece That ancient Greek sites and temples are a source of archaeological evidence about what life was like in ancient Greece About the life and achievements of Alexander the Great That the influence of ancient Greece still persists today (democracy, theatre, language, architecture)	<u>Local Study – Ironbridge</u> The children will learn: That the bridge was built in 1779 and was the first bridge made from iron That it was designed by Thomas Farnolls Pritchard and built by Abraham Darby III, a local industrialist That the bridge was built to transport the raw materials needed across the River Severn more easily and reliably That Ironbridge (Coalbrookdale) was at the heart of the area which contributed to the Industrial Revolution by developing more efficient ways to produce iron That the Industrial Revolution consolidated the pre-eminence of Britain's Empire and gave it an advantage over other countries That there is only one painting of the bridge being constructed, which was discovered in 1997 and that prior to this discovery, the construction of the bridge was considered a mystery as there are no eyewitness accounts or documentary evidence
Year 5B	<u>The Mayans</u> To create a detailed timeline to show where the Mayans fit into all the historical periods studied in school and know where they came from. To create a class mind map of everything the children already know about the Ancient Mayans. To use time vocabulary e.g. ancient, modern, BC, AD, century, decade etc. when studying the Ancient Mayans. To know what has been left behind of the Ancient Mayans in today's society e.g. Mayan languages, ancient ruins, some ancient traditions and arts e.g. beautiful woven textiles. To know that the Mayans created their own writing system and compare to the Egyptian hieroglyphs writing system. To understand their achievements in the World of Science e.g. development of a telescope, maps of the stars and very accurate calendars. To describe some of the Ancient beliefs of the Mayans including their belief in 3 existences: The Earth, The Underworld and The Heavens and the role that this played in their daily life. To create a class mind map of everything the children have learnt about the Ancient Mayans.	<u>No History</u>	<u>No History</u>

Year 6	<u>World War II</u> To create a class mind map of everything the children already know about World War II and create a list of questions which they'd like to answer by the end of the topic. To encourage the children to challenge any facts which are given by others which they think may be incorrect. To consider the resources they could use to find out about World War II. To consider the effectiveness of sources available e.g. give groups of children the same set of resources without saying what they are and ask them to create a line of best evidence sources through to worst evidence sources. Each group to feed back the order they came up with and justify their opinions. To know that there are different types of sources they can use to find out about history and that these can be split into primary sources and secondary sources, considering the pros and cons for each. To find out when, why and who was involved in World War II. To consider who the suitcase belongs to and why they think this (present children with a case (evacuee's suitcase) that holds a gas mask, sandwiches and apple, a bag for washing things and some clothes suitable for a child of the period. Include a brown label with a name on, home address, school and where they were heading to. To use the photo of a Shropshire evacuation and ask the children to work in groups to come up with their own sets of questions to be answered about the photo – swap with other groups to answer. What additional information is needed? Share other sources of information about the same evacuation. http://www.nationalarchives.gov.uk/education/resources/evacuation-to-shropshire/ To develop an empathy of what life for an evacuee child would have been like by re-enacting their own 'evacuation' dressed as a World War II child with suitcase and being evacuated on a steam train. Create an empathetic written text to show feelings e.g. postcard/letter home, diary account or a recount of their experience. To understand the role that Shropshire played in the wartime efforts e.g. POW camp in St Martins (possible quick visit or show photos – now used as an industrial estate), one in Nesscliffe which is now used as an army training camp), the towns that took in evacuees etc. To find out about air raids and house preparation in order to re-enact their own air raid in their classrooms. To understand the effect that wartime had on food and know the consequences of these e.g. rationing books, recycling/reusing clothes, 'Dig for Victory' campaign. To consider and answer the question: Who played the most important role in winning the war – men or women? Encourage the children to write at length and justify all opinions given. To consider how the allies won the war – what was the most instrumental fact in this? And consider its impact on life after the war. To think about what important future lessons we can learn from World War II. To create a class mind map of everything the children have learnt about World War II and answer all the questions they had set at the beginning of term.	<u>Transport Through the Ages</u> The children will learn: That until the 18th century, modes of transport were limited to walking, riding animals (horses/camels etc) or boats. That these modes of transport were slow, which meant that most people didn't travel very far from their homes That there are three main modes of transport (land, water, air) That the invention of steam engines transformed life in Britain and around the world beginning with George Stephenson's 'Rocket' in 1814 That transportation changed rapidly throughout the 20th century with the invention of the internal combustion engine and the first motorised aeroplane which made transport over long distances easier and quicker (explore the life story of Nellie Bly) That this enabled increased trade in goods as they could be transported more quickly and led to travel for pleasure (holidays etc) The roles that the Wright brothers and Amelia Earhart played in the development of flight That space travel began in the 1960s and about some of the first space explorers (Yuri Gagarin, Valentina Tereshkova, Neil Armstrong, Helen Sharman) That the development of electric transport is a consequence of the need to reduce the use of fossil fuels That travel is becoming more reliant on technology such as GPS (mapping, sat navs etc) That Gladys West played a major part in developing GPS technology	<u>Early Islamic Civilisation</u> The children will learn That Baghdad was established by Al-Mansur, the second caliph of the Abbasid Empire, in 762-764 When the Abbasid Empire existed (from 750AD to 909AD) and relate it to other Empires and other civilisations that existed at the same time That Baghdad is in modern day Iraq, but during the Empire it was the capital of a large Islamic which reached into Europe and Africa That the original city was circular and located near water and had good trade links which enabled the city to flourish That Baghdad was considered a city of culture and learning due to the number of artists, poets, writers and scholars that travelled there That 'The House of Wisdom' was set up by the leader Harun al-Rashid, who gave great encouragement to learning How varied the learning was at 'The House of Wisdom' That Ibn Battuta travelled the world, explored other civilisations and wrote about his discoveries Who Al-Zahrawi was and why he was known as the 'father of medicine' That Al-Zahrawi's al-Tasrif helped spread medical knowledge to Europe That Islamic civilisation has also contributed to our knowledge of mathematics, food and technology and that these discoveries and developments are still influential today
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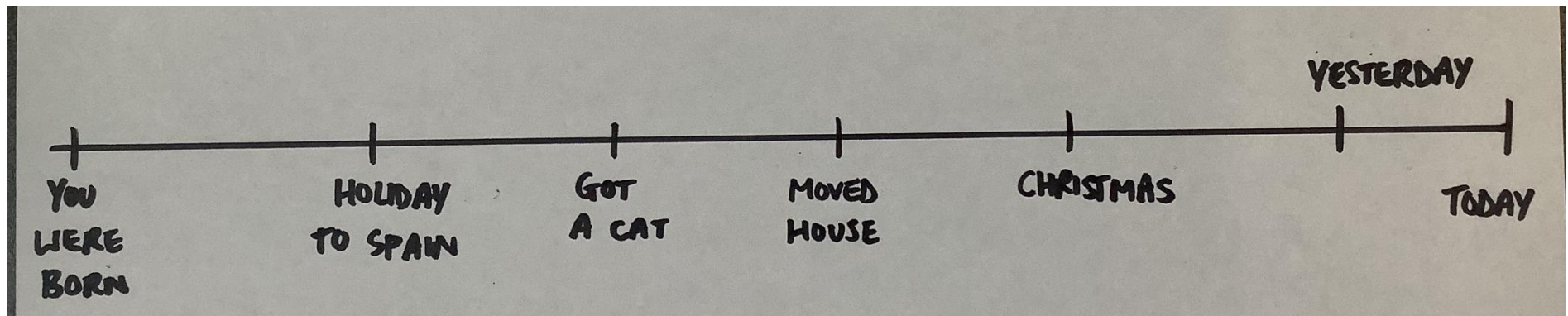
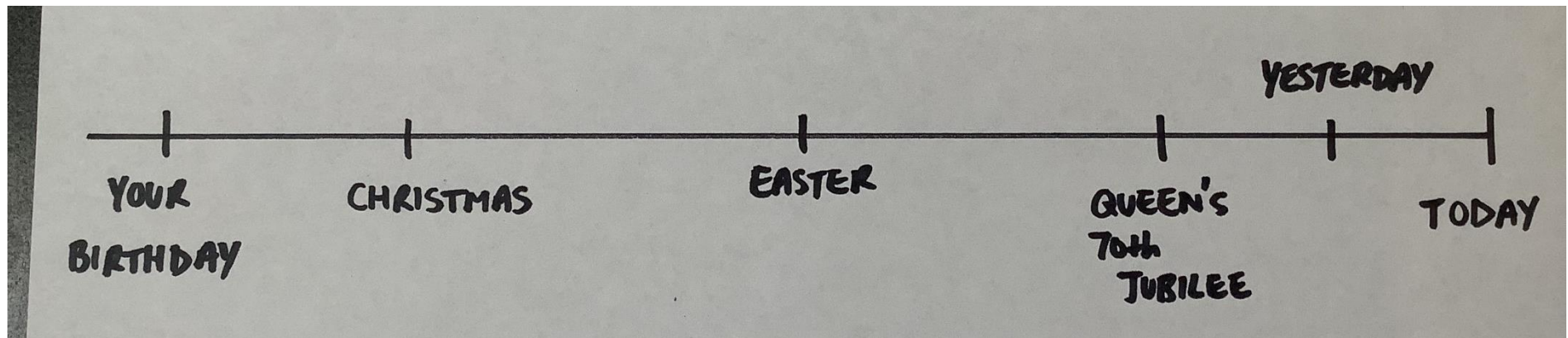
Progression of skills in History

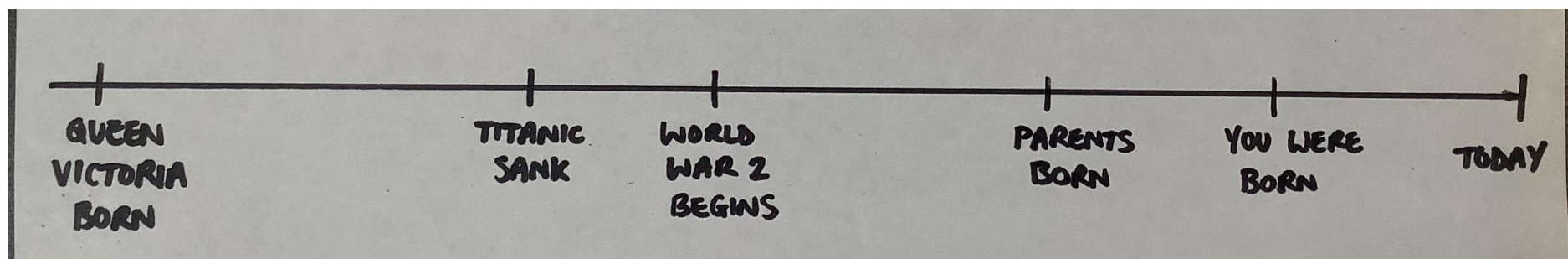
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	To sequence pictures chronologically from a story about the past. To use vocabulary relating to the passing of time e.g. then, now, a long time ago, today etc.	To sequence a story in chronological order (links to the development of historical vocabulary). To use vocabulary relating to the passing of time e.g. then, now, a long time ago, today, old, new, before and after. To sequence a few pictures or objects in chronological order. To know where people & events fit within a chronological framework.	To create simple timelines to represent historical information in chronological order. To sequence objects/events on a simple chronological timeline. To begin to use a wider range of vocabulary related to the passing of time e.g. before, after, long ago, months, years etc.	To create increasingly accurate timelines to represent historical information in chronological order. To sequence objects/events on a timeline in chronological order, adding detailed information labels. To use a broader range of vocabulary linked to the passing of time confidently to describe times studies e.g. before, after, long ago, months, years, century, decade etc.	To begin to produce more complex timelines that require description of changes through time. To begin to place pictures, artefacts and other sources in the correct chronological order through the application of knowledge of a period studied. To participate in activities that require the correct use of historical terms relating to the passing of time e.g. ancient, medieval, modern, BC, AD, century, decade etc.	To produce more complex timelines that require description of changes through time. To apply their knowledge of a period studied by placing artefacts, pictures and other sources in the correct chronological order. To participate in activities that require an increasingly more sophisticated use of terms relating to the passing of time e.g. ancient, medieval, modern, BC, AD, century, decade, revolution, reform etc.
Knowledge & understanding	To listen to information from simple stories about the past. To begin to give reasons for their own actions e.g. children explain why they did something. To begin to show a knowledge of 'change' within their own life span.	To listen to information from stories about the past and answer simple questions. To show a knowledge of and begin to describe a 'change' in their own life span. To begin to recognise some similarities and differences between ways of life in the past compared to today. To begin to give simple reasons for an event or action relating to things before living memory.	To begin to acquire knowledge of the past from stories and eyewitness accounts. To begin to give a reason for an event or actions relating to other people in other times. To demonstrate some knowledge of concrete examples of change over time e.g. iron design over the generations. To recognise some of the differences between ways of life in the past.	To acquire knowledge of the past from stories and eyewitness accounts. To give a reason/s for an event or action relating to people in past times. To demonstrate a growing knowledge on concrete examples of change over time e.g. iron design over the generations.	To begin to understand that people in past societies had a range of views. To describe the links between different features of past situations. To describe the actions of people in the distant and unfamiliar historical settings. To provide more general and impersonal reasons for events. To explain the way events or actions have several linked causes and outcome. To describe cause and consequence in relation to abstract ideas such as short and long term. To produce extended written descriptions of change across time. To understand that there is both change and continuity in developments. To describe change through the use of general, abstract terms such as; gradual or rapid, important or unimportant, economic or religious etc.	To understand that people in past societies had a range of views and begin to analyse and explain them. To describe the links between different features of past situations. To describe, analyse and evaluate the actions of people in the distant and unfamiliar historical settings. To provide more general and impersonal reasons for events. To explain the way events or actions have several linked causes and outcome. To describe cause and consequence in relation to abstract ideas such as short and long term. To produce extended written descriptions of change across time. To understand that there is both change and continuity in developments. To describe change through the use of general, abstract terms such as; gradual or rapid, important or unimportant, economic or religious etc.

Historical Interpretation	To begin to see the past represented in a limited range of ways e.g. story, songs and pictures.	To see the past represented through a range of ways e.g. stories, songs, written accounts, artefacts, songs and pictures.	To begin to view the past through a broader range of ways e.g. written accounts, artefacts, museum, TV programmes and plays. To begin to consider the accuracy of different interpretations of the past.	To view the past through a broader range of ways e.g. written accounts, artefacts museums, TV programmes and plays. To begin to give reasons for differences between interpretations of the past. To begin to see how gaps in evidence can influence interpretations. To begin to comment on the accuracy of interpretations by using knowledge and understanding of the topic.	To work on a wider variety of interpretations such as historical books, museum displays and historical novels. To give reasons for differences between interpretations. To see how gaps in evidence can influence interpretations. To communicate on the accuracy of interpretations by using knowledge and understanding of the topic.	To work on different types of interpretations such as historical books, museum displays and historical novels. To begin to analyse the differences between interpretations with reference to the specific circumstances in which each was produced. To begin to evaluate different interpretations with reference to the specific evidence that was used to create them. To begin to evaluate the validity of interpretations with reference to the subject matter and the position of the author.
Historical Enquiry	To begin to talk about a source. To work on and answer questions set by the teacher.	To talk about a source. To begin to ask and answer their own questions of sources. To begin to use sources of information to make statements about the past that go beyond their living memory.	To use sources of information to make statements about the past that go beyond simple observations. To ask and answer their own questions of sources. To begin to draw together information from an increasing range of sources including ICT.	To begin to draw together information from an increasing range of sources including ICT. To ask and answer their own questions of sources with increasing detail. To begin to identify why sources are useful for particular tasks.	To draw together information from an increasing range of sources including ICT. To draw together information from sources about the complexity of life in a past period. To identify why sources are useful for particular tasks. To relate the details of sources to their background knowledge of a topic.	To draw together, with increasing accuracy, information from an increasing range of sources including ICT and begin to reach substantiated conclusions. To begin to evaluate the validity of a source for an investigation by reference to both internal evidence and background knowledge. To begin to develop a deeper understanding of a source by detailed reference to the context in which it was produced.
Organisation & Communication	To respond to activities through talk, play and drawing.	To begin to show an awareness and understanding of a topic orally, visually and in their written work linked to a topic.	To show an awareness and understanding orally, visually and in writing about a topic. To begin to identify sources that are useful for specific enquiries.	To begin to produce structures narratives and descriptions, To identify sources that are useful for specific enquiries. To begin to use a broad range of historical terms and dates accurately in relation to the periods studied.	To produce structures narratives and descriptions. To identify sources that are useful for specific enquiries. To use a broad range of historical terms and dates accurately in relation to the periods studied.	To begin to produce consistently well-structured and argued answers including substantiated conclusions in the form of narratives, descriptions and explanations. To identify sources that are useful for specific enquiries. To make consistently accurate use of a wide range of historical terms.

How can you help your child at home?

History is being made each day. As soon as a day has passed, then it is history, so talking to your child about things that are happening now, and things that have happened in the past is a good way into understanding past and present. The longer ago that something happened, the further back in history it was. Drawing simple timelines going backwards in time from the present moment are a good way to explore the concept of the past and for your child to begin to understand historical chronology. See the examples below.





Having a good understanding of historical chronology is really important for building a picture about what happened when in the past.

Talking to your child about what is happening in the world today and how things were different or the same in the past is also useful for children to understand the concept of 'change and continuity'. If you are able to discuss why things have changed or stayed the same, then you are also helping them to understand the concept of 'cause and consequence'

As your child moves further through the school, they will begin to study specific historical periods such as the Roman invasion of Britain or Ancient Egyptians. Visiting the local library and sharing age appropriate books about these time periods will give your child a head start with their understanding of the time periods studied in school. There are also many websites on the internet that provide information and videos about different time periods. I have provided some links below that might be useful, but there are many more.

How you can help at home

KS1 pupils at home

The Gunpowder Plot

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb>

<https://www.youtube.com/watch?v=I9JW-RE4-ZE>

<https://www.youtube.com/watch?v=YptNONmnXH0>

https://school-learningzone.co.uk/key_stage_one/ks1_history/remember_remember/remember_remember.html

<https://classroom.thenational.academy/units/why-do-we-celebrate-bonfire-night-82ed>

Markets

<https://www.bbc.co.uk/bitesize/articles/z2rfsk7>

Holidays

<https://www.youtube.com/watch?v=HLTdQQK3YwM>

<https://www.kestonprimary.org.uk/wp-content/uploads/2020/05/ED-Seaside-Holidays-Then-and-Now.pdf>

<https://www.bbc.co.uk/teach/school-radio/audio-stories-victorian-seaside/zfxjkmn>

Great Fire of London

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h>

<https://www.youtube.com/watch?v=DSH81jl-uAk>

https://school-learningzone.co.uk/key_stage_one/ks1_history/the_great_fire_of_london/the_great_fire_of_london.html

<https://classroom.thenational.academy/units/the-great-fire-of-london-7a50>

Christopher Columbus v Neil Armstrong

<https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn>

https://school-learningzone.co.uk/key_stage_one/ks1_history/christopher_columbus/christopher_columbus.html

<https://www.youtube.com/watch?v=AHA9zvogic0>

<https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr>

<https://www.youtube.com/watch?v=flPFIY8hECk>

<https://www.natgeokids.com/uk/discover/science/space/neil-armstrong-facts/>

<https://classroom.thenational.academy/lessons/who-was-neil-armstrong-cgrk6c>

Thomas Telford

https://www.youtube.com/watch?v=D_goMG4kfYc

https://kids.kiddle.co/Thomas_Telford

KS2 pupils at home

Stone Age to Iron Age

<https://www.bbc.co.uk/bitesize/articles/zfg9bqt>

<https://www.bbc.co.uk/bitesize/topics/z82hsbk>

<https://www.youtube.com/watch?v=pWHCyyWCCLc>

<https://www.theschoolrun.com/homework-help/stone-age>

<https://www.bbc.co.uk/bitesize/articles/z7g9bqt>

https://www.youtube.com/watch?v=j6rCMT0ss_k

<https://classroom.thenational.academy/units/prehistoric-britain-b65f>

Romans

https://en.wikipedia.org/wiki/Roman_Britain

<https://www.bbc.co.uk/bitesize/articles/znqxjsg>

<https://www.bbc.co.uk/bitesize/topics/zqtf34j>

<http://www.primaryhomeworkhelp.co.uk/Romans.html>

<https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-the-romans/>

<https://classroom.thenational.academy/units/roman-britain-9a0e>

Anglo-Saxons

<https://www.bbc.co.uk/bitesize/articles/zsrkg7h>

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm>

<https://www.youtube.com/watch?v=zp-MTR-fcAA>

<https://www.youtube.com/watch?v=-cKGz-st75w>

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