

Subject Planning Grid History Leader: Miss Martland

| Year | Skills | Knowledge | Key Vocabulary |
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| 1A Fire | <p>I can place events on a timeline within a set period of time, using equal intervals, which are given.</p> <p>I can compare modern and Elizabethan houses.</p> <p>I can answer questions about the past from a primary source of evidence.</p> <p>I can use key vocabulary to describe events of the past.</p> | <p>Understand the concept of past and present.</p> <p>Understand the events of the Great Fire of London. Use this knowledge to retell the main events.</p> <p>Know who Samuel Pepys was and how he is important to the events of The Great Fire of London.</p> <p>Know about the people who lived and worked within London and some events of their everyday life.</p> | <p>Long ago Present</p> <p>Before Artefacts</p> <p>Now Sources</p> <p>Then Diaries</p> <p>Past Senses</p> |
| 1B Toy Story | <p>I can compare my life to my grandparents. Answer the question: what is the same and what is different?</p> <p>I can place events within a historical context.</p> <p>I can compare historical artefacts I can answer questions, such as: what is the same and what is different? What can you see? What might this be used for?</p> | <p>Understand the concept of past and present.</p> <p>Know some differences between rich and poor Victorians.</p> <p>Know how rich and poor children's lives would be different and be able to describe some of these.</p> | <p>Long ago Past</p> <p>Before Present</p> <p>Now Victorians</p> <p>Then</p> |
| 1C Fighting Fit | <p>I can place events on a timeline within a set period of time, using equal intervals, which are given.</p> <p>I can order events from Florence Nightingale's day.</p> <p>I can use my knowledge about Florence Nightingale to produce a factfile. (recount events)</p> | <p>Know the importance of a historical figure – Florence Nightingale.</p> <p>Understand the role she had in developing nursing practices.</p> <p>Know how she impacted on modern day nursing.</p> <p>Understand how her role saved hundreds of lives.</p> <p>Understand some events from the everyday life of Florence Nightingale.</p> | <p>Long ago Past</p> <p>Before Present</p> <p>Now Nursing</p> <p>Then Medicine</p> |
| 2A Once Upon a Time | <p>I can ask and answer questions about artefacts and events from the past. What is the same and what is different? I can justify my answers, giving clear reasons for my thinking.</p> <p>I can place events in order.</p> <p>I can recognise differences between</p> <p>I can explain some of the events from the daily life of people who lived within the castle walls.</p> | <p>Know different parts of a castle and what they are used for.</p> <p>Understand the different roles within the castle.</p> <p>Understand the purpose of the castle.</p> <p>Understand what daily life was like in a castle.</p> <p>Understand the main events of the Battle of Hastings.</p> | <p>10 years Attack and</p> <p>100 years defence</p> <p>In my Observe</p> <p>lifetime Reason</p> <p>Ordering Same and</p> <p>Artefacts different</p> <p>Weapons Castle</p> <p>Normans language</p> |
| 2B Jungle Book | <p>I can compare my life and food with that of an Indian child in the 19th Century.</p> <p>I can recount events from the daily life of an Indian child in the 19th Century.</p> | <p>Know the importance of Rudyard Kipling as a historical figure.</p> | <p>Ordering</p> <p>Artefacts</p> |

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| | <p>I can use different sources of evidence to make statements about the past.</p> <p>I can ask and answer questions about artefacts and events from the past. What is the same and what is different? I can justify my answers, giving clear reasons for my thinking.</p> <p>I can recognise difference between daily life now and in the 19th Century.</p> | | |
| 2C All at Sea | <p>I can use different sources of evidence to make statements about the past.</p> <p>I can ask and answer questions about artefacts and events from the past. What is the same and what is different? I can justify my answers, giving clear reasons for my thinking.</p> <p>I can recount the events of the night of Grace Darling rescuing the sailors.</p> <p>I can place historical figures on a timeline, within a set period of time, using a given scale (50 years)</p> | <p>Know there are different sources of information which can be used to find out about the past.</p> <p>Know the importance of Grace Darling as a historical figure.</p> <p>Understand why she is an important historical figure.</p> | <p>Ordering Artefacts Observe reason</p> |

By the end of Key Stage One:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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

Pupils should be taught about:

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

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| <p>3A Moorhill Miners</p> | <p>I can ask and answer questions from different historical sources (primary and secondary) about the past. (pictures, first hand accounts, newspapers, our locality) I can explain what information from the sources of information lead me to a conclusion about the past. I know this because... I can compare my daily life to that of a child going down the mines I can explain some of the living and working conditions of children who worked down the mines. I can explain what led to the change in working conditions for children in mining. (1833 Factory Act, 1842 Mines act, Lord Shaftesbury) I can explain what change occurred with children’s working conditions. I can name some significant events in our local history, place events about the rise and downfall of the mines in Cannock on a timeline.</p> | <p>Know how mining affected Cannock and why it was important to our community. Know what evidence is left around our locality which shows mining was a major industry here. Know how energy and fuel use has changed and the reasons behind it. (from coal to renewable, environmentally friendly energy sources) Know why this area was referred to as the Black Country and the link to the coal mining industry.</p> | <p>Periods of History Similarities and differences British Empire Safety Diet Health Primary sources Secondary sources artefacts</p> |
| <p>3B Tomb Raiders</p> | <p>I can ask and answer questions from different historical sources (primary and secondary) about the past. I can explain what information from the sources of information lead me to a conclusion about the past. I know this because... I can use key questions to research using books and online sources of information. I can place events from previous areas of study, on a timeline, from Ancient Egyptians to present day. I can compare my daily life to that of an Egyptian child. I can explain the purpose of the pyramids. I can explain who Tutankhamen was and why the discovery of his tomb was an important historical event. I can recount some of the events surrounding the discovery of Tutankhamen’s tomb.</p> | <p>Know why the river Nile is important and how it was used. Know about different Gods Know about mummification and why the Egyptians did this. Understand how Egyptians used written communication (hieroglyphics) Understand the steps to constructing a pyramid and reasons why they were built.</p> | <p>Mummification Irrigation Flooding Religion Worship Pharoah Hieroglyphics Decade century</p> |
| <p>3C Rotten Romans</p> | <p>I can ask and answer questions from different historical sources (primary and secondary) about the past. I can explain what information from the sources of information lead me to a conclusion about the past. I know this because... I can use key questions to research using books and online sources of information. I can place events from previous areas of study, on a timeline, from Ancient Egyptians to present day. I can recount some of the main events of this period of History – Boudicca, Why the Roman came to Britain and why they left. I can explain the legacy left behind by the Romans and where we can</p> | <p>I know the reasons the Romans invaded Britain and why they left. I know about how the Romans changed Britain. I know about the different tribes in Britain and how this was changed.</p> | <p>Hygiene Electronic scales Utensils Millimetre Accurate Appropriate Filing Sanding Gears Design Purpose</p> |

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| | <p>see the evidence of it. I can use specific dates to describe some of the events of this period of History. I can compare modern day daily life to that of a Roman.</p> | | Architect |
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| I understand that the past can be divided into different periods of time. |
| I recognise some of the similarities and differences between different periods of time. |
| I can use the proper dates and historical terms. |
| I understand some of the main events, people and changes studied. |
| I can give a few reasons for, and results of, the main events and changes. |
| I can identify some of the different ways in which the past is represented. |
| I can use sources of information to answer questions about the past. |

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| <p>4A Groovy Greeks</p> | <p>I can compare modern day daily life to that of a Greek. I can say some ways in which the life of an Ancient Greek child is the same or different to ours. I can place events studied on a timeline (Egyptians, Greeks , Romans) I can talk about the reliability and validity of primary and secondary sources. I can explain how different sources of information help me draw conclusions about a period of History. I can answer questions about sources: what does this tell you about life...? I can explain how some aspects of Greek life influence today – Olympics, democracy. I can compare different city states and explain some of the reasons why they are different. I can use this information to state an opinion about where I would prefer to live and justify why. I can compare how daily life is different between men, women, boys and girls in Ancient Greece.</p> | <p>Know when the Ancient Greeks were in terms of History. Know how the city states were different. Know some of the myths and legends from this period. Know about the daily lives of the Ancient Greeks.</p> | <p>Fact Opinion Reliable Olympics Marathon Religion Ancient</p> |
| <p>4B Amazing Aztecs</p> | <p>I can compare modern day daily life to that of an Aztec. I can say some ways in which the life of an Aztec child is the same or different to ours. I can place the Aztecs within a period of History and relate it to other events that were happening at the same time. I can make connections and similarities between the Aztecs and other periods of History studied.</p> | <p>Know about everyday life of an Aztec. Know about the social hierarchy Know about the history of chocolate Know about Aztec religion and sacrifice. Know stories can explain events.</p> | <p>Religion Sacrifice Hierarchy Century</p> |

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| | <p>I can explain how different sources of information help me draw conclusions about a period of History.</p> <p>I can answer questions about sources: what does this tell you about life...?</p> <p>I can explain the key parts of the journey of chocolate into Europe.</p> <p>I can explain how Tenochtitlan was chosen and developed as a city.</p> <p>I can explain how goods were traded and what was used as currency and why.</p> | | |
| 4C On Safari | No History | | |

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| 5A Space | <p>I can place known events on a blank timeline.</p> <p>I can research from a variety of sources to answer key questions and relay this information, with clarity, to others.</p> <p>I can compare events in the Space race between Russia and America, and give a justified opinion.</p> <p>I can consider the reliability and validity of primary and secondary sources (fact v opinion)</p> <p>I can devise historically valid questions about change, cause, similarity and difference and the significance of the main events of the Space Race.</p> <p>I can use dates to describe the main events of the Space Race.</p> <p>I can place events on a timeline, choose own intervals.</p> | Know what the Space race was and the main points of the moon landing. | Fact opinion |
| 5B Vicious Vikings | <p>I can compare modern day daily life to that of a Viking.</p> <p>I can evaluate a source of information and decide on how useful it will be to my enquiry.</p> <p>I can answer questions by using pictorial sources of information, my historical knowledge and inference.</p> <p>I can compare modern day daily life to that of a Viking.</p> <p>I can order events over the Anglo Saxon and Viking period of British History.</p> <p>I can write about the battle between the Anglo Saxons and Vikings for control of Britain.</p> | <p>Know how the Viking period started and ended.</p> <p>Understand how sources of information help us gather evidence about a period of History.</p> <p>Know where the Vikings came from.</p> <p>Know why they came to Britain.</p> | |
| 5C Survival | <p>I can place events on a timeline, choosing my own increments.</p> <p>I can compare equipment over time.</p> <p>I can use primary and secondary sources of information and draw conclusions from this.</p> <p>I can justify why I have drawn a historical conclusion.</p> | <p>Know about the events for the race to the pole.</p> <p>Know the factors that led to Scott's failure.</p> <p>Know how technology impacts changes over time.</p> | |

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| | <p>I can explain the main events in the race to the Pole.</p> <p>I can explain the reasons why Scott failed in his attempt to race to the pole.</p> <p>I can compare modern day explorers to Scott and Amundsen.</p> | | |
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| <p>6A World War 2</p> | <p>I can compare modern day daily life to that of a child during World War 2.</p> <p>I can choose events from History to place on a timeline.</p> <p>I can say what conclusions can be drawn when there are no primary sources.</p> <p>I can distinguish between fact, opinion and bias.</p> <p>I can use my factual knowledge to describe characteristic features of past societies and periods.</p> <p>I can use my factual knowledge to identify changes within a time period. (how the war impacted life, role of women)</p> <p>I can use my knowledge to express an opinion and use 2 sides to an argument to do this. (role of women)</p> <p>I can demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>I can identify and describe the different ways in which the past has been interpreted.</p> <p>I can explain the events that led up to World War</p> | <p>I know that some events, people and changes have been interpreted in different ways and I can suggest possible reasons for this.</p> <p>Know who the main people were in World War 2.</p> <p>Know how roles changed for women during the war.</p> <p>Know some of the main events during the war.</p> <p>Know what happened to children during the war.</p> <p>Know what changes were made in Britain, to prepare and to get through the war.</p> | <p>Air raids</p> <p>Propaganda</p> <p>Evacuees</p> <p>Bias</p> <p>Fact</p> <p>opinion</p> |
| | <p>6B Origin of the species</p> <p>I can demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>I can use my factual knowledge to identify changes within and across different periods.</p> <p>I can begin to make links between features of past societies and periods.</p> <p>I can describe and make links between events and changes and give reasons for, and results of, these events and changes.</p> <p>I can say some of the ways that Britain has changed over different periods of History.</p> <p>I can evaluate the impact of changes.</p> | <p>Know how history has changed Britain.</p> <p>Know how our History fits into World History.</p> <p>Know how man has evolved and the role of technology and innovation.</p> | <p>Stockade</p> <p>Fortification</p> <p>Flints</p> <p>Archaeology</p> |

By the end of Key Stage Two:

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.

Aims

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

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