

**PROGRESSION IN HISTORY AT WEST END  
PRIMARY SCHOOL, MORECAMBE**

# PROGRESSION IN HISTORY

## CHRONOLOGY

National Curriculum aim: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>* Sequence events from their own life.</p> <p>* Begin to sequence images and artefacts from different time periods.</p> <p>* Children talk about past and present events in their own lives and those of family members.</p> <p><b>How have I changed?</b> <u>Intent:</u> Introduction to what history is. Sequencing from baby onwards.</p> <p><u>Future learning:</u> This forms foundations for future learning on chronology. Past, present and future. Y1 extension of this topic</p> <p><b>Getting to know people in our school community</b> <u>Intent:</u> Children begin to use simple language relating to the passing of time involving another person's experiences <u>Future learning:</u> Y6 - Children learn about school life during the Victorian period.</p> <p><b>Events in our lives</b> <u>Intent:</u> Children begin to</p>	<p>* Understand the difference between things that happened in the past and in the present.</p> <p>* Introduce timelines - front of book and add to it throughout the year (including cross curricular).</p> <p>* Use of simple terms relating to the passing of time (e.g. yesterday, last week, before, after, a long time ago).</p> <p><b>The Great Fire of London</b> <u>Builds on EYFS:</u> events follow a sequence, <u>Intent:</u> Children sequence the key events. <u>Future learning:</u> Y4, The Great Plague, Samuel Pepys</p> <p><b>Florence Nightingale</b> <u>Builds on EYFS:</u> the significance of Rosa Parks <u>Intent:</u> Children sequence the key events. <u>Future learning:</u> Y6 Victorians</p> <p><b>How I have changed over time?</b></p>	<p>* Sequence artefacts/images closer together in time and check with a source of information (e.g. a text).</p> <p>* Sequence photographs from different periods.</p> <p>* Use a timeline to place important events.</p> <p>* Use of developing language relating to the passing of time (e.g. earlier, later, many years ago).</p> <p><b>Esther Malanhu. (Linked to geography topic - Africa.)</b> <u>Builds on year 1:</u> Significant individuals in year 1, Florence Nightingale <u>Intent:</u> Children sequence images and check with a source of information. <u>Future learning:</u> all year groups - Black History Month</p> <p><b>Amelia Earhart</b> <u>Builds on</u> Significant individuals in year 1, Florence Nightingale <u>Intent</u> Sequencing significant events from</p>	<p>* Place the time studied on a timeline.</p> <p>* Use dates and terms related to the study unit and the passing of time.</p> <p>* Sequence several events and/or artefacts.</p> <p>* Introduction to BC and AD and understand how a timeline can be divided into these distinct parts.</p> <p><b>Changes in Britain from the Stone Age to the Iron Age.</b> <u>Builds on KS1:</u> Children now expand their chronological knowledge by moving on to look at BC times. <u>Intent:</u> Children place studied periods on a timeline, sequence events and compare and track changes over time. The span of time covered becomes much larger and children are introduced to the terms BC and AD. <u>Future learning:</u> Y4 The Romans. Provides the chronological KS2 foundations for learning about British history.</p>	<p>* Use a timeline to place studied periods and historical events in chronological order.</p> <p>* Use terms related to the period and begin to date events.</p> <p>* Understand more complex terms (e.g. BC/AD).</p> <p><b>The Great Plague, London, 1665</b> <u>Builds on Y1:</u> The Great Fire of London <u>Intent:</u> Children date events from own enquiry. <u>Future learning:</u> Y5 recall of significant event - the Battle of Hastings, Y6 WW1 and WW2</p> <p><b>Roman Empire in Britain</b> <u>Builds on Y3:</u> Chronologically, this period follows on from Stone Age/Iron Age <u>Intent:</u> Developing chronological understanding of the history of Britain. <u>Future learning:</u> Y5 The Anglo-Saxons, Vikings and Norman Conquest.</p> <p><b>The Ancient City of Baghdad</b></p>	<p>* Know and sequence key events from the time studied.</p> <p>* Use relevant terms and period labels.</p> <p>* Make comparisons between different times in the past and place on a timeline</p> <p>* Secure understanding that a timeline can be divided into BC and AD.</p> <p><b>Anglo Saxons</b> <u>Builds on Y3 and Y4:</u> Chronologically, this period follows on from Prehistoric Britain and Roman Britain. <u>Intent:</u> Developing the chronological understanding of the history of Britain. <u>Future learning:</u> Y5 Vikings, Norman Conquest.</p> <p><b>Vikings</b> <u>Builds on Y5:</u> Chronologically, this period follows on from The Anglo-Saxon invasion of Britain. <u>Intent:</u> Developing the chronological understanding of the history of Britain. <u>Future learning:</u> Y5</p>	<p>* Place current study on timeline in relation to other studies.</p> <p>* Use relevant dates and times.</p> <p>* Sequence a range of events accurately on a timeline and corroborate with evidence when relevant.</p> <p>* Describe the main changes in a period of history.</p> <p><b>WW1</b> <u>Builds on Y5:</u> learning about conflicts and invasions - Anglo-Saxon, Viking and Norman <u>Intent:</u> Enables children to use their chronological knowledge to compare conflicts from different times and corroborate with evidence Children are able to place studied periods on a timeline in relation to other studies. Events are sequenced correctly following individual research. <u>Future learning:</u> Y6 WW2</p>

<p>use simple language relating to events common to themselves and others (relatives and friends) <u>Future learning:</u> all year groups, key events studied.</p> <p><b>The bravery of Rosa Parks</b> <u>Intent:</u> Children begin to use simple language relating to events common to themselves and others <u>Future learning:</u> all year groups, Black History Month</p> <p><b>Toys from long ago.</b> <u>Intent:</u> Children begin to use simple language relating to the passing of time. Children begin to sequence artefacts from different time periods. <u>Future learning:</u> Application and development of language in KS1.</p> <p><b>Morecambe a long time ago</b> <u>Intent:</u> Children understand that things change over time. <u>Future learning:</u> Y3 - Morecambe a 100 years ago</p>	<p><u>Builds on EYFS:</u> Changes - babies to toddlers to adult relatives. <u>Intent:</u> Children produce timeline of changes and comparisons between then and now. <u>Future learning:</u> how people take different paths in life with different experiences. Y2 significant individuals</p>	<p>the lives of famous explorers and comparing aspects of life in different periods. <u>Future learning</u> Using chronology to make comparisons across and between different time periods in KS2.</p> <p><b>Neil Armstrong</b> <u>Builds on</u> Significant individuals in year 1, Florence Nightingale <u>Intent</u> Children sequence images and check with a source of information. <u>Future learning</u> Year 5 science topic, Earth Sun and Moon</p> <p><b>Blackbeard</b> <u>Builds on</u> Significant individuals in year 1, Florence Nightingale <u>Intent</u> Sequencing images and explaining similarities and differences between now and then. <u>Future learning</u> any individuals considered in future studies</p> <p><b>Local history study:</b> <b>Eric Morecambe</b> <u>Builds on</u> Significant individuals in year 1, Florence Nightingale <u>Intent</u> Developing understanding of chronology through timeline work, Sequencing images and</p>	<p><b>Ancient Egypt</b> <u>Builds on</u> Y3 Changes in Britain from the Stone Age to the Iron Age. Placing of concurrent civilisations on a timeline. <u>Intent:</u> Understanding different civilisations existed at the same time and making comparisons between them. Placing of concurrent civilisations on a timeline. Look at world history timeline. <u>Future learning:</u> Y5 Ancient Greece.</p> <p><b>Local history study - Morecambe</b> <u>Builds on</u> Y2 local history study, Eric Morecambe <u>Intent</u> sequence several events. <u>Future learning</u> Y4 local history study, Lancaster, Y6 Lancaster, slave trade</p>	<p><u>Builds on</u> Y3: learning about ancient civilisations - Ancient Egypt <u>Intent:</u> Enables children to use their chronological knowledge to compare ancient civilisations. <u>Future learning:</u> Y5 Ancient Greece</p> <p><b>Local history study: Lancaster</b> <u>Builds on</u> Y2 local history study Eric Morecambe, Y3 local history study Morecambe <u>Intent</u> sequence and date multiple events <u>Future learning:</u> Y5 local history Anglo-Saxons/ Y6 slave trade</p>	<p>Norman Conquest. Y6 - invasions, WW1 and WW2</p> <p><b>Local history study</b> to be incorporated with Anglo-Saxons/Vikings</p> <p><b>The Norman Conquest</b> <u>Builds on</u> Y5: Chronologically, this period follows on from The Anglo-Saxon and Viking invasion of Britain. <u>Intent:</u> Developing the chronological understanding of the history of Britain. <u>Future learning:</u> Y6 - invasions, WW1 and WW2</p> <p><b>Ancient Greece</b> <u>Builds on</u> Y3: Chronologically, this period follows on from learning about the ancient Egyptians in Year 3. <u>Intent:</u> Developing understanding of the term 'ancient'. Make comparisons of significant events and place dates on a timeline. Completion of a world history timeline covering studied periods so far. <u>Future learning:</u> Y6 will complete a timeline of all history studied</p>	<p><b>WW2</b> <u>Builds on</u> : Y5 learning about conflicts and invasions - Anglo-Saxon, Viking and Norman. Y6 WW1 <u>Intent:</u> Enables children to use their chronological knowledge to compare conflicts from different times and corroborate with evidence Children are able to place studied periods on a timeline in relation to other studies. Events are sequenced correctly following individual research. Describe the main changes between WW1 and WW2</p> <p><b>Victorian Era</b> <u>Builds on:</u> all previous learning about distinct eras <u>Intent:</u> Enables children to use their chronological knowledge to compare life from different times, place correctly on a timeline with significant events and corroborate with evidence Events, including the Industrial Revolution, are sequenced correctly following individual research.</p>
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		<p>explaining similarities and differences between now and then.</p> <p><u>Future learning</u> Y3 local history study of Morecambe</p>				
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# BRITISH HISTORY

*National Curriculum aim: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Topics have a focus on change within living memory, which provides children with the foundations for KS1 where learning reveals how studied themes impacted on changes in national life.</p> <p><b>Toys from long ago.</b>  <u>Intent:</u> Children begin to use simple language relating to the passing of time. Consider how toys have changed,  <u>Future learning:</u> Application and development of language in KS1.</p>	<p><u>KS1 Curriculum content</u>                      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.                      *The lives of significant people in the past who have contributed to national and international achievements.</p> <p><b>The Great Fire of London</b>  <u>Builds on EYFS:</u> fire safety  <u>Intent:</u> Learn the impact on the capital city of London  <u>Future learning:</u> Y4, The Great Plague. Learn how the fire inadvertently supported the end of the Great Plague.</p> <p><b>Florence Nightingale</b>  <u>Builds on EYFS:</u> occupations  <u>Intent:</u> Children recognise how she impacted the lives of those fighting in the Crimean war and how she was 'significant'.  <u>Future learning:</u> Y6 Victorians, Florence as a</p>	<p><u>KS1 Curriculum content</u>                      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.                      *The lives of significant people in the past who have contributed to national and international achievements.</p> <p><b>Local history study: Eric Morecambe</b>  <u>Builds on Work on</u> significant individuals covered in KS1.  <u>Intent</u> To learn about a local individual beyond the living memory. Develop an understanding of the significance of this local individual and how he is celebrated (statue). They are able to develop the depth of their knowledge.  <u>Future learning</u> Y3 local history study, Morecambe</p>	<p><u>KS2 Curriculum content</u>                      Pupils should be taught about:                      *Changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Changes in Britain from the Stone Age to the Iron Age.</b></p> <p><u>Builds on KS1:</u> Children focused on AD periods of British history and those within living memory.  <u>Intent:</u> Children develop their chronological narrative of Britain through learning about the earliest times of British civilisation and are introduced to BC on a timeline. They learn about the beginnings of British history.  <u>Future learning:</u> Y4 The Romans, Y5 Anglo-Saxons, Vikings and the Norman Conquest, Y6 WW1, WW2, Victorians</p>	<p><u>KS2 Curriculum content</u>                      Pupils should be taught about:                      *The Roman Empire and its impact on Britain.                      *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>The Romans in Britain</b>  <u>Builds on Y3:</u> Chronologically, this period follows on from Iron Age/Stone Age  <u>Intent:</u> Children continue to learn about the chronological narrative of Britain through learning what happened after the end of the prehistoric period. They learn about the lasting impact that the Romans had on Britain and explore the collapse of the Roman Empire and why the Roman rule of Britain came to an end. Children learn about Boudicca and rebellion  <u>Future learning:</u> Y5 The Anglo-Saxons, Vikings and the Norman Conquest, Y6 WW1 and WW2, Victorians</p> <p><b>The Great Plague, London, 1665</b>  <u>Builds on:</u> Y1, The Great Fire of London</p>	<p><u>KS2 Curriculum content</u>                      Pupils should be taught about:                      *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.</p> <p><b>Anglo-Saxons</b>  <u>Builds on Y3 and Y4:</u> Chronologically, this period follows on from Prehistoric Britain and Roman Britain.  <u>Intent:</u> Developing the chronology and understanding of the history of Britain. Children learn about why Britain was a destination for invading and settling and the impact this had upon its history.  <u>Future learning:</u> Y5 Vikings, the Norman Conquest. Y6 - invasions, WW1 and WW2</p> <p><b>Vikings</b>  <u>Builds on Y5:</u> Chronologically, this period follows on from The Anglo-Saxon invasion of Britain.  <u>Intent:</u> Children continue to learn about the chronological narrative of Britain. They learn about</p>	<p><u>KS2 Curriculum content</u>                      Pupils should be taught about:                      *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>WW1</b>  <u>Builds on:</u> learning about conflicts and invasions - Anglo-Saxon, Viking and Norman  <u>Intent:</u> Children use their previous learning, from both KS1 and KS2, to investigate a theme in British history that extends their knowledge beyond 1066. They are able to refer to and apply their previous knowledge and learning to understand how and why conflict happens and how rule has changed  <u>Future learning:</u> Y6 WW2</p> <p><b>WW2</b>  <u>Builds on:</u> Y5 learning about conflicts and invasions - Anglo-Saxon, Viking and Norman. Y6 WW1  <u>Intent:</u> Children use their previous learning, from both KS1 and KS2, to investigate a theme in British</p>

	<p>significant individual in this country.</p>			<p><u>Intent:</u> Children learn about the impact the Plague had upon London. This topic enables children to continue developing their understanding of The Great Fire of London and how this impacted upon the end of the Great Plague.</p> <p><u>Future learning:</u> Y5 significant event the Battle of Hastings. Y6 WW1 and WW2</p>	<p>how and why Britain changed under Viking rule.</p> <p><u>Future learning:</u> Y5 The Norman Conquest. Y6 - invasions, WW1 and WW2</p> <p><b>Norman Conquest</b></p> <p><u>Builds on Y5:</u> Chronologically, this period follows on from The Anglo-Saxon and Viking invasion of Britain.</p> <p><u>Intent:</u> Children continue to learn about the chronological narrative of Britain. They learn about how and why the Normans conquered Britain</p> <p><u>Future learning:</u> Y6 - invasions, WW1 and WW2</p>	<p>history that extends their knowledge beyond 1066. They are able to refer to and apply their previous knowledge and learning to understand how and why conflict happens and how rule has changed</p> <p><b>Victorian Era</b></p> <p><u>Builds on:</u> all previous learning about distinct eras</p> <p><u>Intent:</u> Children use their previous learning, from both KS1 and KS2, to investigate a theme in British history that extends their knowledge beyond 1066. They are able to refer to and apply their previous knowledge and learning to understand how life in Britain has changed and how the Industrial Revolution has impacted life today</p>
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# ANCIENT AND WORLD HISTORY

**National Curriculum aim: 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.**

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><i>Given that the Early Learning Goals are centred very much around the children themselves, our scheme of work for EYFS has a focus on historical learning around the child's own history and topics the children can relate to (e.g. school, toys, transport). Providing these links back to the child themselves and what is familiar to them allows for a deeper meaning, even when embarking on a topic that is not directly linked to them.</i></p>	<p><i>History in Year 1 builds on EYFS study and enquiry through extending concepts and ideas introduced to the children, for example significant people and significant places, especially in our own locality. These foundations are used in following year groups to support learning in ancient and world history as topics move beyond those already studied which have had increased elements of familiarity and locality to the children.</i></p> <p><b>Florence Nightingale</b> Builds on EYFS: occupations <u>Intent:</u> Children recognise how she impacted the lives of those fighting in the Crimean war and how she was 'significant'. <u>Future learning:</u> Y6 conflicts WW1 and WW2.</p>	<p>*Children begin to realise that history extends beyond their own locality and nation. *Children learn how events can be significant locally, nationally and internationally.</p> <p><b>Neil Armstrong</b> <b>Amelia Earhart</b></p> <p><u>Builds on</u> Learning begins to move beyond what is more local to the children with an introduction to a significant international event. <u>Intent</u> To learn about events beyond living memory. Earhart gained unheard of success for women in her field of work - a significant achievement in history. Armstrong achieved a first - a significant achievement in history. <u>Future learning</u> Year 5 science topic, Earth Sun and Moon.</p>	<p>*Children are introduced to the term 'ancient civilisation'. *Children learn that concurrent civilisations existed around the world and made significant achievements. *Children begin to make comparisons between ancient civilisations, with support.</p> <p><u>KS2 Curriculum content</u> Pupils should be taught about: *The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.</p> <p><b>Ancient Egypt</b> <u>Builds on</u> Y2 significant individuals/ significant international events. These introduced children to the concept of history extending beyond their locality and nation. <u>Intent:</u> Children investigate the achievements and legacy of the ancient Egyptian civilisation and the study provides opportunities for comparisons between concurrent civilisations</p>	<p>*Children understand the meaning of 'ancient civilisation'. *Children know that concurrent civilisations existed around the world and made significant achievements. *Children can make comparisons between ancient civilisations.</p> <p><u>KS2 Curriculum content</u> Pupils should be taught about: *A non-European society that provides contrasts with British history.</p> <p><b>The Ancient City of Baghdad</b> <u>Builds on</u> Y3: learning about ancient civilisations - Ancient Egypt. Children have prior knowledge that ancient civilisations existed around the world and know that Ancient Egypt had many achievements and legacies. <u>Intent:</u> Children develop their understanding of ancient civilisations through learning about the ancient city of Baghdad, along with the concepts of empire, legacy and achievements.</p>	<p>*Children begin to understand how empires are able to expand and be dissolved. *Children understand when ancient civilisations existed in relation to periods and civilisations studied. *Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements</p> <p><u>KS2 Curriculum content</u> Pupils should be taught about: *Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p><b>Ancient Greece</b> <u>Builds on</u> Y3 Ancient Egypt and Y4 Ancient city of Baghdad. Children have prior knowledge that ancient civilisations existed around the world and know that the ancient Egyptian and ancient Baghdad civilisations had many achievements. <u>Intent:</u> Children develop their understanding of ancient civilisations</p>	<p>*Children understand reasons for the expansion and dissolution of empires. *Children understand when ancient civilisations existed in relation to periods and civilisations studied. *Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements.</p> <p><u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>WW1</b> <u>Builds on:</u> learning about conflicts and invasions - Anglo-Saxon, Viking and Norman <u>Intent:</u> Children use their previous learning, from both KS1 and KS2, to investigate a theme in British history that extends their knowledge beyond 1066. They are able to refer to and apply their previous knowledge</p>

			<p>around the world.  <u>Future learning:</u> Y4 - the ancient city of Baghdad. Y5 - Ancient Greece.          Children develop their knowledge of concepts including empire, civilisation, legacy and achievements.</p>	<p>They begin to make some comparisons between ancient civilisations.  <u>Future learning:</u> Y5 Ancient Greece. Children develop their knowledge of concepts including empire, civilisation, legacy and achievements.</p>	<p>through learning about the ancient Greeks, along with the concepts of empire, legacy and achievements. They continue to develop their comparisons between ancient civilisations.  <u>Future learning:</u> Y6 overview of world history</p>	<p>and learning to understand how and why conflict happens and how rule has changed  <u>Future learning:</u> Y6 WW2</p> <p><b>WW2</b>  <u>Builds on :</u> Y4 Roman invasion, Y5 learning about conflicts and invasions - Anglo-Saxon, Viking and Norman. Y6 WW1  <u>Intent:</u> Children use their previous learning, from both KS1 and KS2, to investigate a theme in British history that extends their knowledge beyond 1066. They are able to refer to and apply their previous knowledge and learning to understand how and why conflict happens and how rule has changed</p>
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## LOCALITY

*National Curriculum aim: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Children learn that people and places change over time by studying aspects of history which are familiar to them - themselves and their own, local surroundings. *To understand that people who lived locally are remembered for important achievements.</p> <p><b>How have I changed?</b> <u>Intent:</u> Children understand that things change over time by looking at the historical perspective of themselves. Learning begins as close to the child's personal history and locality as possible. <u>Future learning:</u> Provides foundations for future learning on locality. Y1 extension of this learning</p> <p><b>Getting to know people in our school community</b> <u>Intent:</u> Children begin to use simple language relating to the passing of time involving another person's experiences <u>Future learning:</u> Y6 - Children learn about school life during the Victorian period.</p>	<p><u>KS1 Curriculum content</u> Pupils should be taught about: *Significant historical events, people and places in their own locality.</p> <p><b>How our school has changed over time</b> <u>Builds on EYFS:</u> knowledge of the school community <u>Intent:</u> Children learn about how their school has changed over time. Consider the time capsule and what it may contain. What does the plaque and the names mean. <u>Future learning:</u> Local history in all later year groups (Morecambe in years 2, 3 and 5. Lancaster in years 4 and 6)</p>	<p><u>KS1 Curriculum content</u> Pupils should be taught about: *Significant historical events, people and places in their own locality.</p> <p><b>Local history study Eric Morecambe</b> <u>Builds on</u> Work on significant individuals covered in KS1. <u>Intent</u> To learn about a local individual beyond living memory. Develop an understanding of the significance of this local individual and how he is celebrated (statue). They are able to develop the depth of their knowledge. <u>Future learning</u> Local history in all later year groups (Morecambe in years 3 and 5. Lancaster in years 4 and 6)</p>	<p><u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.</p> <p><b>Local history study - Morecambe</b> <u>Builds on</u> Y2 local history study, Eric Morecambe <u>Intent</u> Having already been introduced to the significant individual, Eric Morecambe, children develop their understanding of how Morecambe has changed over the last 100 years. <u>Future learning</u> Local history in all later year groups (Morecambe in 5. Lancaster in years 4 and 6)</p>	<p><u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.</p> <p><b>Local history study Lancaster - Lancaster and the Pendle Witches</b> Extend to Lancashire and the cotton trade (Black History unit) <u>Builds on</u> Y2 local history study Eric Morecambe, Y3 local history study <u>Intent</u> learn about an element of the history of Lancaster and the Lancashire cotton industry as part of Black History <u>Future learning:</u> Local history in all later year groups (Morecambe in 5. Lancaster and the slave trade in year 6)</p>	<p><u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.</p> <p><b>Local history study: Anglo Saxon Viking link</b> <u>Builds on</u> Y2 local history study Eric Morecambe, Y3 local history study Morecambe, Y4 Lancaster castle and the Lancashire cotton industry (Black History) <u>Intent</u> learn about Anglo-Saxon / Viking settlements in the local area <u>Future learning:</u> Y6 industrialisation and the slave trade</p>	<p><u>KS2 Curriculum content</u> Pupils should be taught about: *A local history study.</p> <p><b>Local History Study - The Industrialisation of Lancashire and extend to the slave trade (Black history)</b> <u>Builds on:</u> Y4 cotton industry (Black history) ,Y6 The Victorians, the Industrial Revolution <u>Intent:</u> Children develop their learning relating to the impact of the Industrial Revolution on Lancashire and the local area. Children learn about the Transatlantic slave trade and its relevance in Lancaster</p>

**Morecambe a long time ago**

Intent: Children understand that things change over time. Use of Eden Bear stories

Future learning: Y3 - Morecambe a 100 years ago

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## HISTORICAL ENQUIRY

*National Curriculum aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.  
(CONTINUE WITH AND BUILD UPON SKILLS DEVELOPED IN PREVIOUS YEAR GROUPS.)*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Encourage and prompt children to ask their own questions about the past. * Children know about similarities and differences between themselves, others, families, communities and traditions.</p>	<p>*Encourage children to ask their own questions about the past. *Find answers to simple questions about the past from sources of information (including photographs, artefacts, videos, images, interviews, books). * Explore events, look at pictures and ask questions (e.g. Which things are old and which are new? What were people doing?).</p>	<p>* Work with sources - observe/handle sources (including written accounts, photographs, images, artefacts, videos) to answer questions about the past on the basis of simple observations. * Encourage children to ask questions about artefacts and sources from the past (who, what, why, when, where?). Use of both primary and secondary sources. * Identify different ways in which the past is represented. *Children to group sources from different time periods studied and explain how they know.</p>	<p>* Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms 'primary source' and 'secondary source'. * Select and record information which is relevant to the study. * Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs).</p>	<p>* Use evidence to build up a picture of a past event. * Ask a variety of questions and find answers about the past. * Use different methods and sources to complete research (including books, videos, the internet, photographs, pictures, written and spoken recounts, historic buildings, visits to sites as evidence about the past, artefacts). Use of primary and secondary sources. *Support children in considering the validity/reliability of different sources of information.</p>	<p>* Begin to identify primary and secondary sources. * Encourage children to discuss the validity/reliability of primary and secondary sources. * Use evidence to build up a picture of a past event. * Select relevant sections of information. * Use different methods and sources to complete research with increasing confidence (including books, internet, videos, photographs, images, written and spoken recounts, artefacts).</p>	<p>* Recognise primary and secondary sources. * Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. *Which sources of evidence are the most reliable/useful? Why? * Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. * Investigate own lines of enquiry by posing questions to answer. * Bring knowledge gathered from several sources together in a fluent account.</p>

## INTERPRETATIONS OF HISTORY

*National Curriculum aim: discern how and why contrasting arguments and interpretations of the past have been constructed.  
(CONTINUE WITH AND BUILD UPON SKILLS DEVELOPED IN PREVIOUS YEAR GROUPS.)*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Use stories, memories and speak about the past.</p> <p>* Look at their own families and immediate surroundings.</p>	<p>* Use stories to encourage children to distinguish between fact and fiction.</p> <p>* Compare adults talking about the past - how reliable are their memories?</p> <p>* Use representations of the past (photographs, books, written accounts) to make interpretations.</p>	<p>* Compare two versions of a past event.</p> <p>* Compare images or photographs of people or events in the past.</p> <p>* Begin to discuss the usefulness of photographs / accounts / stories.</p>	<p>* Identify and begin to give reasons for different ways in which the past is represented.</p> <p>* Distinguish between different sources - compare different versions of the same event.</p> <p>*Look at representations of the period (e.g. cartoons, posters).</p>	<p>* Explore the idea that there are different accounts of history.</p> <p>* Begin to evaluate the usefulness of different sources.</p> <p>* Look at a range of evidence from the period and discuss its reliability.</p>	<p>* Compare accounts of events from different sources - are they fact or fiction? Can they be relied upon as being accurate?</p> <p>* Offer some reasons for different versions of events and accounts of history.</p>	<p>* Link sources and work out how conclusions were arrived at.</p> <p>* Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion?</p> <p>* Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently.</p> <p>* Evaluate evidence to choose the most reliable/useful forms.</p> <p>*Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

## HISTORICAL CONCEPTS

National Curriculum aim: gain and deploy a historically grounded understanding of abstract terms and understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

### Cause and Consequence

The concept of **cause and consequence** is used in history to identify chains of events and developments, both in the short term and in the long term. Cause and consequence aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. In essence, cause and consequence is the 'why' and 'what' of history.

### Continuity and Change

Historians recognise that over time some things stay the same, while others change. This concept is referred to as '**continuity and change**'. Examples of continuity and change can be seen across every civilisation and any given period of time. Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes.

### Similarity and Difference

Studying **similarity and difference** allows pupils to draw comparisons across people, periods, events, perspectives, motivations and actions.

### Significance

The concept of **significance** relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is filled with so many important events, significant people and interesting places that we could not study

all of them. Instead, we must make a judgement about which of these to study. In order to determine if a person, event, development, discovery, movement or site is historically significant, historians often ask the following questions:

- How important was this to the people who lived at that time?
  - How many people were affected?
  - To what degree were people's lives affected?
- How widespread and long-lasting were the effects?
  - Can the effects still be felt today?



## Evidence

**Evidence** is the information gathered from historical sources. The concept of evidence is an essential part of historical enquiry. Evidence can come from many different sources, for example, interviews and accounts from people who lived at the time, letters, diaries, films, maps, newspapers, buildings, paintings, photographs, song lyrics, clothing, photographs, posters and cartoons.

Evidence can be gathered from two types of sources:

- **PRIMARY SOURCES:** Objects / items / sources created or written at the time being investigated.
- **SECONDARY SOURCES:** Accounts about the past that were created after the time being investigated.

Historians use a range of sources in order to gain a more complete picture of the past.

## Civilisation

<p><b>How have I changed?</b> Children learn that people change over time.</p>	<p><b>Florence Nightingale</b> The contribution of significant historical figures to advancements for civilisation</p> <p><b>The Great Fire of London</b> Studying how and the events unfolded</p> <p><b>How have I changed?</b> Children learn that people change over time.</p>	<p><b>Famous explorers</b> An awareness of how time has changed civilisation and the advancements that have been made.</p> <p><b>Neil Armstrong</b> The race to the Moon</p>	<p><b>Life in prehistoric Britain</b> Studying how people lived and how/why advancements have been made.</p> <p><b>Ancient Egypt</b> Studying how an ancient civilisation lived and how/why it ended.</p> <p><b>Local History Study: What was it like to live in Morecambe 100 years ago?</b> An awareness of how people lived in their locality and how life was similar/different from the modern day.</p>	<p><b>Ancient Baghdad</b> Comparison with other civilisations, the achievements and how and why this civilisation fell into decline.</p> <p><b>The Romans in Britain</b> Roman life in Britain and what it left behind</p> <p><b>The Great Plague</b> Studying how the Great Plague impacted London</p>	<p><b>The Anglo-Saxons</b> The way of life for Anglo-Saxons and how this compares with other studied civilisations.</p> <p><b>The Vikings</b> The way of life for Vikings and how this compares with other studied civilisations.</p> <p><b>The Norman Conquest</b> Study of the events leading up to the battle and how the Normans dominated the Battle of Hastings</p> <p><b>Ancient Greece</b> Learning covers how an ancient civilisation lived and how and why a dominant civilisation eventually fell into decline</p>	<p><b>Victorian era</b> Life during a period which provides contrasts to the modern day. The impact of the Industrial Revolution</p> <p><b>WW1 and WW2</b> The impact of war on society.</p>
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## Empire

			<p><b>Ancient Egypt</b> Study the importance of the Egyptian empire.</p>	<p><b>The Ancient city of Baghdad</b> The importance of and the fall of the city.</p> <p><b>The Romans and their impact on Britain</b> Study the importance of and the fall of the Roman Empire in Britain</p>	<p><b>The Ancient Greeks and their impact today</b> Study the importance of and the fall of the Greek empire.</p>	<p><b>WW1 and WW2</b> The role of the British Empire. The effect on the British Empire</p> <p><b>The Victorian Era</b> Coverage of Empire and Queen Victoria being its empress.</p>
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## Invasion and Conflict

**The Ancient City of Baghdad** Study what led to the downfall of Baghdad

**The Romans** When and why did the Romans invade Britain?

**Anglo-Saxons** Studying reasons for invasion.

**Vikings** Viking raiding and settling.

**Norman Conquest** How the Normans dominated the Battle of Hastings

**Ancient Greeks** Study how war affected the ancient Greeks.

**WW1 and WW2**  
Learning covers the reasons why a nation may declare war and how this impacts on society.

## Legacy and Achievements

<p><b>Rosa Parks</b> The achievements for black history.</p>	<p><b>Florence Nightingale</b> Learning about the legacy and achievements of significant historical figures and how inventions changed the world.</p>	<p><b>Famous explorers/ Esther Malanghu</b> The achievements of significant individuals in terms of local, national and international impact. Also provides valuable opportunities for comparisons between the achievements made by both men and women</p> <p><b>Neil Armstrong</b> Learning about the legacy and achievements of significant historical figures and how inventions changed the world.</p>	<p><b>Prehistoric Britain.</b> Achievements of the earliest civilisations.</p> <p><b>Ancient Egypt</b> Achievements of the earliest civilisations.</p>	<p><b>The Romans</b> Achievements and legacy of the Romans in Britain.</p> <p><b>The Ancient city of Baghdad</b> Including beliefs, society and achievements.</p>	<p><b>The Anglo-Saxons and Vikings</b> Study of their achievements and national impact.</p> <p><b>Ancient Greece</b> Achievements and legacy of the Ancient Greeks.</p>	<p><b>The rebuilding of Britain after WW2</b> The impact of war on Britain: The Welfare State, the NHS, new towns, immigration, rebuilding, The United Nations.</p> <p><b>The Victorian Era and the Industrial Revolution</b> How Britain developed from farmland to an industrial centre and the study of associated significant individuals.</p>
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## USING PRIMARY AND SECONDARY SOURCES

Both primary and secondary sources are useful, but it is important to understand where they came from (origin) and why they were created (purpose) because they will usually reflect the perspective of the person who made them, as well as the attitudes and beliefs of that time. Historians must carefully analyse and evaluate the sources they consult.

Analysing sources by asking 'who', 'what', 'when', 'where' and 'why' questions will help to identify the origin and the purpose of the source.

**WHO** wrote or produced the source?

- Is the creator's personal perspective obvious in the source?
- Is the creator a member of a particular group, religion or organisation?

**WHAT** information does the source provide?

- Does the source give us the full story / picture? Do you think it is accurate? Why / why not?

**WHEN** was the source written, produced or made?

- How old is the source?
- Was the source created at the time of the event or afterwards? (Primary or secondary source?)

**WHERE** was the source created?

- Were they involved in the event? Did they have an opinion?

**WHY** was it written or produced?

- Was it designed to entertain, persuade or argue a point of view?
- Does the creator have anything to personally gain from the source?
- What other events may have been happening at the time and might have influenced the author or source?

## OVERARCHING HISTORICAL VOCABULARY

(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS PHASES)

At EYFS:	At Key Stage One:	At Lower Key Stage 2:	At Upper Key Stage 2:
Similarities	Century	Era/Period	Primary source/evidence
Differences	Chronological order	BCE (Before Common Era)	Secondary source/evidence
Past	Timeline	ACE (After Common Era)	Reliable/reliability
Present	Living memory	BC (Before Christ)	Eye-witness
Communities	Memories	CE (Common Era)	Account
Traditions	Fact	AD (Anno Domini)	Ambiguous
Change	Opinion	Archaeology	Omits
Old	Source	Archaeologist	Extent of change
New	Significant	Prehistory	Extent of continuity
Remember	Enquire/Enquiry	Impact	Evaluate
	Impact	Consequence	Bias/biased
	Research	Continuity	Accuracy
	Evidence	Empire	Interpret/interpretation
	Expert	Invasion	Aftermath
	Recent	Conflict	
	Lifetime	Legacy	
	Achievement	Cause	
	Era	Consequence	
	Civilisation	Historian	
	Local	Ancient	
	National		
	International		
	Compare		
	Contrast		
	Artefact		



