

History at Saltford School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>EYFS</u>					
Links to Areas of Learning	<p>At this stage children should listen to stories, ask how and why; use the past, present and future tense; talk about the past and present in their own lives and the lives of family members; recognise similarities and differences between families and traditions, objects and materials; and role play and make up stories. There are many opportunities here for children to find out about the past.</p> <p><u>Communication and language development</u> involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations</p> <p>ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><u>Personal, social and emotional development</u> involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities</p> <p>ELG 06 Self-confidence and self-awareness: children are confident to try new activities, and to say why they like some activities more than others; and choose the resources they need for their chosen activity.</p> <p><u>Understanding the world</u> involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment</p> <p>ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p><u>First-hand experiences and pupil offer:</u></p> <p>History at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of historical skills such as discussion, chronology, historical vocabulary, analysis, perspectives and interpretations and empathy. They experience first-hand artefacts and materials which they use to inspire learning.</p> <p>The first-hand experiences children have are:</p> <ul style="list-style-type: none"> • Discussions with children about their own past and that of family members. • Sharing stories, pictures, music and art from the past. • Exploring the school environment and local area. 					

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	<p>All About Me</p> <p>Farming and Harvest Time</p> <p>Traditional Stories</p>	<p>Traditional Stories</p> <p>Festivals and Celebrations</p> <p>Divali</p> <p>The Christmas Story</p>	<p>Cold</p> <p>Traditional Stories</p> <p>Penguins and Explorers</p> <p>Chinese New Year</p>	<p>Traditional Stories</p> <p>Space</p> <p>Easter</p>	<p>Growth and Change</p> <p>Traditional Stories</p>	<p>Dinosaurs</p> <p>Under the sea</p> <p>Pirates</p> <p>Our Community</p>
<p>Key Stage One – in KS1 we follow a two year rolling programme, with skills differentiated on the Medium term planning to distinguish between Year 1 and Year 2</p>						
<p>KS1 Substantive Knowledge</p>	<p>Historical Concepts</p> <p>To know where people, events and artefacts are placed on a chronological framework</p>		<p>Chronological Understanding</p> <p>To develop an awareness of the past, for example: labelling a timeline with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p>		<p>Change/Continuity</p> <p>Change and development in peoples lives and how you grow up</p> <p>Past and present events in own life's and of family members</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Cultural Diversity</p> <p>Understand that families of different cultures may have different events and celebrations that shape their lives.</p>
<p>KS1 Disciplinary Knowledge</p>	<p>Historical Interpretation</p> <p>Identify some of the different ways the past has been represented</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p> <p>Identify similarities and differences between ways of life in different periods.</p>		<p>Cause and Consequence</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past-how did they get there? Why did they travel?</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>		<p>Significance</p> <p>To talk about who was important e.g. in a simple historical account</p>	

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	Study changes within living memory.		
Historical Literacy KS1 Key Vocabulary	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. For example:-</p> <p>Agriculture, archaeology, Artefact; Calendar; Century; Change; Church; Chronology; Christianity; Decade; Democracy; Explorer; Invention; King; Queen; Local; Long ago Monarchy; Museum; Nation; ; Parliament; Present; Primary Evidence; Secondary Evidence; Traitor; Treason; Yesterday; peasant</p>		
KS1 Year A	<p><u>Great Fire of London</u></p> <p>Events beyond living memory/ Using Secondary Sources</p> <p>Know where people and events fit within a chronological framework.</p> <p>Previous learning: Chronology, time vocabulary, comparisons (similarities and differences)</p>	<p><u>Timeline of Transport through the ages.</u></p> <p>Events Beyond Living Memory/Chronology Skills</p> <p>Know where people and events fit within a chronological framework.</p> <p>Previous learning: Chronology, time vocabulary, comparisons (similarities and differences)</p>	<p><u>Rocking Fifties and Swinging Sixties (Local History)</u></p> <p>Describe Changes within living memory/Chronology Skills</p> <p>Know where people and events fit within a chronological framework.</p> <p>Study changes within living memory.</p> <p>Previous learning: Chronology, time vocabulary, comparisons (similarities and differences)</p>
KS1 Year B	<p><u>Guy Fawkes</u></p> <p>Describe Events Beyond Living Memory/ Make comparisons between events now and in the past</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Previous learning: Chronology, time vocabulary, comparisons (similarities and differences)</p> <p>Building towards: Victorians, WW2</p>	<p><u>Helpful Heroes</u></p> <p>Describe Significant Historical Individuals and their impact</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p> <p>Previous learning: Chronology, time vocabulary, comparisons (similarities and differences)</p>	<p><u>Castles</u></p> <p>Describe Significant Historical Individuals Beyond Living Memory</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Previous learning: Chronology, time vocabulary, comparisons (similarities and differences)</p> <p>Building towards: Tudor, Medieval</p>

Lower Key Stage Two – Years 3 and 4 have separate History topics, based on chronology linked to Futura CDG.				
<p>LKS2 Substantive Knowledge</p>	<p>Historical Concepts</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Use dates and terms to describe events.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>Chronological Understanding</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p>	<p>Change/Continuity</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Cultural Diversity</p> <p>Understand how rich and poor were divided in medieval times.</p> <p>Describe the differences between cultures and settlements such as Greek's and Romans.</p> <p>Contrast modern society with that of the past; for example How are we the same as Stone Age people?</p>
<p>LKS2 Disciplinary Knowledge</p>	<p>Historical Interpretation</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Historical Enquiry</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p>	<p>Significance</p> <p>Identify historically significance events/ people/ situations</p>	
<p>Historical Literacy LKS2 Key Vocabulary</p>	<p>AD, agriculture, ancient civilisation, archaeology, aristocracy, BC; Bronze age; Causation; Century; Colony; Conquest; Continuity; Court; Crusade; Dark Ages; Emigrant; Emperor; Empire; Gods and Goddesses; Heresy; Hunter- gatherer; Iron Age; Islam, Metal-working; Missionary; Monastery; Myths and Legends, Nomad; Pope; Rebellion; Republic; Sacrifice; Slave; Stone Age</p>			

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<p>LKS2 Year 3</p>	<p><u>Ancient Egypt – What did the Egyptians do for us?</u></p> <p>A period of history that is significant locally, contrasts in British history cultures/ traditions, timelines, understanding another culture form the past.</p> <p>Ancient history and Civilisations</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Develop appropriate use of historical terms.</p> <p>Previous learning:</p> <p>Building towards: Romans, Ancient Greece</p>	<p><u>Changes in Britain from the Stone Age to the Iron Age – How are we the same as Stone Age People?</u></p> <p>Describe some similarities and differences between the Earlier and New Stone Ages.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Develop appropriate use of historical terms.</p> <p><i>(hunter gatherers, Neolithic forts, Religion)</i></p> <p>Previous learning: Ancient Egypt, Development of technology. Place on Timeline in relation to other topics</p> <p>Building towards: Vikings and Anglo Saxons</p> <p>Maya</p>	<p><u>How can we find out about the Ancient Greeks?</u></p> <p>Ancient History and civilisations</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about significance.</p> <p>Previous learning: Ancient Egyptians,</p> <p>Building towards The Romans</p>
<p>LKS2 Year 4</p>	<p><u>*Ancient Egypt – What did the Egyptians do for us?*</u> Topic only in Year 4 in 2021 – due to change from two year rolling programme to single year group topics – to ensure coverage</p> <p>A period of history that is significant locally, contrasts in British history cultures/ traditions, timelines, understanding another culture form the past.</p> <p>Ancient history and Civilisations</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Develop appropriate use of historical terms.</p> <p>Previous learning: Stone Age – Iron Age, Ancient Greece</p> <p>Building towards: Romans</p>	<p><u>How does Maya Society compare and contrast with British Society?</u></p> <p>To study of ‘a non-European society that provides contrasts with British history’.</p> <p>Allow links and comparisons to be made with other Stone Age societies, like Britain.</p> <p>To allow pupils to make deductions from artefacts rather than written evidence</p> <p>Previous Learning: Stone Age/ Iron Age</p>	<p><u>Local history focus – Bristol/Bath</u></p> <p>To understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods of childhood.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Previous learning: Living memory (grandparents), our community, Romans, Maya</p> <p>Building towards: World War 2 – The Blitz – all we need to know about WW2, The Georgians or Bristol Slave Trade</p>

	<p><u>*The Roman Empire (British and Local Focus) From 2022</u></p> <p>Select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Roman Britain. (Timelines, army, invasion, life and culture, roads, Bath Spa)</i></p> <p><i>Recognise and provide a reason why different people might have different views about the Romans.</i></p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Previous learning: Ancient Egyptians (if covered in Y 4), Stone Age – Iron Age</p> <p>Building towards: Romans, Anglo Saxons and Vikings</p>		
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Upper Key Stage Two- Years 5 and 6 have separate History topics, based on chronology, linked to Futura CDG.

UKS2 Substantive Knowledge	Historical Concepts	Chronological Understanding	Change/Continuity	Cultural Awareness
	<p>Give a broad overview for example of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Use dates and terms accurately in describing events.</p> <p>Link events, artefacts and historical figures on a timeline using dates.</p> <p>To be able to display the concept of change over time, representing this, along with evidence, on a timeline.</p>	<p>Describe the main changes in a period of History using terms such as social, religious, political and cultural.</p> <p>Identify period of rapid change and contrast with periods of little change.</p> <p>Put times of change and continuity represented on a timeline with evidence.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the main changes in a period of history (using terms such</p>	<p>Identify links as to how Britain has changed over time for example from Anglo Saxons- Victorians.</p> <p>Describe how communities and the influence of religion in Britain has changed over time.</p> <p>Victorians- look at the lives of rich and poor and draw comparisons today.</p>

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			<p>as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p>	
<p>UKS2 Disciplinary Knowledge</p>	<p>Historical Interpretation</p> <p>Identify some of the different ways the past has been represented</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Study changes within living memory.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use sources of evidence to deduce information about the past.</p>	<p>Cause and Consequence</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries and identify how they link to cause and consequence</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Significance</p> <p>To talk about who was important e.g. in a simple historical account</p> <p>Identify historically significance events/ people/ situations</p> <p>Explain historically significance events/ people/ situations</p>	

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	<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>			
<p>Historical Literacy UKS2 Key Vocabulary</p>	<p>Artefact; Calendar; Century; Change; Church; Chronology; Christianity; Decade; Discovery; Diversity Democracy; Explorer; Execution; Global; Immigrant; International; Interpretation; Invasion; Invention; King; Queen; Local; Long ago; Migration; Monarchy; Museum; Nation; Oral History; Parliament; Peasant; Present; Primary Evidence; Revolt; Secondary Evidence; Significance; Settler; Torture; Traitor; Treason; Yesterday</p>			
<p>UKS2 Year 5</p>	<p><u>Local History - The Georgians or Bristol/Slave Trade</u></p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about cause.</p> <p>What did Georgian Bath look like?</p> <p>To develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Previous learning: Local History, Placing Timeline in context with other periods</p> <p>Building towards Victorians, The Blitz</p>	<p><u>What is the impact of the Victorians on our life today?</u></p> <p>Identify links as to how Britain has changed over time for example from Anglo Saxons- Victorians.</p> <p>Describe how communities and the influence of religion in Britain has changed over time.</p> <p>Victorians- look at the lives of rich and poor and draw comparisons today.</p> <p>Previous learning: Victorians, Local History (Bath) Placing Timeline in context with other periods</p> <p>Building towards: The Blitz</p>	<p><u>The Blitz – all we need to know about WWII</u></p> <p>To develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Note connections, contrasts and trends over time.</p> <p>Previous learning: World War II, Local History. Georgians, Tudors, Victorians</p>	

<p>UKS2</p> <p>Year 6</p> <p>These are not in chronological order with Year 5 as the context is more suited to year 6.</p>	<p><u>How are the Anglo Saxons different to the Romans? and Why were the Vikings such successful travellers?</u></p> <p>British History, settlement</p> <p>Address and devise historically valid questions about cause. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>To develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about significance.</p> <p>Previous learning: Stone Age – Iron Age, post birth of Christ, Timeline links to place in context, Romans</p> <p>Building towards Tudors and Stuarts, Benin</p>	<p><u>Why are the Tudors and Stuarts so famous?</u></p> <p>Who were the Tudors? When did they live? (inc. History, trade, war, exploration) <i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time</p> <p>Previous learning: Stone Age – Iron Age, post birth of Christ, Timeline links to place in context, Romans, Anglo Saxons/Vikings</p> <p>Building Towards Benin</p>	<p><u>Benin</u></p> <p>To study A non- European society that provides contrasts with British history</p> <p>To make use of a range of sources including pictures of the Benin bronzes, written accounts and pictures, together with oral tradition.</p> <p>The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Benin through political, economic, social, religious and cultural perspectives, making appropriate links with Britain and the world.</p> <p>Previous learning: Stone Age – Iron Age, post birth of Christ, Timeline links to place in context, Romans, Anglo Saxons/Vikings, Tudors and Stuarts</p>