



TEACHING SEQUENCE



HISTORY

	Autumn	Spring	Summer	Curriculum Enhancements
Nursery	<p>Past and Present Make sense of our daily routine</p> <p>Begin to make sense of our own life-story and family's history- - Understand that we were once a baby / a toddler e.g. when I was a baby / toddler ... (Chronology: Sense of Period) <i>Visit from a baby; Baby photo "Guess who?"</i></p> <p>Develop an awareness characters, settings and events through traditional nursery rhymes and stories</p> <p>Guy Fawkes-Bonfire Night. For Example" Firework voice sounds and words. Racing Rock</p> <p>Vocabulary: History; - before, after, next, now, day, night, , new, morning , afternoon, end</p>	<p>Past and Present</p> <p>Develop an awareness of who is in their family – who lives in my house? <i>Talk for writing Goldilocks and the Three Bears</i></p> <p>Begin to understand that their parents were once babies and children (Chronology: Sense of Period) - Imitate everyday actions / events from family life</p> <p>Begin to develop an awareness of different types of families; <i>Chinese New Year – cultural events and experiences/festivals</i></p> <p>Vocabulary: Chronology - before, after, next, now, day, night, , new, morning , afternoon, festival, Chinese New Year</p>	<p>Past and Present</p> <p>Begin to develop an awareness of different types of families continued; <i>Special places for different people</i> <i>*Religious buildings</i> <i>Explore different countries and people around the world</i></p> <p>Time line of growth and change Sense of self and how we have changed; <i>Getting ready for big school.</i></p> <p>Develop an awareness of different characters, settings and events through stories</p> <p>Vocabulary: days of the week, autumn, winter, spring, summer, then, too, soon, time, short, long, life/ family history - grow, change, old, young Figures/ characters, setting</p>	 

Reception

Past and Present

How I change over Time

Understand that I have changed over time and use language to describe how. For example “ I have gotten taller and my hair has grown longer”.

Use basic chronology to organise the different stages of the human life cycle.

Revisit that the human life cycle is made up of stages (baby, toddler, child, and teenager, adult, elderly).



Begin to develop an understanding of past and present - Understand and interact with a timeline that represents the school year e.g. showing birthdays, festivals, trips and other significant events

I will talk about the Past and Present/ Meeting people who will help us. For Example “ visit from Fire Service

-Compare and contrast characters from stories, including figures from the past; Look at Guy Fawkes and the significance of Bonfire Night- **Why do we celebrate?**

Vocabulary

History; in the past, present, long ago, yesterday, tomorrow, months, next week, this week, months of the year, days of the week, time-line, time, younger, older, before I was born, when parents/grandparents were little, Bonfire, Guy Fawkes

Past and Present/ History

Begin to develop an understanding of past and present by Commenting on images of familiar situations in the past ; For Example”

Talk about **The Royals and the Monarchy in England**

Know some similarities and differences between things in the past and now; **Talk about how people used to grow their own food and compare fast food to natural produce.**

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. For Example” **Literacy Tree Texts Little Red**

Vocabulary:

History; in the past, present, long ago, king, queen, price, princess, Inn, Tanker, Highway men, bandits

Past and Present/ History

Talking about events in their own lives and recalling special times with their families. For Example”

Talk about growing up and becoming a positive member of the community. Talk about our next steps- transitioning into big school.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class .For Example” **The Night Pirates . Look at Famous Pirates from the past**

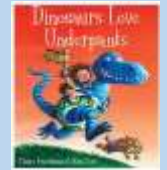


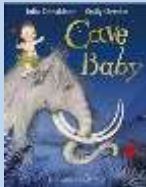
Vocabulary:

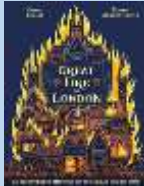

History; in the past, present, long ago, Pirates, tomorrow, months, next week, this week, months of the year, days of the week, time-line, time, younger, older








Provision: Place things in the home corner from the past – begin to encourage historical enquiry and a sense of curiosity



End of phase skills:	<p>Educational Programmes - UTW UNDERSTANDING THE WORLD Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>ELG 13 – Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 			
Year 1		<p style="text-align: center;">Great Fire of London How can we safely build a fire? What were the problems with London in 1666? What happened and how do we know? What did eyewitnesses say about the Great Fire? What are causes and consequences? Why did the Great Fire of 1666 spread so easily?</p> <p>Vocabulary: <i>cause, consequence, drought, evidence, extinguish, eye witness, flammable, fuel, hazzard</i></p> <p>Essay Question: Why did the Great Fire of 1666 spread so easily</p>		

<p>Year 2</p>	<p>Travel and Transport</p> <p>How did the wheel begin to change lives? How much has changed? Did everyone welcome the railways? How has the car developed and did everyone benefit? How much has changed since the Wright Flyer? How has transport changed over time?</p> <p>Vocabulary: <i>assembly line, carriage, century, engine, engineer, horsepower, locomotive, maglev, mass-produced, vehicle</i></p> <p>Essay Question: How has transport changed over time?</p>		<p>What do we know about Pocahontas?</p> <p>How can we find out whether a story is real or imaginary? What makes a person historically important? Do you know the life history of Pocahontas? What was life like for Pocahontas and the Powhatan people? Why did the colonists leave England and risk their lives in North America? Why should we remember Pocahontas?</p> <p>Vocabulary: <i>artefact, colony, colonist, evidence, Powhatan, significant, Virginia</i></p> <p>Essay Question: Why should we remember Pocahontas?</p>	 <p>*Trip: Travel and Transport Museum</p>
<p>End of phase skills:</p>	<ul style="list-style-type: none"> • I can explain the difference between things in the past and present • I can sequence a set of events in chronological order • I can describe things that happened to me in the past • I can use artefacts, pictures, pictures, photographs and books to find out about the past • I can recount main events of a significant event in history • I can ask questions relating to historical sources 			
<p>Year 3</p>	<p>Prehistoric Britain</p> <p>What was life like during the Ice Age? What tools did early humans use? What was life like in a Stone Age settlement? Why was bronze used for tools and weapons? What can we learn from Skara Brae and other Stone Age sites?</p>	<p>Shang Dynasty</p> <p>How did the Shang Dynasty begin? Who was Fu Hao, and how do we know about her? How did the Shang Dynasty end? How did the Shang Dynasty create and use Chinese writing? What was life like for people in the Shang Dynasty?</p>	<p>Ancient Greece</p> <p>What do we know about Ancient Greece? What did the Ancient Greeks believe? Who was Alexander the Great? How has Ancient Greece influenced our Lives? How equal was society in Ancient Greece?</p>	

	<p>Vocabulary: <i>archaeologist, bronze, extinct, extant, evolve, homo sapiens, Ice Age, ore, Palaeolithic era, Mesolithic Era, Neolithic Era</i></p> <p>Essay Question: <u>What were the major differences between the different eras of the Stone Age?</u></p>	<p>Vocabulary: <i>archaeologist, artefact, bronze, dynasty, emperor, general Jade, oracle bones, tomb, Yellow River</i></p> <p>Essay Question: <u>What do we know about the Shang Dynasty?</u></p>	<p>Vocabulary: <i>agora, Aristotle, BCE, civilisation, Golden Age, Hellas, polis, democracy, monarchy, oligarchy</i></p> <p>Essay Question: <u>Describe two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?</u></p>	 <p>RRS Links: Article 2 – non-discrimination Article 14 - freedom of thought, belief and religion</p> <p>*Trip: Stone Age Men Experience</p>
<p>Year 4</p>	<p>Roman Britain</p> <p>How did the Roman Empire become so successful?</p> <p>How did the Romans invade Britain?</p> <p>How did Britain change under the Romans?</p> <p>Can you plan your own Roman town?</p> <p>Which factors were most important in the fall of the Roman Empire?</p> <p>Vocabulary: <i>amphitheatre, aqueducts, barbarian, citizens, client kings, culture, emperor, empire, Latin, rebellion</i></p>	<p>Anglo Saxons</p> <p>How did control of Britain change after the Romans left?</p> <p>What was life like in Anglo-Saxon Britain?</p> <p>Who ruled Anglo-Saxon Britain?</p> <p>What can written sources tell us about life in Anglo-Saxon Britain?</p> <p>Can you design an Anglo-Saxon burh?</p> <p>Vocabulary: <i>Anglo-Saxons, Celts, Britons, Christianity, heptarchy, kingdoms, pagans, Picts, rebellions Scots</i></p>	<p>Vikings</p> <p>Why did the Vikings raid and invade Britain?</p> <p>Who were the Norse gods?</p> <p>Why did Alfred sign a treaty with Guthrum?</p> <p>Was Alfred right to make a deal with the Vikings?</p> <p>What were the similarities and differences between Norse and Anglo-Saxon beliefs?</p> <p>Vocabulary: <i>convert, Danegeld, Danelaw, enslave, monastery, pagan, peace treaty, plunder, raid, Viking</i></p>	    <p>RRS Links:</p>

	<p><u>Essay Question: How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'</u></p>	<p><u>Essay Question: How did the Anglo-Saxons change life in Britain?</u></p>	<p><u>Essay Question: 'The Vikings were not just bloodthirsty warriors.' What evidence do we have to support this view?</u></p>	<p>Article 2 – non-discrimination Article 14 - freedom of thought, belief and religion Article 24 health and health services Article 37 - inhumane treatment and detention</p>
<p>End of phase skills:</p>	<ul style="list-style-type: none"> • I can place significant events chronologically on a timeline • I can explain AD and BC and where they fit into a timeline of history • I can describe the main changes in a period of time • I can understand how some historical events occurred at the same time In different locations e.g. Ancient Egypt and Prehistoric Britain • I know and can interpret different accounts/versions of events in history • I can comment on the reliability of different historical events • I can use evidence to describe life in a variety of time periods studied • I can comment how the life of rich and poor differ • I can talk about significant events in history • I can describe similarities and differences between people, artefacts and events • I can talk about how events that have happened in the past can impact on today • I can use historical sources and ask questions • I can comments on the effectiveness of historical sourcesHow can we measure the size of forces? 			

Year 5/6

Cycle B Industrial Revolution

What were the main features of Victorian society?
 What were living and working conditions like during the Industrial Revolution?
 How successful were political acts at making Victorian Britain fairer?
 What was it like for children working during the Industrial Revolution?
 How did the Industrial Revolution change Whiston?

Vocabulary: *agricultural, British Empire, colonies, era, industrial revolution, industry, mass production, poverty, sanitation*

Essay Question: What advantages and disadvantages did the Industrial Revolution have for working-class people?

Twentieth Century Conflict

What were the different causes of the First World War?
 Why were so many lives lost on the Western Front?
 Was the Treaty of Versailles fair?
 How did Hitler rise to power?
 What caused the Second World War?

Cycle A Benin Kingdom

How did the Benin Kingdom begin?
 What was life like for the Edo people in the Benin Kingdom?
 How were trade links established and what goods were traded?
 What was the transatlantic slave trade?
 What can the Benin Bronzes teach us about the Benin Kingdom?

Vocabulary: *Americas, cowrie shells, empires, enslaved people, guild, looted, moat, Oba, officials, plantation*

Essay Question: What are the achievements of the Benin Kingdom?

Medieval Monarchs

Why was there a succession crisis in 1066?
 Who was responsible for the death of Thomas Becket?
 Which king was worse, John or Richard?
 What makes a great medieval monarch?
 How did power change during the medieval period?

Cycle B Civil Rights

What was the United States of America like in the 1950s?
 Why did Oliver Brown take the Board of Education to the Supreme Court?
 Why didn't Rosa Parks give up her seat on the bus?
 Why did 3,200 people march from Selma to Montgomery?
 What is the Black Lives Matter movement and why is it needed?

Vocabulary: *boycott, civil disobedience, civil rights, discrimination, federal laws, Jim Crow laws, liberty, NAACP, non-violence, segregation*

Essay Question: Non-violent protest is not enough. Do you agree?

Changing Britain

How have people fought for civil rights in Britain?
 What was the Bristol Bus Boycott?
 What was the Grunwick Strike?
 Why were there protests about Section 28?
 How did the Wheelchair Warriors fight for their rights?



RRS Links:

Article 2 – non-discrimination
Article 14 - freedom of thought, belief and religion
Article 23 - children with a disability
Article 32 – child labour
Article 37 - inhumane treatment and detention

	<p>Vocabulary: <i>appeasement, artillery, blockade, bombardment, conscription, empire, propaganda, rearmament, reparations, treason</i></p> <p><u>Essay Question: Could the Second World War have been avoided?</u></p>	<p>Vocabulary: <i>baron, clergy, crusade, ecclesiastical, feudal system, knights, Magna Carta, monarch, peasants, successor</i></p> <p><u>Essay Question: Who was the greatest medieval monarch?</u></p>	<p>Vocabulary: <i>boycott, campaign, discrimination, disrupt, homophobia, protest, race, repeal, sexuality, strike</i></p> <p><u>Essay Question: What did the British civil rights protests in the twentieth century have in common?</u></p>	<p>Article 38 – war and armed conflicts</p> <p>*History walk around the local area - How did the Industrial Revolution change Whiston?</p>
<p>End of phase skills:</p>	<ul style="list-style-type: none"> • I can place significant events and people chronologically on a timeline • I can describe the main changes during a period of history • I can understand and consider the accuracy of a historical source • I know that people in the past will have differing points of view • I can explain why people’s opinions of events differ • I can choose a reliable source of information to find out about the past • I can give reasons why changes may have occurred and give evidence to support • I can describe similarities and differences between events, people and artefacts <ul style="list-style-type: none"> • I know and can explain how history can influence today • I can compare an aspect of life from differing time periods • I can compare behaviour and beliefs from one time period to another • I can use and discuss the effectiveness of a wide range of historical sources • I can ask and answer historical questions • I can identify primary and secondary sources • I can bring several sources together to make a balanced conclusion 			