



The Craylands School S.T.A.R. KS1 Long term subject: History

Aims

- 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

Skills

- using common words and phrases relating to the passing of time
- ask and answer questions
- choosing and using parts of stories and other sources to show that they know and understand key features of events
- identify different ways the past is represented

Knowledge

- develop an awareness of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods should understand some of the ways in which we find out about the past and.
- changes within living memory
- events beyond living memory that are significant nationally or globally
- 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
- significant historical events, people and places in their own locality

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.					
Year 1	The place we live in (Geo/Art)		Food glorious food (Geo/DT)		I do like to be beside the seaside (Geo)	
Link to prior learning	EYFS unit term 3		Year 1 term 1		Year 1 term 1 Year 1 term 2	
Skill	<ul style="list-style-type: none"> To ask and answer questions e.g. a grandparent whose home would have been different to today To use words and phrases such as new and old? To talk about when they were little? To recognise objects that belong in the past e.g. houses in the past To spot old and new things in a picture? 		<ul style="list-style-type: none"> To use words and phrases such as a long time ago. To choose and use parts of stories 		<ul style="list-style-type: none"> To answer questions about a picture e.g. comparisons between seascapes in the past/modern seascapes 	
Knowledge	<ul style="list-style-type: none"> Are they aware that the UK has had a King or Queen for a long time? Can they explain how things have changed from the past e.g. things we have in a house now and in the past? Can they recognise what things we have in a street today that they did not have in the past? 		<ul style="list-style-type: none"> Are they aware that food items were discovered by significant individuals such as Christopher Columbus? Can they retell the story of a significant person from their own locality e.g. Pocahontas. 		<ul style="list-style-type: none"> Are they aware of how things have changed since the past at the seaside? What would they have seen people doing at the seaside in Victorian times? 	
Vocab	house		explorer		Victorians	

	television Internet King Queen stereo gramophone fire place old/antique new/modern	Tudors sailors America potatoes Pocahontas Christopher Columbus tea	Punch and Judy Cockles and whelks pier beach huts merry go round
Year 2	The lady with the lamp (His/Art)	Marvellous Machines (His/DT)	Our amazing planet (Geo/
Link to prior learning	Year 1 term 3	Year 2 term 1	
Skill	<ul style="list-style-type: none"> To use common words and phrases relating to the passing of time To ask and answer questions To choose and use parts of stories and other sources to show that they know and understand key features of events To use words such as before, after, past, present correctly. To sequence a set of events correctly. 	<ul style="list-style-type: none"> To use past and present correctly. To use appropriate vocabulary to describe the past. To ask and answer questions To choose and use parts of stories and other sources to show that they know and understand key features of events To order images of transport from the past. 	
Knowledge	<ul style="list-style-type: none"> Can they recount some facts about a significant person? Can they research a person that was significant in the past? 	<ul style="list-style-type: none"> Can they order events chronologically? Can they try and work out how long ago an event happened? Can they find out about an event from a long time ago 	



	<ul style="list-style-type: none">• Can they give examples of things that are different in their live to those in the past?	<p>using sources of evidence e.g first flights.</p> <ul style="list-style-type: none">• Can they recognise the contribution of a person from their own locality e.g. Richard Trevithick.• Can they give examples of things that are different to their own life to that in the past e.g. Victorians in terms of transport.	
Vocab	Florence Nightingale Crimean War Nurse Soldier Lamp Turkey Scutari Wounded Diseases germs	Wright brothers aircraft automobile locomotive steam power flying machine inventors Industrial revolution Victorians	

The Craylands School S.T.A.R. KS2 Long term subject: History

<p>Skills</p> <ul style="list-style-type: none">• 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.	<p>Knowledge</p> <ul style="list-style-type: none">• to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study• note connections, contrasts and trends over time and develop the appropriate use of historical terms.• They should understand how our knowledge of the past is constructed from a range of sources • changes in Britain from the Stone Age to the Iron Age• the Roman Empire and its impact on Britain• 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• a local history study• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China• Ancient Greece – a study of Greek life and achievements and their influence on the western world• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
--	--

Year 3	Up, over and under; hills, mountains and rivers (Geo/Art)	Neolithic era (His/Art)	Ancient Greece (His/DT/Art)
Link to prior learning		Year 2 term 2	Year 3 term 2
Skill		<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. • To describe events from the past using dates to state when they happened. • To use sources of evidence to ask and answer questions. 	<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. • To use a range of sources of evidence to piece together life in the past. • To place periods of history onto a timeline. • To appreciate how items in the past tell us about what life was like. • To use historical language accurately.
Knowledge		<ul style="list-style-type: none"> • Can they recognise that early humans would not have communicated as we do? • Can they imagine what life would have been like for early humans? • Can they identify the changes in Britain from the Stone Age to the Iron Age? • Can they recognize the role that archaeology plays in helping us understand the past? 	<ul style="list-style-type: none"> • Can they understand what 'Ancient' means? • Can they explain what life was like for the people living in Ancient Greece and make comparisons? • Can they explain how aspects of life in Ancient Greece is different to our own? • Can they describe features and historical events/people from periods of history?

Vocab		<p>Stone age flint Pre-history carbon dating hunter Homo-Sapians fossil archaeologist palaeontologist anthropologist Neanderthal</p>	<p>Ancient civilisations Parthenon Empire tunic slave vase Olympics Zeus Olympus</p>
Year 4	Nasty natural disasters (Geo/	Ancient Egypt (His/	Rotten Romans (His/
Link to prior learning		Year 3 term 3	Year 3 term 3 Year 4 term 2
Skill		<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. • To use a range of sources of evidence to piece together life in the past. • To place periods of history onto a timeline. • To appreciate how items in the past tell us about what life was like. • To use historical language accurately. • To use maths skills to calculate how long ago periods of history were. 	<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. • To communicate verbally and in writing knowledge of a historical period. • To place periods of history onto a timeline, recognizing when historical periods overlap. • To give more than one reason for a historical argument. • To use historical language accurately. • To use maths skills to calculate how long ago periods of history were.

<p>Knowledge</p>		<ul style="list-style-type: none"> • Can they explain what life was like for the people living in Ancient Egypt and make comparisons? • Can they explain how aspects of life in Ancient Egypt is different to our own? • Can they describe features and historical events/people from periods of history? 	<ul style="list-style-type: none"> • Can they explain why people invade other countries in the past? • Can they explain what life was like in Britain before the Romans invaded? • Can they explain the impact of Roman invaders on Britain? • Can they recount stories related to the Celts e.g. Boudicca. • Can they explain difference between those who lived within the Roman Empire? • Can they explain how the Roman empire worked e.g. democracy.
<p>Vocab</p>		<p>Ancient Egyptians pharaohs pyramid canopic jars Nile afterlife Rosetta Stone hieroglyphics</p>	<p>Romans centurion Emperor gladiator democracy mosaic Republic senate toga Celts Boudicca</p>

Year 5	Wish you were here; Cultural Europe and Landmarks Geo/Art	Anglo Saxons/Vikings His/DT/Art	Changes over time; crime and punishment	Coasts
Links to prior learning		Year 3 term 2 Year 3 term 3 Year 4 term 3	Year 1 term 2 Year 2 term 2 Year 5 term 2	
Skills	<ul style="list-style-type: none"> To understand how decisions made can impact on the future. 	<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. To communicate verbally and in writing knowledge of a historical period. To place periods of history onto a timeline, recognizing when historical periods overlap. To give more than one reason for a historical argument. To use historical language accurately. To use maths skills to calculate how long ago periods of history were. To make comparisons between historical periods. To appreciate how artifacts teach us about life in the past. 	<ul style="list-style-type: none"> To place features of historical events and people in order chronologically. To compare similarities and different/ continuity and change in periods of history. 	
Knowledge	<ul style="list-style-type: none"> Can they explain the role that Parliament's role in decisions made for the country? Can they explain why some want to leave the EU? 	<ul style="list-style-type: none"> Can they explain why the Vikings and Anglo Saxons invaded Britain? 	<ul style="list-style-type: none"> Can they explain how crime and punishment 	

		<ul style="list-style-type: none"> • Can they explain how these groups of people travelled to invade? • Can they explain the impact that these invasions had on Britain? • Can they explain the ways in which different members of society would have lived at the time? • Can they explain what battles took place in this period of history and the reasons why? 	has changed over the years?	
Vocab	Parliament Prime minister European Union	Vikings Anglo Saxons long boat Bayeaux Tapestry runes Offa's Dyke thatched house Alfred the Great	punishment execution guillotine hanging pick pocketing smuggling vandalism justice	
Year 6	Chocolate; from the rainforest to our tummy! Geo/Art/DT	Changes over time (exploration) His/DT/Art	Where we live now and then	What a performance!
Links to prior learning	Year 3 term 3 Year 4 term 2 Year	Year 1 term 2 Year 2 term 2 Year 5 term 3	Year 1 term 1 Year 5 term 3	
Skills	<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. 	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • To communicate verbally and in writing 	

	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To place periods of history onto a timeline, recognizing when historical periods overlap. • To give more than one reason for a historical argument. • To use historical language accurately. • To use maths skills to calculate how long ago periods of history were. • To make comparisons between historical periods. • To appreciate how artifacts teach us about life in the past. 	<ul style="list-style-type: none"> • To place periods of history onto a timeline. • To use historical language accurately. • To use maths skills to calculate how long ago periods of history were. • To make comparisons between historical periods. • To appreciate how artifacts teach us about life in the past. • To compare the reliability of sources of evidence from 2 different viewpoints. • To describe a key event using a range of sources. 	<p>knowledge of a historical period.</p> <ul style="list-style-type: none"> • To use historical language accurately. • To make comparisons between historical periods. 	
Knowledge	<ul style="list-style-type: none"> • Can they appreciate the achievements of ancient civilisations such as the Mayans? • Can they explain the ways in which different members of society would have lived at the time? • Can they explain the impact that the Mayans had on the way we live our lives today? 	<ul style="list-style-type: none"> • Can they appreciate that Britain once had an Empire and how this impacted on other countries? • Can they recognise the improvements that were made across periods of history e.g. Tudors, Victorians and the impact that these had on Britain and its place in the rest of the world? • Can they reflect on differences in society during a time of British history? 	<ul style="list-style-type: none"> • Can they recognise changes that have happened in Swanscombe over the years? • Can they find out about the Swanscombe Skull and how long ago it is dated from? • Can they describe life in 	

			Swanscombe from when the Swanscombe man was found?	
Vocab	Mayans cacao glyph Quetzal Yucatan Peninsula Ahau or Ahaw	Sir Francis Drake colonisation steam engine Industrial revolution monarchy Great Exhibition inventors	Fossils pre-historic Palaeolithic Archaeology Neanderthal Excavation	