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| Statements in red: Taken directly from the National Curriculum.  Statements in purple = Unmissable Learning. | | | |
| **Year 1**   * Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. * They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. * They should use a wide vocabulary of everyday historical terms. * They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.   In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. | | | |
| Events and Changes within Living Memory | Beyond Living Memory | Significant Individuals | Local History |
| **Family history – What was life like for our parents/grandparents?**   * How has family life changed? * How have toys/leisure changed? * What was school like in the past and how is it different? * How have family holidays changed?   9 habits - humble | **5th November – Guy Fawkes**   * Key facts about Guy Fawkes * What did Guy Fawkes do? * When did he do it? * Why did he do it? * What was his plan? * Was he successful? Why? * Democracy – how did this event have an impact?   Great Fire of London   * Key dates and places * Why did the fire start? * How did the fire spread? * Who was Samuel Pepys? Why was he important? * What impact did the fire have on Britain? | **Guy Fawkes**  **Rosa Parks**  **Tim Peake**   * Who are they? Key facts * Key dates in their lives * What are they known for?   Events that link to why they are remembered (e.g. Rosa Parks refusing to leave the bus) | **Local street names**   * What are some of the street names in our local area? * Where did the names of our streets come from? * Why were the names chosen? |

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| **Year 2**   * Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. * They should use a wide vocabulary of everyday historical terms. * They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.   In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. | | | | | | |
| Events and Changes within Living Memory | Beyond Living Memory | | Significant Individuals | | | Local History |
| Technology in the past   * What is technology like today? How long has it been this way? * Key technological advances – turning points * What was technology like in the past? (Examples of some key pieces of technology)   What were the earliest mobile phones and computers like? How have they changed? | Seaside holidays in the past – Victorians   * Why did people start taking seaside holidays? * Which locations did people go to? * What did people do when they were on holiday?   How are seaside holidays different now? | | Grace Darling  Queen Victoria  Neil Armstrong   * Who are they? Key facts * Key dates in their lives * What are they known for?   Events that link to why they are remembered | | | RNLI   * What is the RNLI? * Why was it created? * Who were the key people involved in creating it? * What does the RNLI do? * How has the RNLI changed since its creation?   What equipment do they use? How has this changed? |
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| **Year 3**   * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources. * In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | | | | |
| Local History | | National History | | Global | | |
| Grimsby’s fishing heritage  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  a local history study   * Why is Grimsby famous for its fishing heritage? * Key dates – when did it all begin? * How has Grimsby’s fishing industry changed? * Grimsby Docks and the Dock Tower – why are they important? * What types of boats did people use?   What equipment do/did people need? | | Stone Age to Iron Age  changes in Britain from the Stone Age to the Iron Age   * Key dates from beginning of the Stone Age to end of the Iron Age * Early man – what were they like? What were their homes like? What did they eat? How did they gather food? * Cave paintings – what did they use? Why did they make them?   What changed from the Stone Age to the Iron Age? | | Grimsby’s global heritage  a local history study  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066   * Why do people come to live here? * Where have people come from? * Why do some people choose to leave their countries? * What events in history have caused people to leave their homes? * Study on specific people | | |
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| **Year 4**   * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources. * In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | | | | |
| Local History | | National History | | Global | | |
| **The Humber Bridge**  **a local history study**   * When was the Humber Bridge built? * Why was it built? * Who designed the Humber Bridge? * How was the Humber Bridge built? * How did the Humber bridge change things? | | **Invaders (Romans/Anglo Saxons)**  **the Roman empire and its impact on Britain**  **Britain’s settlement by Anglo-Saxons and Scots**   * Who were the Romans? Key facts – culture, daily life, dates * How did they impact on British society and culture? * Roman army – key facts * Who were Roman leaders? * Who were the Anglo-Saxons? * Why did they come to Britain? * How did they change Britain? * How did they live? | | **Ancient Egypt**  **the achievements of the earliest civilisations**   * Key dates – Where does Ancient Egypt fit on a timeline? * Who were the Ancient Egyptians? How did they live? * What are the pyramids? Why were they built? What are they made of? * What are hieroglyphs? How/why were they used? * Egyptian rulers – key people such as Tutenkhamun, Rameses II, Cloepatra.   Mummification – what was it? Why did they do it? | | |
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| **Year 5**   * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources. * In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | | | | |
| Local History | | National History | | | Global | |
| **Naming the local area (invaders/settlers)**  a local history study  Britain’s settlement by Anglo-Saxons   * Where did Grimsby’s name come from? * Other local place names – why do they have those names? Where did they come from?   How have invaders and settlers influenced the names of places? | | **Tudors – monarchs, exploration, crime and punishment**  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066   * The Tudor era – when was it? Who were the key monarchs? How did people live? (Rich/poor) * Who are famous Tudor explorers? What did they discover? What did they want to find? * How has crime and punishment changed from the Tudor era to the modern day?   William Shakespeare – who was he? Key facts. What is he famous for? Examples of his works. | | | **Ancient Greece**  a study of Greek life and achievements and their influence on the Western world   * Key dates – where do they fit on a timeline? * Who were the Ancient Greeks? * What were their lives like? * Greek art and culture – key facts * Famous Greek philosophers * The Olympic games – how were the Ancient Greeks involved?   How have they influenced the modern day? | |

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| **Year 6**   * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources. * In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | |
| Local History | National History | Global |
| **Nunsthorpe at war**  a local history study   * When was Nunsthorpe attacked during the war? * What was the outcome? * Which places were affected? * How was school life different during the war? * Were children evacuated from the Nunsthorpe estate?   Where were butterfly bombs found? | **WW2**  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066   * Key dates – from the start to the end of WW2. Where do they fit on a timeline? * Who was Adolf Hitler? What did he do? Why? * Why did the war start? * British leaders during WW2 and their impact – Chamberlain and Churchill * The Holocaust and Anne Frank – What happened? Why? * The Battle of Britain and its impact on the war * Life during the war – evacuation, rationing, air raids, shelters, women at war, ARP wardens * The Blitz   How did the war end? | **Mayans and Aztecs**  a non-European society that provides contrast with British history   * Key dates – where do they fit on a timeline? * Who were the Mayans and the Aztecs? * How did they live? (Houses, food, daily life) * How was their civilisation different to modern day Britain? * Who were their leaders?   How did they treat people? |

Ambition Gap Learning

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| Monarchs of the UK | Order of British monarchs from William I  (Horrible Histories have a great song to help with this)  Monarchs who brought in a new era |
| Key British Dates | Battle of Hastings  Coronation of Queen Elizabeth II  Start and end dates of WWI and WWII  Armistice Day  Gunpowder plot  Victory in Europe day  Invention of the internet |
| Significant People in History  (see also Monarchs) | Explorers – Christopher Columbus, Sir Francis Drake, Amelia Earheart  Inventors – Da Vinci, Wright Brothers, Alexander Graham Bell, Thomas Edison, Henry Ford  Philosophers – Diogenes, Plato, Aristotle, Socrates  Writers – William Shakespeare, Beatrix Potter, Roald Dahl  Activists – Emmeline Pankhurst, Rosa Parks  Artists – Van Gogh, Picasso, Da Vinci |
| British Landmarks | Houses of Parliament  Big Ben  Stonehenge  Buckingham Palace  Tower Bridge  Humber Bridge  British castles |