

Bleak Hill Primary School

History Long Term Plan and Progression



Vision 	Intent 	Implementation 	Impact 
<p>At Bleak Hill, we aim to deepen children's understanding of the world in which we live and everything around them, including being able to appreciate that the world has changed in many ways over time, continues to change today and that we are a part of History.</p> <p>Through our History curriculum, we hope that this will produce curious, excited and motivated life-long learners who will enquire about how we know about the past and they will express these ideas with increasing technical language who will be chronologically aware and understand that History is the study of the past including Modern History (post 1066) which can be compared to Ancient History.</p>	<p>We believe that through the study of history, children make sense of their world and enrich their understanding of it. History has always been a subject which we are passionate about at Bleak Hill Primary School. In line with the national curriculum we have three key aims for the children at Bleak Hill:</p> <ul style="list-style-type: none"> • Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate children's curiosity to know more about the past. • Children ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. <p>To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>Following the National Curriculum as a basis, teaching all statutory content, with a half term dedicated to History teaching every term (3 half terms per year group).</p> <p>A clear progression of local, British and world History units per year group. History is not taught purely chronologically but chronological understanding is referred to in each topic.</p> <p>EYFS and KS1 focus on History relevant to their understanding of past, present, change, invention and civilisation.</p> <p>Topics build on previous topics which contain over-arching transferable concepts.</p> <p>Skills to apply previous knowledge to new learning (across topics and year groups).</p> <p><i>Key historical figures considered as wider curriculum links each term.</i></p>	<p>Retrieval based learning techniques for every lesson in the sequence .</p> <p>Evaluations for each lesson to provide formative assessment</p> <p>Exit tasks to gain a summative judgment.</p>

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	Autumn	Spring	Summer
Reception	Family History	Buildings old and new	How have we changed?
Year 1	Famous Queens <i>Empires, Monarchy, Civilisation and Change.</i>	Transport <i>Change and Invention</i>	Toys <i>Change and Invention</i>
Year 2	Great Fire of London <i>Change and Civilisation</i>	Nurses <i>Change, Invention and Civilisation</i>	Explorers and Travel <i>Change, Invention and Civilisation</i>
Year 3	Stone Age to Iron Age <i>Change, Invention, Civilisation and Settlements</i>	Victorians (Local History) <i>Change, Civilisation, Monarchy, Inventions and Empire.</i>	Ancient Egypt <i>Inventions, Civilisation, Monarchy and Religion</i>
Year 4	The Romans <i>Change, Invention, Civilisation, Empires, Monarchy, Migration, Invasion, Settlements and Religion</i>	Ancient Greece <i>Change, Invention, Civilisation, Empires, Settlements and Religion</i>	Anglo-Saxons, The Scots and The Picts <i>Change, Civilisation, Migration, Invasion, Settlements and Religion.</i>
Year 5	The Tudors <i>Change, Civilisation, Monarchy and Religion</i>	Anglo Saxons and Vikings (Power struggles) <i>Civilisation, Monarchy, Migration, Invasion, Settlements and Religion</i>	The Mayans <i>Invention, Civilisation, Monarchy, Settlements and Religion.</i>
Year 6	World War 2 <i>Change, Civilisation, Monarchy, Invasion and Religion</i>	The Atlantic Slave Trade <i>Change, Empires and Migration</i>	The Shang Dynasty <i>Civilisation, Monarchy and Religion</i>

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Year 1	Autumn Famous Queens	Spring Toys	Summer Transport
Why do we study this topic?	<ul style="list-style-type: none"> We are one of few countries in the World that has a Monarchy. Children will understand how much of an impact our Queen has had on our country. 	<ul style="list-style-type: none"> Children can directly relate to this topic. Children can talk to parents and grandparents about how toys have changed. It helps children to gain an early understanding of chronology. It has a wide range of artefacts for hands on learning. 	<ul style="list-style-type: none"> Children can visit local museum. We have local links with the Rainhill Steam trials.
Key Stage 1 End Points	<p>Pupils should:</p> <ul style="list-style-type: none"> Know where events they study fit within a chronological framework Identify similarities and differences between ways of life in different periods Use common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past 	<p>Pupils should:</p> <ul style="list-style-type: none"> Know where events they study fit within a chronological framework Identify similarities and differences between ways of life in different periods Use common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past 	<p>Pupils should:</p> <ul style="list-style-type: none"> Know where events they study fit within a chronological framework Identify similarities and differences between ways of life in different periods Use common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past

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	<i>Transferable Concepts: Empires, Monarchy, Civilisation and Change.</i>	<i>Transferable Concepts: Change and Invention</i>	<i>Transferable Concepts: Change and Invention</i>
Key Knowledge	<p>Explore what the monarch is. Study the three most famous queens in England's history: Elizabeth I (Tudor), Victoria (Victorian) and Elizabeth II. (Modern) placing them in time on a timeline. They will explore what a palace is and why queens and kings live in them.</p> <p>Look at what life was like in the Tudor times. Learn about Elizabeth I and the changes she made during her reign. Consider ways in which life is different today to life in Tudor times.</p> <p>Find out how Queen Victoria came to power. They will find out about Victoria's marriage to Prince Albert and look at how they used Buckingham Palace.</p> <p>Learn about the some of the changes that occurred during the Victorian period, such as new laws and technological advances.</p> <p>Learn about the current royal family and the reign of Elizabeth II. Explore what the British Empire was and what a jubilee is. Learn about the life and achievements of Elizabeth II.</p> <p>Use what they have found about the three queens to compare three different time periods. Describing the difference between the Tudor period, the Victorian period and life today. Discuss what has changed over time.</p>	<p>Children have always played with toys but the toys children used to play with in the past were different to the toys you play with today.</p> <p>In the past, children used to play with toy soldiers, dolls, space hoppers, lego, Etch-a-sketch and toy cars.</p> <p>A decade is a period of time that lasts for 10 years.</p> <p>Some toys have been played with for hundreds of years, like cards or dolls.</p> <p>However, toys are always changing as fashions change and new toys are invented.</p> <p>Victorian toys were usually made from wood, metal and paper. The toys that Victorian children had depended on how much money their family had.</p> <p>Children from rich families played with toys such as clockwork train sets, toy soldiers, tea sets, rocking horses, dolls and dolls houses.</p> <p>Children from poor families played with home-made toys such as peg dolls and wooden boats. Rags were stuffed with sawdust to make balls and toy animals. If they were lucky, poor children were sometimes bought cheap penny toys from the market.</p> <p>The Victorian rocking horse is older than the scooter.</p>	<p>A Sedan Chair involves people carrying a person in a chair.</p> <p>Sailing ships move because wind pushes the sails.</p> <p>Horses used to pull modes of transport such as Carriages and omnibuses</p> <p>Penny farthings have two different sized wheels.</p> <p>Cars and buses all use a motor engine that works with fuel to power them.</p> <p>The Vikings' homeland was Scandinavia; modern Norway, Sweden and Denmark.</p> <p>A figurehead at the front of the ship helped to scare enemies!</p> <p>Very detailed Carvings were etched into the sides of the ship.</p> <p>The sail was square and sometimes dyed red, again to scare the enemies away!</p> <p>Benz builds the first 'Benz Patent Motorwagen' in Germany.</p> <p>Before Karl Benz invented the first car using a petrol engine, Nicolas-Joseph Cugnot had created a steam driven carriage in 1770, in France.</p>

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		<p>Before plastic dolls were made, children played with china dolls.</p> <p>In the past, lots of toys were made from wood and metal, but now most toys are made from plastic.</p> <p>Materials of toys have changed.</p> <p>Some are electronic.</p> <p>Some are pulls and pushes.</p> <p>Some are used to build.</p>	<p>Electric cars were popular in the late 19th and early 20th Century.</p> <p>In 1908, Henry Ford designed the Model T car.</p> <p>George Stephenson was born in 1781 and was an engineer.</p> <p>Britain was starting to change from a land of farms and small villages to a land of factories and big cities. We call this change the Industrial Revolution.</p> <p>With his son, Robert, he built the 'Rocket' which would travel between Liverpool and Manchester at 36 miles per hour.</p> <p>In 1994, the Eurostar opened.</p> <p>The hot air balloon was invented by Montgolfier brothers in 1783.</p> <p>The Wright brothers invented the Wright Flyer which successfully flew in front of 5 people in 1903.</p> <p>Magnetic levitation trains float above a track and are being used in Japan.</p> <p>Driverless cars do not need people to drive them.</p> <p>The Bloodhound car is the fastest in the world and can travel at 1000 miles per hour.</p> <p>Space Tourism will allow people to holiday in space.</p>
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<p>Lesson sequence to progress skills and knowledge</p>	<ol style="list-style-type: none"> 1. What is a monarch and where do they live? 2. Who is Queen Elizabeth I? 3. Who was Queen Victoria? 4. What was the Victorian period like? 5. Who is Queen Elizabeth II? 6. How are the Tudors, Victorians and life today similar and different? 	<ol style="list-style-type: none"> 1. What toys do we play with now? 2. What toys did our parents and grandparents play with? 3. How have toys changed throughout history? 4. Which toys are old, and which are new? 5. How are toys different and similar? 6. How can we compare and organise toys? 	<ol style="list-style-type: none"> 1. How has transport changed? 2. What is a Viking longboat? 3. How have cars changed since they were invented? 4. Who is George Stevenson? 5. How have humans tried to fly throughout history? 6. What will the future of travel look like?
<p>Vocabulary</p>	<p>Monarch, period, change, achievements, jubilee, Tudor, Victorian, modern, today, past, present, compare, similarities, differences, queen, rule, government, chronological order, timeline, Queen Victoria, Queen Elizabeth 1, Queen Elizabeth 11.</p>	<p>Travel, transport, car, bus, aeroplane, bicycle, penny farthing, horse and cart, engine, steam train. Viking, longboat, archaeology, George Stephenson, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, railway, Flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle, Industrial</p>	<p>Today, modern, new, present, now, decade, past, present, chronological, source, evidence, oldest, newest, old, older, compare, similarities, differences, chronological order, timeline.</p>

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		Revolution, driverless cars, space, tourism, supersonic, high speed rail.	
<p style="text-align: center;">Cross Curricular Links</p> <p style="text-align: center;">Previous Learning</p> <p style="text-align: center;">In this year</p> <p style="text-align: center;">Future Learning</p>	<p style="color: green;">EYFS Geography – London</p> <p>Y1 Geography – UK our Country</p> <p>Y2 History – The Great Fire of London</p> <p>Y3 Geography – UK</p> <p>Y3 History – Victorians</p> <p>Y4 History – Anglo Saxons, Scots and Picts</p> <p>Y5 Geography - Marvellous Maps</p> <p>Y5 History – Tudors</p> <p>Y5 History – Anglo Saxons and Vikings</p> <p>Throughout school - British Values</p>	<p>Y1 DT – Moving Pictures</p> <p>Y2 Science – Uses of Everyday Materials</p> <p>Y3 DT – Lets go fly a kite</p> <p>Y3 DT – Juggling Balls</p> <p>Y3 History – Victorians</p> <p>Y5 DT – Marble Runs</p> <p>Y5 History – The Mayans</p> <p>Y6 DT – Fairground Rides</p> <p>Y6 Geography – Trade and Economics</p>	<p style="color: green;">EYFS History – Transport old and new</p> <p>Y1 Geography – Local Area Our School</p> <p>Y2 History – I am a Time traveler</p> <p>Y2 Geography – Seven continents and five oceans</p> <p>Y3 History – Victorians</p> <p>Y3 Geography – UK</p> <p>Y4 History – Anglo Saxons, Scots and Picts</p> <p>Y5 History – Anglo Saxons and Vikings</p> <p>Y5 Geography – Marvellous Maps</p> <p>Y6 History – World War Two</p> <p>Y6 History – Atlantic Slave Trade</p> <p>Y6 Geography – Our Changing World</p>

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Year 2	Autumn The Great Fire of London	Spring Nurses	Summer Explorers and Travel
<p>Why do we study this topic?</p>	<ul style="list-style-type: none"> • Links to Geography understanding of 'What is a city?' • Introduce children to different sources of evidence. 	<ul style="list-style-type: none"> • Teaches children about influential figures • Challenges all stereotypes • Makes children aware of how jobs have changed and inspires children to aspire to have a successful career in the future. • Mary Seacole represents an important change in British History and society. • Links to Bleak Hill Values – Edith Cavell considered to be a significant individual who is courageous and compassionate. 	<ul style="list-style-type: none"> • Builds on prior learning in Year 1 of transport. • Local links- Rainhill trials, Manchester Airport • Exploration has had a significant impact on the way we live our lives. • Aspirational
<p>Key Stage 1 End Points</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Know where events they study fit within a chronological framework • Identify similarities and differences between ways of life in different periods 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Know where events they study fit within a chronological framework • Identify similarities and differences between ways of life in different periods • Use common words and phrases relating to the passing of time. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Know where events they study fit within a chronological framework • Identify similarities and differences between ways of life in different periods

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	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time. • Understand some of the ways in which we find out about the past <p><i>Transferable Concepts: Change and Civilisation</i></p>	<ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past <p><i>Transferable Concepts: Change, Invention and Civilisation</i></p>	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time. • Understand some of the ways in which we find out about the past <p><i>Transferable Concepts: Change, Invention and Civilisation</i></p>
<p>Key Knowledge</p>	<p>The GfOL happened in 1666.</p> <p>Samuel Pepys kept a diary and lived in London.</p> <p>In 17th Century, children used to clean chimneys and fireplaces.</p> <p>An apothecary dispensed remedies made from herbs, plants and roots.</p> <p>Other jobs include: Blacksmith, Rat catchers, gong farmers, spinster,</p> <p>The Great Fire of London began in the early hours of Sunday 2nd September 1666. It began on Pudding Lane, at a baker's shop belonging to a baker called Thomas Farriner.</p> <p>It continued to burn until the 5th of September.</p>	<p>Individuals are significant if they:</p> <p>Changed events at the time they lived. Improved lots of people's lives or made them worse. Changed people's ideas. Had a long-lasting impact on their country or the world.</p> <p>Had been a good or very bad example to other people on how to live or behave. Florence was born 12th May 1820 into a rich, upper-class family. She was named after the city in Italy, where she was born. Between 1854 and 1856, Florence took some other nurses to the Ottoman Empire to care for the wounded soldiers fighting in the Crimean War. She worked hard to make hospitals cleaner as many people died from infections, not their wounds. Florence established nursing as a respectable profession for women. In</p>	<p>Christopher Columbus lived hundreds of years ago. He was born in Italy in 1451. His family were very poor, and he did not go to school.</p> <p>When Christopher Columbus was alive, there was no electricity and no engines and people wore different clothes. People had only just worked out that the world was round and not flat. Columbus became a sailor when he was 14, in 1476 he joined the crew of a merchant ship.</p> <p>He taught himself how to make maps. People travelled to Asia for silk and spices, but it took a long time. Columbus decided that it would be quicker to travel WEST. King Ferdinand and Queen Isabella of Spain agreed to give him money so he could sail west. Columbus set off in</p>

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	<p>Samuel Pepys was born a very long time ago on 23rd February 1633.</p> <p>Samuel Pepys wrote about the plague, the coronation of Charles II and the Great Fire.</p> <p>Some streets were widened or straightened.</p> <p>All houses had to be constructed of brick, though some use of wood was allowed in practice.</p> <p>It was made easier to get water from the River Thames to the houses close by.</p> <p>The London Gazette was the first newspaper in Britain</p>	<p>1860 the Nightingale School for Nurses opened in London. This was the first school set up to train nurses to work in hospitals. She died in 1910.</p> <p>Mary Grant was born in 1805 in Jamaica. Mary's mother was Jamaican and her father was a Scottish soldier. Mary's mother was a doctress, a healer who used African and Caribbean herbal remedies. Mary's mother was a nurse and when she was 12, Mary started to help her mum look after the sick.</p> <p>Mary took over a hospital for soldiers in Jamaica. On 10th November 1836 she married Edwin Horation Hamilton Seacole. He died 8 years later. Mary travelled to England and went to the War Office in London. She wanted to help with the work Florence Nightingale had started but was turned away due to racial prejudice. So Mary travelled by herself to the Crimea and at the 'British Hotel' hospital she cared for and treated injured soldiers.</p> <p>Mary Seacole died in May 1881 in her home in London. Edith was born on the 4th December 1865 in a village in Norfolk. Edith's father was a vicar</p>	<p>1492 with 3 ships. Each ship held 30 men. The crew had to make sure there wasn't too much water on board. Sailors became ill because no fresh food could be taken. After 5 weeks at sea the crew landed on an island.</p> <p>They thought they had landed in Asia, but they had landed on a continent that Europeans didn't know existed- lots of people lived there already!</p> <p>After his first voyage when he landed in the Bahamas, Columbus made several other voyages (he went back three times) to the Americas. Columbus brought back lots of things no one had seen before – turkeys, potatoes, pineapples, tobacco plants. After Columbus, other explorers sailed west to explore. They realised it was a new continent. John Cabot set sail from England in 1497.</p> <p>Amerigo Vespucci sailed to South America in 1501. America is named after him. Neil Armstrong was born in 1930. In the 1950s and 60s people started to explore space. Russia and</p>
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		<p>and she learned from the Bible, and him, that it was important to help others.</p> <p>Edith travelled to Belgium to become a governess, and later to Austria to learn about helping the sick. She then returned home to look after her sick father. In 1896 Edith trained to be a nurse at the Royal London Hospital. In 1907 Edith went back to Brussels to nurse and was asked by a doctor (who had been inspired by Florence Nightingale) to be in charge of training nurses at a special nursing school. Nurses who helped people. Two nursed in the Crimean War and one in WW1. Make comparisons with nurses today. Florence, Mary and Edith all worked hard to care for the ill and injured soldiers in difficult conditions. Their work is still remembered and honoured today in different ways. In 1860, Florence Nightingale set up the first training school for nurses called the Nightingale Training School at St. Thomas' Hospital in London. It is now called the Florence Nightingale School of Nursing and Midwifery and is part of the King's College London.</p>	<p>the USA were racing each other to try and make the most advances.</p> <p>They sent satellites into orbit then animals in space. Yuri Gagarin was the first man ever in space. Technology was very different in 1960 to that now. Neil Armstrong trained to be a pilot. He is the first person to walk on the moon. He died in 2012 at the age of 82.</p> <p>He became an astronaut in 1962. His first mission was called Gemini 8. NASA finally sent people to the moon on a mission called Apollo 11. Neil Armstrong was the mission commander, he was accompanied by Michael Collins and Edwin 'Buzz' Aldrin. They blasted off on the 16th July 1969 and reached the moon on the 20th July.</p> <p>Neil Armstrong and Buzz Aldrin got in a smaller spacecraft called 'The Eagle' and Michael Collins stayed behind to take care of the bigger craft. "That's one small step for man, one giant leap for mankind". They took rock samples. Columbus and Armstrong both shaped the future by exploring. They helped people understand more about the world.</p>
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		<p>In 1954 the Jamaican General Trained Nurses' Association was renamed Mary Seacole House. The Mary Seacole Nursing Awards also honour Mary's work and are awarded to special nurses every year.</p> <p>In 1917 the Nation's Fund for Nurses was set up, which is now known as the Cavell Nurses' Trust and helps nurses and midwives.</p>	<p>They were welcomed home as heroes. They are remembered by many people.</p>
<p>Lesson sequence to progress skills and knowledge</p>	<ol style="list-style-type: none"> 1. How has London changed throughout history? 2. How was life different in 1666? 3. How did the Great Fire start and spread across London? 4. How do we know so much about the Great Fire? 5. How was London rebuilt after the Great Fire? 6. What have we learned about the Great Fire of London? 	<ol style="list-style-type: none"> 1. What makes a person significant? 2. Who is Florence Nightingale? 3. Who is Mary Seacole? 4. Who is Edith Cavell? 5. How are the nurses similar and different? 6. How can we remember these famous Nurses? 	<ol style="list-style-type: none"> 1. What was Christopher Columbus trying to achieve? 2. What did Christopher Columbus discover? 3. What did Christopher Columbus bring back to Europe? 4. Who is Neil Armstrong? 5. What impact has Neil Armstrong had on the world?

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			6. How are Columbus and Armstrong similar?
Vocabulary	Thomas Farynor, baker, Pudding Lane, 1666 smoke, fire, flames, escape, Samuel Pepys frightened, burning wooden buildings, Lord Mayor, River Thames, water squirts, fire hooks, burned, diary, changes, impact.	Significant, important, famous, person, people, reason, nurse, Florence Nightingale, cared, nursed, supplies, hospitals, Crimean War, Scuatari, soldier, injured, government, problem, solution, Mary Seacole, healer, challenges, racial prejudice, British Hotel, herbal remedies.	Italy, Christopher Columbus, servants, poor, rich, electricity, engines, clothes, sailor, merchant, explorer, astronomy, maps, rigging, crow's nest, mast, look-out point, enemy, bailed, gruel, Red Indians, native, compare, similarities, intrepid, Gemini 8, Apollo 11, mission, commander, quote, explorer, variety, map, continent, John Cabot, Amerigo Vespucci
Cross Curricular Links Previous Learning	Y1 History – Famous Queens Y2 Geography – Seven Continents and Five Oceans Y6 History – World War Two	Y1 – 6 Science Animals including Humans Y3 History – Ancient Egyptians	Y2 Geography – Seven Continents and Five Oceans Y4 History – The Romans Y5 History – Anglo Saxons and Vikings

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In this year Future Learning			<p>Y5 Science – Earth and Space</p> <p>Y5 Geography - Marvellous Maps</p> <p>Y6 History – World War Two</p>
Year 3	Autumn Stone Age to Iron Age	Spring Victorians (Local History)	Summer Ancient Egyptians
Why do we study this topic?	<ul style="list-style-type: none"> To understand the periodisation of history one of the most fundamental changes from history in KS1 to KS2. The children move from learning about individual events to now learning periods of history. 	<ul style="list-style-type: none"> Local links (Visit to the Smithy Heritage Centre) Links to Coal Mining – St Helens is a mining town Lots of family history linked to Pilkingtons Glass and other industries Shows the transformation of our town being one based on agricultural practices to an industrial town. 	<ul style="list-style-type: none"> To understand the concept of civilisation To link with future learning of Shang Dynasty as a River Valley civilisation They made revolutionary strides in thinking and discovery and passed on their discoveries about maths, medicine and farming to the rest of the world. Remains from this amazing civilization still exist today.
Key Stage 2 End points	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge.

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	<ul style="list-style-type: none"> • Note connections, contrasts and trend over time. • Develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Change, Invention, Civilisation and Settlements</i></p>	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Change, Civilisation, Monarchy, Inventions and Empire.</i></p>	<ul style="list-style-type: none"> • Note connections, contrasts and trend over time. • Develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Inventions, Civilisation, Monarchy and Religion</i></p>
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<p style="text-align: center;">Key Knowledge</p>	<p>To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history.</p> <p>During the Palaeolithic time period, when the ice came, some early humans sheltered from the cold inside caves.</p> <p>Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.</p> <p>The frame may have been round, or conical like a tepee.</p> <p>To find out about how hunter-gatherers lived in Stone Age Britain</p> <p>To explore how Stone Age people survived against threats</p> <p>To know what a hunter gatherer is</p> <p>To know how hunter gatherers survived in Stone Age Britain</p>	<p>To know that this time period was named after the ruler at the time – Queen Victoria.</p> <p>To know that Victoria became queen at 18 years in 1837.</p> <p>To know that in 1840 Britain claimed New Zealand as a colony.</p> <p>To know that the Great Potato Famine happened between 1845 and 1849.</p> <p>To know that workhouses were opened in 1850.</p> <p>To know that Britain defeated Russia in the Crimean War in 1856.</p> <p>To know that Queen Victoria died in 1901 and King Edward (her son) was her predecessor</p> <p>To know that Queen Victoria was born on 24 May 1819 in Kensington Palace in London, England.</p> <p>To know that Victoria became Queen of England in June 1837, when she was just 18 years old. Her coronation took place at Westminster Abbey a year later in June 1838.</p>	<p>Ancient means something that existed a long time ago</p> <p>Modern means new.</p> <p>Egypt is in Africa.</p> <p>The Egyptians period is from 3100BC and 30BC</p> <p>BC means before Christ</p> <p>Life in ancient Egypt depended on a person's wealth</p> <p>Cats were seen as sacred animals.</p> <p>The River Nile is a river that runs through Egypt</p> <p>Land around rivers is very fertile so it is good for growing crops.</p> <p>Hieroglyphics is the Ancient Egyptian form of writing.</p> <p>Mummification is the process of preparing a body for the afterlife.</p> <p>Wash the body with palm oil and water from the river.</p>
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	<p>To be able to locate Skara Brae on a map</p> <p>In this lesson pupils will find out how things changed in Britain in the Stone Age when people began to settle in farming communities like Skara Brae. This lesson allows pupils to conduct their own research online about the discovery of Skara Brae and helps them to systematically organise their notes so that they can make a presentation.</p> <p>To research the history of Skara Brae</p> <p>To find out about the way people lived in the Neolithic period</p> <p>In this lesson pupils take a virtual tour of Stonehenge and suggest answers to some related questions that still puzzle historians today. Pupils will explore different theories about why Stonehenge was built and then they will construct their own models of Stonehenge using biscuits, clay or boxes.</p>	<p>To know that Victoria and her husband Albert had nine children together.</p> <p>To know that Albert died in December 1861, when the Queen was 42 years old. The Queen never recovered from his death and dressed in black as a sign of mourning for the rest of her life.</p> <p>To know that a lot of industry was created in St Helens during the period.</p> <p>To know that the Pilkington was founded around this time.</p> <p>To know that coal mining was a big part of St Helens.</p> <p>To know that there were working class families and rich families.</p> <p>To know that school was not free until 1891.</p> <p>To know that school became compulsory in 1880.</p> <p>To know that class sizes could be 70 or 80 children.</p>	<p>Next, pull out the brains through the nostrils using a hook. Fill the skull with sawdust or resin. Cut out the internal body organs (except the heart). Put the liver, lungs, intestines and stomach in Canopic jars to dry. Cover the body with natron salt. Leave it to dry for 40 days. After the 40 days, remove the natron and pack the body with straw, dried grass and linen. Apply makeup, fake eyes and hair to make it look nice. Wrap the body in linen fabric, adding amulets and a Book of the Dead. Finally, place the mummy in a sarcophagus and move to the pyramid.</p> <p>Tutankhamun's burial place was discovered in 1922 by Mr Howard Carter.</p> <p>Tutankhamun was an ancient Egyptian pharaoh.</p> <p>Tutankhamun was found with an olive wreath on his head.</p> <p>Tutankhamun was found surrounded by many golden objects.</p>
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	<p>To understand what Stonehenge looks like</p> <p>To explore different theories about the building of Stonehenge</p> <p>This lesson looks at the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made. Pupils will find out why bronze was so important, and they will create their own flowcharts to record the process of how it was made.</p> <p>To know how the Bronze Age was different to the Stone Age</p> <p>To explain how the smelting process was used to make bronze</p> <p>Pupils will discover what life was like in an Iron Age hill fort in Britain. This lesson encourages pupils to engage imaginatively with this historical setting and reflect on how life in this period might have been different to life today, making a storyboard to record their ideas. As an extension activity pupils are</p>	<p>To know that they taught the three Rs – Reading, writing and arithmetic.</p> <p>To know that school started at 9am and ended 5pm.</p> <p>To know that children that did not go to school, worked.</p> <p>To know that children could be chimney sweeps, worked in factories, street sellers or coal miners</p> <p>To know that the industrial revolution was a time when Britain changed from Rural to urban.</p> <p>To know that the “Age of Steam” and the “Age of Steel” occurred in the Victorian era.</p> <p>To know that the industrial revolution increased population.</p> <p>To know that the industrial revolution had some negative effects on housing, pollution and health.</p> <p>To know that the industrial revolution was not a pleasant place to work.</p>	<p>Hieroglyphs are an ancient Egyptian way of writing that uses pictures instead of letters.</p> <p>The Rosetta Stone is famous because it contains hieroglyphic script that specialists were able to decode (make sense of).</p> <p>It was found in 1799 and took twenty years to translate.</p> <p>The ancient Egyptians had many gods. Gods created the universe and maintained order, but they were also involved in everyday life.</p> <p>Ra was the most important god to all the Egyptians.</p> <p>Anubis was the god of the dead and the process of embalming</p>
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	<p>challenged to find out about archaeological sites like Maiden Castle.</p> <p>To understand how British society changed in the Iron Age</p> <p>To imagine what life might have been like in an Iron Age hill for</p>	<p>To know that significant laws were passed during this time to improve working conditions:</p> <p>To know that George Stephenson was an engineer during the Victorian period.</p> <p>To know he was known as the "Father of Railway"</p> <p>To know that he invented the Rocket.</p> <p>To know that the Rocket won the Rainhill Trials in 1829.</p> <p>To know that Stephenson built the first public inter-city railway line between Liverpool and Manchester.</p>	
<p>Lesson sequence to progress skills and knowledge</p>	<ol style="list-style-type: none"> 1. What does prehistory mean? 2. What were homes like in the Stone Age? 3. How did hunter gatherers survive in the Stone Age? 4. Where was Skara Brae? 5. Why are there so many mysteries about Stonehenge? 6. How did bronze replace stone in the Bronze Age? 7. What was life like in an Iron Age fort? 	<ol style="list-style-type: none"> 1. What happened in the Victorian period? 2. Who was Queen Victoria? 3. What was St Helens like in the Victorian period? 4. What was life like for Victorian children? 5. What was the industrial revolution? 6. Who was George Stephenson? 	<ol style="list-style-type: none"> 1. Who were the Ancient Egyptians? 2. What was life like as an Egyptian? 3. What is mummification? 4. Who was Tutankhamun? 5. What can we learn from hieroglyphics? 6. Who did the Egyptians worship?

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<p>Vocabulary</p>	<p>Shelter, cave, Skara Brae, roundhouse, thick thatch, wattle, daub, timber frame, upright loom, hearth (fire) hunter gatherer, nomad, settler, revolutionary, weapon, tools ore, smelt, era, copper, tin, Stonehenge, blue stone sarsen, Celts, Britons, Romans</p>	<p>Compulsory, Queen Victoria, workhouse, empire, industry, mining, toilet, class, hierarchy, educate, compulsory, class, poverty, income, industrial, rural, urban, man made, natural, engineer, locomotive, Stephenson's Rocket</p>	<p>Early civilisation, ancient, modern, Ancient Sumer; The Indus Valley; Ancient Egypt, influence, temples, gods, mummification, hieroglyphics, BC/AD, Egyptian, burial, amulets, organs, mummified, pre- served, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead.</p>
<p>Cross Curricular Links</p> <p>Previous Learning</p> <p>In this year</p> <p>Future Learning</p>	<p>Y2 History – Great Fire of London</p> <p>Y4 History - Anglo Saxons, Scots and Picts</p> <p>Y5 History - Anglo Saxons and Vikings</p> <p>Y5 History – The Tudors</p>	<p>EYF\$ History – Transport Old and New</p> <p>Y1 History – Famous Queens</p> <p>Y1 History - Transport</p> <p>Y2 History – Explorers and Travel</p> <p>Y3 Geography - UK</p> <p>Y5 History – The Tudors</p> <p>Y5 Geography – Marvellous Maps</p> <p>Y6 Geography – Trade and Economics</p>	<p>Y1 History – Famous Queens</p> <p>Y2 History – Nurses</p> <p>Y2 Geography – Seven Continents and Five Oceans</p> <p>Y2 Geography – Kenya</p> <p>Y4 Geography -Rivers and the water cycle</p>
<p>Year 4</p>	<p style="text-align: center;">Autumn</p> <p style="text-align: center;">The Romans</p>	<p style="text-align: center;">Spring</p> <p style="text-align: center;">Ancient Greeks</p>	<p style="text-align: center;">Summer</p> <p style="text-align: center;">Anglo Saxons, The Scots and The Picts</p>

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<p>Why do we study this topic?</p>	<ul style="list-style-type: none"> Local Link – Chester The culture of Ancient Rome was spread throughout Europe during its rule. As a result, Rome's culture still has an impact in the Western world today. The basis for much of Western culture comes from Ancient Rome, especially in areas such as government, engineering, architecture, language, religion, and literature. 	<ul style="list-style-type: none"> Links with GFOL – What is a city? Look at the difference between Athens and Sparta Links to British Values (Democracy) and our Bleak Hill Values of celebrating the success of others. The word 'democracy' is Greek. It means 'government by the people'. Our democracy is a legacy of the Athenians and their assemblies and councils. Ancient Greece also had a lasting influence on theatre. 	<ul style="list-style-type: none"> Links to RE (Christianity) Helps children understand chronology as it builds on Roman Britain prior understanding Local and regional history-teaches children about how our country has changed.
<p>Key Stage 2 End points</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge using dates and terms. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and 	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

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	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and criticism of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Change, Invention, Civilisation, Empires, Monarchy, Migration, Invasion, Settlements and Religion</i></p>	<p>difference, and significance.</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and criticism of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. • Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Change, Invention, Civilisation, Empires, Settlements and Religion</i></p>	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and criticism of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Change, Civilisation, Migration, Invasion, Settlements and Religion.</i></p>
<p style="text-align: center;">Key Knowledge</p>	<p>The Romans were a group of people who lived in Rome, a city in Italy.</p> <p>Around 2000 years ago, the Romans invaded Britain mainly because they were greedy and wanted Britain's precious metals.</p>	<p>Greece is in the South East of Europe.</p> <p>Greece is made up of the mainland and hundreds of small islands dotted around it. The mainland of Greece is mountainous. There are approximately 140 inhabited islands in</p>	<p>Archaeologists find out about the past by discovering objects that have been buried in the ground over time.</p> <p>Sutton Hoo is just outside Ipswich in Suffolk.</p> <p>Basil Brown and Charles Phillips discovered a burial ship. The Anglo-</p>

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	<p>The Celts lived in Britain when the Romans invaded. They were ruled by King Prasutagus and Queen Boudica.</p> <p>Boudica gathered an army to fight against the Romans when they tried to take half of her land.</p> <p>She drank poison when her army lost to the Romans and died.</p> <p>The Romans introduced: straight roads, the calendar, law and the legal system, coins, central heating, language, concrete, the census, takeaway food and public swimming baths.</p> <p>Women could not join the Roman army, only men could. There were two types of soldiers: legionaries (Roman citizens) and auxiliaries (not Roman citizens). When the Roman army was at its biggest, there would</p> <p>have been around 500,000 soldiers in the army. They could march 20 miles a day whilst wearing full armour and equipment.</p> <p>Some of the more wealthy Romans would build villas and palaces. In Roman Britain, men were in charge. They were thought to be more</p>	<p>Greece. Most powerful between 2000BC and 146BC.</p> <p>The Ancient Greeks were a civilisation that lived in Greece and the countries that we now call Turkey and Bulgaria. Only men could be full citizens and make important decisions. Women were mainly taught skills they would need to run a house like cooking and weaving. Women were expected to look after the home,</p> <p>Religion was important to the Ancient Greeks but they believed in many different gods and goddesses. The Greeks believed that these gods and goddesses controlled everything in their lives. They believed you had to keep the gods happy. If they were unhappy they would help you but unhappy gods punished you. People had special places in their homes where they could pray to the gods.</p> <p>Ancient Greek schools were quite small and usually only boys attended. Often, they had only one teacher and less than twenty boys. Families had to pay to send their children to school so only the rich could afford it.</p>	<p>Saxons lived in Britain from around 410 to 1066.</p> <p>The Anglo Saxons arrived after the Romans.</p> <p>Jutes, Angles and Saxons from Denmark, Germany and the Netherlands sailed over and settled in England.</p> <p>The Anglo-Saxons conquered the Britons who were living in England and pushed them north.</p> <p>The Anglo-Saxons were not able to conquer the people living in the north of Britain (in what is now Scotland) because it was settled by two groups of people: the Picts and the Scots.</p> <p>A square-headed brooch would still have been quite valuable and might have been worn by a lord.</p> <p>The Sutton Hoo spoons are much more valuable as they are made of silver. The other spoon is wooden and would have been used by someone who was quite poor.</p> <p>To know the story of Beowulf.</p>
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	<p>important than women. They were expected to look after the children, keep the house clean and tidy and cook all the meals.</p> <p>The Romans did not have a central belief system of their own as such, but rather borrowed gods, rituals and superstitions from a number of sources and adapted them to suit their own needs. The Romans believed in good and bad omens and they performed many rituals in the hope of receiving good luck. Prayer and sacrifice was important and the Romans held festivals every month to honour the gods. They would worship their gods and goddesses at temples.</p>	<p>The Greeks mainly wore loose clothes made out of light materials because the weather was hot for most of the year. Men usually wore a big, square piece of material that was held with pins at the shoulders and had a belt around the waist. They called this a chiton (ky-ton). They wore woollen chitons in winter and linen chitons in summer.</p> <p>In Ancient Greece, there wasn't one government for the whole country. Different areas were split into city states known as 'polis'. Athens was the largest city state in Ancient Greece. Sparta was a very different city state to Athens. Sparta was situated inland and didn't have a coast.</p>	<p>To know how the story links to Anglo Saxon culture.</p> <p>They were pagans who believed in lots of different gods and goddesses. They had deities for different things, such as Thor who was the god of thunder and Frigg who was the goddess of love.</p> <p>Christian holy book is called the Bible.</p> <p>Raedwald, King of East Anglia, was partially converted to Christianity while he was visiting Kent. He was king from around 599 until his death in 624.</p>
<p style="text-align: center;">Lesson sequence to progress skills and knowledge</p>	<ol style="list-style-type: none"> 1. Where did the Romans invade? 2. Who is Boudicca? 3. What did the Romans do for us? 4. What did the Roman Army look like? 5. What was life like for the Romans? 6. Who did the Roman's worship? 	<ol style="list-style-type: none"> 1. Where is Greece? 2. How did the Ancient Greeks live? 3. Who did the Ancient Greeks worship? 4. What did the Ancient Greeks learn? 5. How did the Ancient Greeks dress? 	<ol style="list-style-type: none"> 1. Where is Sutton Hoo? 2. Who were the Anglo Saxons and where did they come from? 3. Who were the Picts and Scots and where did they live? 4. How can we find out about Anglo-Saxon life? 5. What did the Anglo-Saxons do for entertainment?

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		6. What is the difference between Athens and Sparta and what is democracy?	6. How did the Christianity religion spread around Britain? 7. Who was buried at Sutton Hoo?
Vocabulary	Roman, spread, impact, settle, invasion, con-quest, empire, Julius Caesar, Emperor, conquer, occupy, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts.	Democracy, citizens, philosophy, historical sources, civilisations, democratic, characteristic features, generation, demigods, techniques, amphoras, lekythos, architects, friezes, acoustics, engineering	Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great, artefact, excavation, archaeology, historian, sources, evidence, village, town county, kingdom settlement, village, weaver, tanner, smith, potter, jeweler, woodworker, thatched roof, invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts
Cross Curricular Links Previous Learning In this year Future Learning	Y2 History – Explorers and Travel Y3 Geography – Europe Y3 History – Ancient Egypt Y4 History – Anglo Saxons, Scots and Picts Y5 History – Anglo Saxons and Vikings Y6 Geography – Our Changing World	Y2 Geography – Seven Continents and Five Oceans Y3 Geography – Europe British Values – Democracy	Y1 Geography – UK Y2 Geography – Seven Continents and Five Oceans Y3 Geography – UK Y4 History – The Romans Y5 History – Anglo Saxons and Vikings
Year 5	Autumn	Spring	Summer

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	The Tudors	Anglo Saxons and Vikings	The Mayans
Why do we study this topic?	<ul style="list-style-type: none"> Local Links Lancaster, Speke Hall Teach children about a time of great social and religious change. To explain different denominations of Christianity. Explores morality and British Value of Rule of Law Children will understand that not all dynasties are perfect and that the Tudors helped end the Middle Ages in England. 	<ul style="list-style-type: none"> Builds on prior knowledge from Year 4 Helps pupils to realise how the changing nature of the evidence historians can now access has changed the way we should interpret the Vikings. Children will learn how their kingdoms changed the orders in our country. 	<ul style="list-style-type: none"> Directly links to one of our Bleak Hill Values (resilience) as the civilisation grew even though all the odds were stacked against it. In Year 4, children learn about North America, in Year 6, children learn about South America.
Key Stage 2 End points	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge. Note connections, contrasts and trend over time. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, 	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge using dates and terms. Note connections, contrasts and trend over time. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and 	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge. Note connections, contrasts and trend over time. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause,

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	<p>similarity and difference, and significance.</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and criticized n of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Change, Civilisation, Monarchy and Religion</i></p>	<p>difference, and significance.</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and criticized n of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. • Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Civilisation, Monarchy, Migration, Invasion, Settlements and Religion</i></p>	<p>similarity and difference, and significance.</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and criticized n of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining some of the reasons why the accounts may differ. <p><i>Transferable Concepts: Invention, Civilisation, Monarchy, Settlements and Religion.</i></p>
<p>Key Knowledge</p>	<p>The Tudors were a Welsh-English family that ruled England and Wales from 1485 to 1603. They ruled for 118 years until there were no more Tudor heirs for the Throne. The Battle of Bosworth happened in 1485 between King Richard III and Henry Tudor. Henry Tudor became known as King</p>	<p>The Vikings came from the area of the modern Scandinavian countries (Denmark, Norway and Sweden).</p> <p>They set out in boats called longships to 'go Viking' (which means to go travelling around looking for resources and land to claim as their own). The Vikings first arrived in</p>	<p>The ancient Maya people were quite a sophisticated bunch! They developed a writing and number system; studied and charted the stars and planets; invented three complex calendars to keep track of time; built impressive temples, palaces, monuments and cities; skillfully farmed the land and</p>

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	<p>Henry VII. There are 5 major monarchs – Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I.</p> <p>Henry VIII had 6 wives. He created the Church of England religion. His 6 wives were called: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Catherine Parr. Wife number 3 – Jane Seymour was Edward’s mother. Henry died in 1547 at the age of 55.</p> <p>When Henry Tudor (Henry VII) came into power, England was a Catholic country. Henry VIII decided to cut himself off from the Pope and the Catholic Church and declared himself the head of a new Church of England. Henry VIII wanted to reduce the power of the Catholic Church in England so he seized Catholic Church properties. During Tudor times, many children did not go to school at all. Poor families often sent their sons to work to learn a trade. They would not send their daughters to school because they did not think it was worth educating them. Early in the Tudor era, clothes were a symbol of how rich you were and there were strict</p>	<p>Britain around AD 787 and in AD 793 they raided and pillaged the monastery at Lindisfarne in Northumbria.</p> <p>Some of the Anglo-Saxon Kings are well known for the resistance they put up against the Vikings. They fought hard to keep control of their land and tried to push the Vikings out.</p> <p>King Alfred is credited with being the first Anglo-Saxon king to defeat the Vikings in battle. After the death of King Alfred the Great, his eldest son, Edward the Elder, took the throne.</p> <p>King Ethelred often paid the Vikings to go away. The Anglo-Saxons first called it Gafol, but it was later called Danegeld by the Normans and it means ‘paying the Dane’. King Ethelred II was heavily criticized for his ineffective strategy. Vikings used whatever natural resources were available to make their houses.</p> <p>When the Vikings first came to Britain they were pagans, which means they worshipped many gods.</p>	<p>established a complex political system. The Maya civilisation came into being around 2000 BC</p> <p>Central America consists of seven countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.</p> <p>‘Mesoamerica refers to an area where a number of societies had been formed before the Spanish arrived in the 16th century. It covers Mexico and the northern parts of Central America.</p> <p>The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that they could help or hurt them. The Maya would dance, sing and sometimes make offerings of blood to the gods to demonstrate their respect and loyalty.</p> <p>They were one of only two cultures in the world to develop the concept of zero and this allowed them to develop a place value system where a zero could act as a place holder in large numbers. The Maya people used just three symbols in their number system. These are thought to represent items</p>
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	<p>rules of what you could and could not wear. Women would wear a head dress to cover their hair. Men were clean shaven.</p> <p>William Shakespeare was the most famous playwright in the Tudor times. Playwright – a person who writes plays. Executions took place when the monarch or the government believed that someone had committed a serious crime and deserved to be killed.</p>	<p>The individual letters of the Viking alphabet were called runes. There were 16 runes in total.</p> <p>The Vikings made their own bread by grinding wheat into flour and then mixing it with water to make a dough.</p> <p>There were no prisons to send criminals to, so punishments were designed to be a huge deterrent to those thinking of breaking the law.</p> <p>Wergild was a payment system used in Anglo-Saxon times to settle disputes between the criminal and the victim or the victim's family.</p> <p>In 1042AD, Edward the Confessor became king of England after he was invited to return to Britain from exile in Normandy. He ruled until his death in 1066AD.</p> <p>Edward the Confessor had strong links with Normandy. He had grown up there and had the support of William, the Duke of Normandy.</p>	<p>that the Maya people might have first used to count with such as pebbles, sticks and shells.</p> <p>Primary sources come directly from the time of the event. Secondary sources are created after the event and are often created using primary sources. American explorer and travel writer, John Lloyd Stephens and British artist, Frederick Catherwood are credited with re-igniting interest in the ancient Maya civilisation from 1839 onwards.</p> <p>The Maya people also wrote books made of the bark from fig trees. One book is called a codex and the plural is codices. The codices were written by professional scribes and contained information about astronomy, gods, war and history. About 150 syllabograms were used in the Maya script and syllables were often represented by more than one glyph.</p> <p>Maize was a very important crop, and formed up to 80% of their diet.</p> <p>For thousands of years, the Maya worshipped the maize god. They</p>
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		The Battle of Hastings is known as a significant historical event which shaped the future of Britain.	believed that the first humans were made by the gods from maize dough! Cacao trees sprout cacao pods directly from their trunks.
Lesson sequence to progress skills and knowledge	<ol style="list-style-type: none"> 1. Who were the Tudors? 2. Who was Henry VIII? 3. Why was religion important to the Tudors? 4. How was education in the Tudor times similar to today? 5. What did the Tudors wear? 6. What did the Tudors do for entertainment? 	<ol style="list-style-type: none"> 1. Where did the Vikings come from and why did they invade Britain? 2. How did Anglo Saxon Kings influence Britain? 3. Why was Danegeld introduced? 4. What was life like as a Viking? 5. How is the modern legal system similar to the Viking legal system? 6. What happened to Britain during the last Anglo-Saxon King's reigns? 	<ol style="list-style-type: none"> 1. Who were the Maya Civilisation? 2. Where are ancient Maya cities located? 3. What similarities and differences are there between ancient religions and religions today? 4. How did the Mayans count? 5. What can we find out about the Maya civilization from the drawings of Frederick Catherwood? 6. How did the Mayans communicate? 7. What did Maya people grow and eat?
Vocabulary	Roman, spread, impact, settle, invasion, con-quest, empire, Julius Caesar, Emperor, conquer, occupy, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts.	Democracy, citizens, philosophy, historical sources, civilisations, democratic, characteristic features, generation, demigods, techniques, amphoras, lekythos, architects, friezes, acoustics, engineering	Maya, curriculum, America, El Mirador, drought, rainforest, Guatemala, Yucatan, Chichen Itza, temple, pyramid, civilization, conquest, John Lloyd Stephens, Frederick Catherwood, Mayan, Lagunita, Tamchen, turtle, crocodile, rituals, gods, Upperworld,

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<p style="text-align: center;">Cross Curricular Links</p> <p style="text-align: center;">Previous Learning</p> <p style="text-align: center;">In this year</p> <p style="text-align: center;">Future Learning</p>	<p>EYFS Geography – London</p> <p>Y1 History – Famous Queens</p> <p>Y1 Geography – UK</p> <p>Y2 History – The Great Fire of London</p> <p>Y2 DT – Tudor Houses</p> <p>Y3 History – The Victorians</p> <p>Y3 Geography – UK</p> <p>Y4 History – Anglo Saxons, Scots and Picts</p> <p>Y5 Geography – Marvellous Maps</p> <p>Y5 History – Anglo Saxons and Vikings</p>	<p>Y1 Geography – UK</p> <p>Y2 Geography – Seven Continents and Five Oceans</p> <p>Y3 Geography – UK</p> <p>Y4 History – The Romans</p> <p>Y4 History – Anglo Saxons, Scots and Picts</p> <p>Y5 History – The Tudors</p> <p>Y5 Art – Viking Art</p> <p>Y6 History – World War Two</p>	<p>Y2 Geography – Seven Continents and Five Oceans</p> <p>Y4 Geography – North America</p> <p>Y6 Geography – South America</p> <p>Y6 History – Trade and Economics</p> <p>Y6 DT – Global Food</p>
<p style="text-align: center;">Year 6</p>	<p style="text-align: center;">Autumn</p> <p style="text-align: center;">WWII</p>	<p style="text-align: center;">Spring</p> <p style="text-align: center;">The Atlantic Slave Trade</p>	<p style="text-align: center;">Summer</p> <p style="text-align: center;">The Shang Dynasty</p>
<p>Why do we study this topic?</p>	<ul style="list-style-type: none"> • Local links (Liverpool) • Children can be knowledgeable about the atrocities and costs of war, and how we as a country and society can try to avoid wars in the future. 	<ul style="list-style-type: none"> • Link to local Area (Liverpool/Liver Building) • Prepares children to access higher content at High School in KS3 curriculum as this is a topic covered in Year 8/9 at Rainford High. 	<ul style="list-style-type: none"> • Links to Egyptians – Understanding that they are River Valleys – crossing subject boundary to Geography. • The community we live in has shaped the curriculum here as we do not have a diverse population and we need to

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	<ul style="list-style-type: none"> • Children can directly compare themselves with children in the war. • Shows how the roles of women in society have changed over time. 	<ul style="list-style-type: none"> • Explores many perspectives and viewpoints that challenge racism and prejudice. • It allows our children to tackle emotive and controversial history in the classroom and to explore ways of ensuring history is taught with emotional understanding and consideration. 	<p>educate children that this is not the same for the whole of our country.</p> <ul style="list-style-type: none"> • Nicknamed the 'Bronze Age' in China – link to Y3 Stone and Iron Age. • Terracotta Warriors – local museum • Links to prior learning of Queens as this topic focuses on Monarchy. • Liverpool has the oldest established Chinese communities in Europe, created thanks to trade links between China and Britain via the ports of Shanghai and Liverpool. The main trading goods were silk and cotton wool. The first vessel arrived in Liverpool direct from China in 1834 and, with the revision of the East India Company's charter, the China trade was thrown open to private enterprise for the first time (links to prior learning of transport and trade & economics).
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<p>Key Stage 2 End points</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge using dates and terms. • Note connections, contrasts and trends overtime. • Develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge using dates and terms. • Note connections, contrasts and trendsover time. • Develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge using dates and terms. • Note connections, contrasts and trendsover time. • Develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Using more than one source of information. Understanding different accounts of a historical event and explaining some of the
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	<p>some of the reasons why the accounts may differ.</p> <p><i>Transferable Concepts: Change, Civilisation, Monarchy, Invasion and Religion</i></p>	<p>event and explaining some of the reasons why the accounts may differ.</p> <p><i>Transferable Concepts: Change, Empires and Migration</i></p>	<p>reasons why the accounts may differ.</p> <p><i>Transferable Concepts: Civilisation, Monarchy and Religion</i></p>
<p style="text-align: center;">Key Knowledge</p>	<p>Adolf Hitler rose to power in Germany as the leader of the Nazi party. When in power, he wanted to invade and control other countries.</p> <p>This led to Britain forming an alliance with other countries to protect them. They created a treaty; however Hitler broke this and so war was declared. Allies – against Germany/Hitler. The Axis Powers – against the Allies.</p> <p>Evacuations took place in waves. Pregnant women, children, disabled people and teachers were evacuated to the countryside from cities. Evacuees had to take their gas masks, ration books and identity cards. Once in their new location, a billeting officer would assign them to a 'host' family.</p> <p>To know that during WW1 and WW2 there were many food shortages and</p>	<p>A slave is a person who is owned by another person. A slave is not free to leave. They must obey their 'owner' and are often not paid fairly.</p> <p>Indentured servants agreed to work to pay off a debt to an employer.</p> <p>Slavery is the act of treating person as property and depriving them of their personal and human rights.</p> <p>Slavery has existed throughout history – Egypt, Greece, Rome, Barbary Coast. Sources can have varying levels of reliability. The mid 15th-16th century was known as the 'Age of Discovery'.</p> <p>Many countries set up settlements called colonies which expanded their empires. Slaves could be bought from tribes in Africa with money or goods. The path was known as the triangular trade. Almost 12 million</p>	<p>The Shang Dynasty was located in ancient China.</p> <p>The civilisation lasted from around 1600BC until 1046BC.</p> <p>Chinese legend says that the founder of the Shang Dynasty, Cheng Tang, overthrew the Xia dynasty to take power, but there is no definite proof of the Xia dynasty's existence.</p> <p>The existence of the Shang Dynasty was not proved until 1928 AD.</p> <p>Different social groups experienced life differently: king and ruling family; government officials, priests and warriors; craftsmen; merchants; peasant farmers; slaves.</p> <p>The excavation of Shang tombs and the study of oracle bones have</p>

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	<p>foods had to be 'rationed'. People were given ration books to use when shopping and could only get these certain amounts of food.</p> <p>The war started in September 1939. Men were called for 'active service'. Women had to take on jobs that men had done. At the start of the war, women volunteered.</p> <p>By 1941 conscription (making work compulsory) was introduced. It was only single women in 20s/30s but then became all women between 18 and 50.</p> <p>After the war, lots of the jobs did not exist or the men returned – women had got used to their independence and were keen for the liberation.</p> <p>Jews were subject to Nazi prejudice and discrimination during the war. We can learn from the Holocaust. The Holocaust describes the killing of over 6 million Jews before and during WW2. These killings were organised by the German Nazi party which was directed by Adolf Hitler.</p> <p>He blamed the Jews for Germany losing WW1 and the following</p>	<p>people were enslaved during the Atlantic Slave Trade. Captured people were led to the coast in shackles and chained lines called coffles.</p> <p>The trip across the Atlantic Ocean was called the Middle Passage.</p> <p>Cramped, unhygienic conditions led to many diseases – about 15% of slaves died during the Middle Passage. The slaves were sold in the Americas at auctions called scrambles. Slaves would be branded with their 'owners' initials.</p> <p>Primary source – firsthand witness of an event. Secondary source- created after an event. The Atlantic Slave Trade lasted approx.. 400 years.</p> <p>People in Britain, called Abolitionists, called for the slave trade to be made illegal- they argued it was inhumane.</p> <p>William Wilberforce was a famous MP who was a British Abolitionist.</p> <p>Slave rebellions in the colonies started to happen.</p>	<p>provided us with detailed information about Shang religion.</p> <p>The evidence found helps to understand about views on life, death and afterlife.</p> <p>The 19th century traditional Chinese medicine included the use of 'dragon bones', which were ground up and used in tonics and creams to treat illnesses and soothe wounds.</p> <p>These 'dragon bones' had been dug up and re-buried by Chinese farmers for thousands of years before their supposed medicinal benefits were exploited.</p> <p>In 1889, a collector of Chinese bronzes called Wang Yirong bought a number of these 'dragon bones' from an antiques dealer.</p> <p>It was Wang who first realised that the 'dragon bones' might not actually be from dragons after all.</p> <p>A 'jue' was made from bronze and was used to heat or serve wine.</p> <p>White pottery was only used by the royal family.</p>
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	<p>financial problems. Prejudice against Jews is called antisemitism. Jews were segregated from society in many ways. Many Jews were sent to concentration camps, forced to work like slaves. Many died through infection, starvation or exhaustion. Others were sent to death camps where they were killed in gas chambers. Mass killing – genocide.</p> <p>1st September 1939 – German soldiers invade Poland.</p> <p>3rd September 1939 – British Prime Minister Neville Chamberlain declares war on Germany.</p> <p>10th May 1940 – The Battle of France</p> <p>26th May 1940 – The evacuation of Dunkirk</p> <p>10th July 1940 – The Battle of Britain</p> <p>7th September 1940- The Blitz</p> <p>22nd June 1941 – The German invasion of Russia</p> <p>7th December 1941 – Japan bombs Pearl Harbour (US Naval Base)</p> <p>17th May 1943 – Dambusters Raid</p>	<p>Toussaint L'Ouverture led a successful slave revolt. British parliament voted to abolish slave trade in 1807 after 30 years of campaigning.</p> <p>The USA became independent from Britain in 1776. When Britain outlawed slavery, it was still legal in the USA. By 1860 approx 4 million people were enslaved.</p> <p>Slavery was one of the main causes of the American Civil War in 1861. Harriet Tubman was born into slavery and was an anti-slavery activist in America.</p> <p>The underground Railroad was actually a secret network of safe houses and routes run by ex-slaves, abolitionists and people who disagreed with slavery.</p> <p>The slave trade was abolished in 1807, in 1833 slavery was made illegal across the British Empire.</p> <p>Modern slavery includes people (including children) being forced to work for little or no money.</p> <p>After slavery was abolished in Britain, the Royal Navy would inspect</p>	<p>A 'zun' was a ritual wine vessel used in religious ceremonies.</p> <p>A 'ding' was made out of bronze and used to cook/store food as well as in ritual ceremonies for sacrificing animals or people.</p> <p>We know items were made from bronze, jade, bone and clay because evidence of these have survived a long time in the ground. Other materials such as wood and fabric, which were also used, rot away more quickly so there is less evidence for us to see. We have to rely on other sources of evidence, such as pictures or written documents to help us too.</p> <p>Archaeologists working in China discovered a lot of artefacts and other remains inside royal tombs. However, these tombs had been looted for many years and a large percentage of the contents were already missing, sold on the black market to collectors.</p> <p>Fu Hao's tomb is particularly important because it is the only Shang tomb that has been found intact.</p>
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	<p>6th June 1944 – D-Day Normandy Landings</p> <p>16th December 1944 – Battle of the Bulge</p> <p>8th May 1945 – VE Day</p> <p>6th August – 9th August 1945 – USA Drops atomic bomb on Japan</p> <p>Formal end of the war – 2nd September 1945</p>	<p>ships and free enslaved people found. They put a fine of £100 per slave to deter further involvement. The government had to pay ex-slave owners who felt they had lost money. Freed slaves had to find their own shelter/food/income. Towns and cities with large ports – (local link Liverpool). Many street names are based off the names of ex plantation owners.</p>	
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Lesson sequence to progress skills and knowledge	<ol style="list-style-type: none"> 1. How did World War Two start and how was Britain involved? 2. What was it like to be an evacuee? 3. Why did people have rationing books? 4. How did Women help the war? 5. What was the Holocaust? 6. What are the key events of World War Two? 	<ol style="list-style-type: none"> 1. What is a slave? 2. What route did the Atlantic Slave trade take? 3. What was it like to be a slave? 4. Why was slavery abolished in Britain? 5. Who was Harriet Tubman? 6. What is modern slavery? 7. What legacies have been left since slavery has been abolished? 	<ol style="list-style-type: none"> 1. When and where was the Shang Dynasty in existence? 2. How was the social hierarchy of the Shang Dynasty organised? 3. What religious beliefs and practices did people from the Shang Dynasty have? 4. What are oracle bones? 5. How can we find out information about the Shang Dynasty from artefacts? 6. Who was Fu Hao?
Vocabulary	Adolf Hitler, Fuhrer, annexed, troops, Lebensraum, Nazi, overthrow, occupation, anti-Semitism, republic, citizen, state, unemployment, debt, dictator. evacuee, evacuation, ration book, host family, billeting officer, suitcase, identity card, gas mask, food, shortage, ration, portion, recipes, conscription, land girls,	Slavery, Atlantic Ocean, slave, servant, triangular Atlantic Slave Trade, benefits, primary, secondary, sources, Middle Passage, abolished, Underground Railroad, Abolition, Harriet Tubman, modern, victim, Britain.	Fu Hao, soldier, bronze hu, Emperor Cheng Tang, Oracle bones, dragon, power, modern, dynasty, society, hierarchy, artefacts, rituals, religion, ancestor, tomb, jade, civilization, significance.

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	women, liberation, active service, Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb, Hitler, occupation		
<p>Cross Curricular Links</p> <p>Previous Learning</p> <p>In this year</p> <p>Future Learning</p>	<p>EYFS Geography – London</p> <p>Y1 Geography - UK</p> <p>Y1 History – Famous Queens</p> <p>Y1 History - Transport</p> <p>Y1 Geography – UK</p> <p>Y2 Geography – Seven Continents and Five Oceans</p> <p>Y3 Geography – UK</p> <p>Y3 Geography - Europe</p> <p>Y3 DT – Edible Garden</p> <p>Y5 Geography – Marvellous Maps</p>	<p>Y1 History - Transport</p> <p>Y2 Geography – Seven Continents and Five Oceans</p> <p>Y5 Geography – Marvellous Maps</p> <p>Y5 Geography – Enough for everyone</p> <p>Y6 Geography – Trade and Economics</p>	<p>Y2 Geography – Seven Continents and Five Oceans</p> <p>Y6 Art – Chinese Art</p> <p>Y6 Geography – Trade and Economics</p>