

History Rolling Programme June 2023

	Year a (2022/23)	Year B (2022/23)
	Cygnet (YR/1)	
Autumn	<p>Who were... and what did they do for us? <i>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> Focus on: Mary Seacole, Florence Nightingale, Robert Peel</p> <ul style="list-style-type: none"> To know that Mary Seacole was a nurse. To know that Mary Seacole lived during the Victorian Period. To know that Mary Seacole improved healthcare/ hospitals by training staff, making conditions cleaner. To know that Florence Nightingale was a nurse in the (Crimean) war. To know that Florence Nightingale helped people by making hospitals cleaner places, training more nurses and making sure people had food to eat. <p>To discuss changes in healthcare over time.</p>	<p>How have local people and events affected us?</p> <ul style="list-style-type: none"> <i>Significant historical events, people and places in their own locality.</i> <i>Changes within living Memory.</i> <p>School's 150th Birthday Focus: Jobs, food and Farming over time</p>
Spring	<p>How have inventions changed our lives over time? Inventions</p> <ul style="list-style-type: none"> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <p>Transport over time:</p> <ul style="list-style-type: none"> How has transport changed over time The development of early cars The changes of cars from the start to electric cars The reasons for the development of roads and cars Who invented trains and the development of these The development of aeroplanes. 	<p>What can we learn from explorers? Focus on explorers – Neil Armstrong, Shackleton <i>Events beyond living memory that are nationally significant.</i></p> <p>Who was Shackleton?</p> <ul style="list-style-type: none"> To know that Ernest Shackleton was an Anglo-Irish explorer who led the To know that exploration is when people travel into a territory that is new to them To understand that Ernest Shackleton explored the Antarctic to make many scientific discoveries.

		<ul style="list-style-type: none"> To know that, historically, people explored to discover new territory, resources or knowledge and brought this back with them. To understand that exploration to the poles now and then is different.
Summer	<p>Should we call Grace O'Malley a pirate?</p> <ul style="list-style-type: none"> <i>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> To ask and answers about what makes a pirate To compare Grace O'Malley with images of pirates from the past and the present To sequence events from Grace's life To describe a picture from the past using appropriate vocabulary To understand the key features of an event To fit people and events into a chronological framework To identify similarities and differences between ways of life in different periods To learn about different ways Grace has been represented 	<p>Why is Mary Anning remembered?</p> <ul style="list-style-type: none"> <i>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> To know who Mary Anning was and why we remember her To understand why Mary Anning was important To fit people and events into a chronological framework To identify similarities and differences between ways of life in different periods
Kingfisher Class (Y2/3 for 2022/23)		
Autumn	<p>Why do we celebrate Remembrance Day? <i>Events beyond living memory that are nationally significant.</i></p> <ul style="list-style-type: none"> I can explain why people wear poppies I can begin to describe the event people are remembering by wearing poppies I can describe some of the features of WW1 – soldiers, trenches etc I know how people should act on Remembrance Day 	<p><u>How has life changed over time? How have local people and events affected us?</u></p> <p>KS1 <i>Significant historical events, people and places in their own locality. Changes within living Memory.</i></p> <p>KS2 <i>A study over time tracing how several aspects of national history are reflected in the locality.</i></p> <ul style="list-style-type: none"> School's 150th Birthday - Focus on School life

	<ul style="list-style-type: none"> I know why it is important to remember the people who died in WW1 	<ul style="list-style-type: none"> The similarities and difference between schools today and in the time of their parents and grandparents and beyond To investigate the changes in the school buildings over time To investigate how what is taught has changed To find out if there were times in the past when life at school was particularly unusual and why was this
Spring	<p><u>What was it like to live in London in Samuel Pepys's time?</u></p> <ul style="list-style-type: none"> <i>Events beyond living memory that are nationally significant.</i> <i>Some should be used to compare aspects of life in different periods</i> <p>Key Question: Could the Great Fire of London be prevented? (events beyond living memory that are significant nationally or globally)</p> <ul style="list-style-type: none"> To know that the Great Fire of London started in 1666. To recall the events of the Great Fire of London To understand that we can find out about the fire because Samuel Pepys wrote a diary. To know that the fire started in Tom Farriner's Bakery. To know that the fire spread so quickly because it was hot summer, the houses were close together and there was a strong wind. To know that people fought the fire using water squirters, fire hooks and creating fire breaks. To understand what life was like in 1666 and during the Great Fire of London. To explain the consequences of the Great Fire of London and the changes which followed (damage to buildings, farmland, re-building the city, St. Paul's Cathedral, insurance, fire brigade). 	<p><u>Which queen was the best Queen Victoria or Queen Elizabeth II?</u></p> <ul style="list-style-type: none"> <i>A study of the lives of significant individuals from the past who have contributed to national/international achievements). Some should be used to compare aspects of life in different periods</i> <ul style="list-style-type: none"> To identify characteristic features of the periods each queen ruled in. To identify similarities and differences in the changes of communication these monarchs made. (impact) To understand what connections both nationally and internationally these monarchs influenced. To know that different positions hold different amounts of power e.g. queen / king / prime minister. To know that the prime minister represents a party that is voted into power by the people of the country. To know that the United Kingdom has a queen (Elizabeth II), but that the power of the monarch has reduced over time. (impact)KS2 - The Roman Empire and impact on Britain.
Summer	<i>Events beyond Living memory nationally significant.</i>	<i>Events beyond Living memory nationally significant</i>

	<p><i>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Boudicca's rebellion against Roman Rule in Britain; Learn about the Roman Empire and its impact/Romanisation of Britain.</i></p> <p><u>Who was Boudicca and why is she remembered?</u></p> <ul style="list-style-type: none"> • To begin to understand what it was like to live in Roman occupied Britain in 61 CE before Boudicca's rebellion and what benefits the Romans had brought to Celtic life. • To understand the reasons why Boudicca led an uprising against the Romans in 60/61 CE. • To understand the way in which Boudicca's rebellion came about and the speed and violence with which 3 Roman towns were captured. • To understand the way in which Boudicca's rebellion came to an end. 	<p><u>Who is Grace Darling?</u></p> <ul style="list-style-type: none"> • To understand the differences between Grace's life in the Victorian times and life in the present • To understand the events of Grace Darling's rescue of the passengers of the Forfarshire • To understand the events of Grace Darling's rescue of the passengers of the Forfarshire • To understand how and why Grace Darling became famous. • To understand why the story of Grace Darling is still important
Kite Class		
Autumn	<p>How did Early Man live?</p> <ul style="list-style-type: none"> • <i>Changes in Britain from stone age to Iron Age. E.g. late neolithic hunter-gathers and early farmers. Bronze age religion (technology, travel – Stonehenge), Iron age hills.</i> • To know that the Neolithic Age (started in 4000BC) was when there was a shift from hunting and gathering to agriculture. • To know that Bronze Age (started in 2400BC) was when humans started to work with metal. • To know that the Iron Age (started in 800BC) was characterised by the smelting of iron and its use in industry. 	<p><u>What can we learn from Long Sutton and its residents about the history of the village/school over the past 150 years?</u></p> <p><i>A study over time tracing how several aspects of national history are reflected in the locality.</i></p> <p>School's 150th Birthday</p> <p>Focus – School buildings and development of village and childhood focus</p> <ul style="list-style-type: none"> • To know how the building built in Long Sutton have changed over time • To be able to use maps, photos and pictures to understand the changes over time • To understand why and how the village has grown over the past 150years

	<ul style="list-style-type: none"> • To identify the characteristic features of each period. To identify how changes happened and what stayed the same or became different. • To understand why changes happened and what their consequences were. 	<ul style="list-style-type: none"> • To understand how jobs that people in the village do have changed over time using census data • To know how children's lives in Long Sutton have changed over the past 150 years
Spring	<p>What is it like to live in Ancient Egypt? <i>Achievements of the earliest civilizations. Overview of where first civilizations appeared and in-depth study of Ancient Egypt.</i></p> <ul style="list-style-type: none"> • To know where the ancient Egyptian civilisation appeared. • To understand that ancient Egyptian civilisation appeared around 3100BC. • To understand that archaeology helps us to find out about the past. • To use sources of evidence to understand about archaeologists and the life of the ancient Egyptians (ensuring sources of evidence are evaluated). • To understand about daily life in Ancient Egypt. • To understand what the ancient Egyptians achieved and value their contribution to society then and now (inventions, maths, writing, medicine, religion, sports, music, building construction). • To know that hieroglyphics were used as a way to communicate; know that they can tell us about life in Ancient Egypt. • To know that Ancient Egypt was ruled by kings and queens called pharaohs. • To know that there have been significant people in history that have had more power over others. • To know that Ancient Egypt had a social structure: upper, middle and lower class. 	<p>What did the Romans do for us? <i>The Roman Empire and impact on Britain</i></p> <ul style="list-style-type: none"> • To know that Britain has been invaded and settled in. • To know that people come to / invade a country because of the resources that it offers. • To know that the Romans invaded Britain in 43AD. (chronology) • To know that the Romans invaded from the South-East of Britain. • To know that the spread of the Roman Empire was due to conquering land across Europe, the East and the Mediterranean. • To identify what made the Roman army so successful (military power, political flexibility, economic expansion, well organised, ambitious). • To know about the Romanisation of Britain (Roman roads; religion; language, writing and numbers; town construction) • To know that Boudicca rebelled against the Romans in order to protect her property. • To know that the fall of the Roman Empire was caused by: - Corrupt politicians and rulers -Fighting and civil wars within the Empire -Attacks from barbarian tribes -The Roman army was no longer a dominant force -The Empire became so large it was difficult to govern • To know that within the same period of time, there were different parts of the world that were both similar and different to Britain.

		<ul style="list-style-type: none"> To know that different people who have invaded and settled have brought different technology, culture and beliefs to the country that are still prevalent / evidenced today To know that invasion and settling has led to significant changes that have impacted on everyday life.
	<p>How has crime and punishment changed overtime?</p> <p><i>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</i></p> <ul style="list-style-type: none"> To understand what we mean by crime and punishment To know some of the main features of crime and punishment over time. To know some of the main changes over time to the types of crime committed To understand how and why have punishments changed over time To begin to understand how have crimes been investigated over time To investigate how have our views about crime changed over time To investigate how realistic the stories are about crime and punishment in the past 	<p>How different was Baghdad to London around 900AD?</p> <p><i>A non-European society that provides contrasts with British history – early Islamic civilisation, including a study of Baghdad c AD 900.</i></p> <ul style="list-style-type: none"> How different was Baghdad to London around 900AD? To place Baghdad in a spatial and temporal framework To learn about everyday life in Baghdad and compare to London To be able to explain the importance of learning to the life of Baghdad To be able to reach a judgement based on the evidence To compare life in 900 AD to life today
Harrier Class Y5/6		
	<p><u>What can we learn from Long Sutton and its residents about WW1?</u></p> <p><u>Local history</u></p> <p><i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p>Focus: Family history/oral history – WW1</p> <ul style="list-style-type: none"> To explore the causes of the First World War. 	<p><u>What can we learn from Long Sutton and its residents about WW2?</u></p> <p><u>Local history</u></p> <p><i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p> <p>Focus: Family history/oral history – WW2</p> <ul style="list-style-type: none"> To understand the significance of the Blitz?

	<ul style="list-style-type: none"> • Improvise some events leading up to the start of the First World War. • To explore the different sources about what life was like at the Western Front. • To understand what life was like in the trenches • To explore the different sources showing what life was like on the Home Front. • To find out how the war ended. • To understand why we have Remembrance Day 	<ul style="list-style-type: none"> • To develop a coherent narrative of the war including a British and world dimension. • To know the impact of World War II on people in our locality? • To understand what it was like to be an evacuee • To understand the impact on WWII on women • To know what life was like for men fighting the war •
	<p>What did the Anglo Saxons leave us? Did the Anglo Saxons ruin Britain?</p> <p><i>Britain's settlement by Anglo-Saxons and Scots (A study of changes in Britain's social history and settlements)</i></p> <ul style="list-style-type: none"> • To know that the Anglo-Saxon era in Britain was from around 410AD to 1066. • To know where the Anglo Saxons fit in the chronology of British History. • To understand the historical changes in Britain and groups of people who settled there. • To know that the Anglo Saxons came to Britain to find land to farm. • To know that the Anglo Saxons came to Britain in ships, across the North Sea, from Northern Europe including: Germany, Denmark and the Netherlands. • To locate on a map where the Saxons came from and how they got here. • To understand the impact of the Anglo Saxon invasion on Britons (language, wooden buildings, religion, literature). 	<p><u>What did the Greeks do for us?</u></p> <p><i>Ancient Greece a study of Greek life and achievements and their influences on the western world.</i></p> <ul style="list-style-type: none"> • To understand that we can investigate Ancient Greece through what has been left behind. • To comment on possible features of Ancient Greece from its landscape. • To understand the differences in the lives of men, women and children in ancient Greece; • to understand that women were considered second-class citizens to men. • To know that Athens and Sparta were two city-states that each had a government. • To understand that Greek soldiers used the phalanx formation to work as a unit and be successful in combat. • To know that warriors of Ancient Greece were called hoplites. • To understand that religion was extremely important to the Ancient Greeks.

	<ul style="list-style-type: none"> • To explain how Britons may have felt when the Saxons invaded. • To know that Anglo Saxons lived in settlements near rivers, forest and other resources; to know that they lived in houses made of wood (from the forests). • To know that the Anglo Saxons were Christians and why. 	<ul style="list-style-type: none"> • To understand that the Ancient Greeks believed in multiple gods and goddesses. • To know that the Olympic Games began over 2700 years ago in Olympia, Greece. • To understand that democracy originated in Ancient Greece.
Summer	<p><u>What did the Vikings leave us?</u> Did the Vikings ruin Britain?</p> <p><i>The Vikings and Anglo-saxons struggle for Kingdom of England to the time of Edward the confessor.</i> <i>A study of changes in Britain's social history and settlements</i></p> <ul style="list-style-type: none"> • To describe in simple terms the causes / and or consequences of the invasions offering more than one example of its results. • To know that the Vikings invaded Britain for good farmland, trade links and wealth. • To know that the Vikings originated from Denmark, Sweden, and Norway, and that they settled in Britain, Iceland, Greenland, North America, and parts of the Europe. • To understand that Viking settlements were made from natural resources such as wood, stone, turfs of grass and thatch. • To explain why the number of Saxon kingdoms changed the conflict between arrival of Vikings. • To understand that Christian missionaries arrived in Britain to convert pagans to Christianity. • To discuss the impact of the Viking Legacy and how it affected Britain (place names, language, trade, resources, long ship technology) • To know that invasion and settling has led to significant changes that have impacted on everyday life and that this 	<p>Mayan civilisation – How different was the Mayan civilisation to Britain in AD 900?</p> <p><i>A non-European society that provides contrasts with British history –;</i> <i>Mayan civilization c. AD 900</i></p> <ul style="list-style-type: none"> • To know key facts about the Myan civilisation • To consider similarities and differences between ancient religions and different religions today • To look at the Maya number system. • To find out what Maya people grew and ate. • To locate the ancient Maya Cities. • To find out what we know about the Maya from the drawings of Frederick Catherwood. • Consider what we know about Chichen Itza and use the information to create a leaflet for tourists

	has led to significant changes e.g. social cultural, economic and political that have impacted on everyday life	
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