



ALDER COPPICE PRIMARY SCHOOL

HISTORY

Year 7 - Life in Tudor England & Medieval Life – English Reformation
Year 7 - African Kingdoms – including Benin

Year 7 – The War of the Roses
Evaluation, Explanation, Identification, Analysis, Description
Using sources for evidence

History & the Wider World

Year 7 – Evaluation, Explanation, Identification, Analysis, Description
Using sources for evidence
Why did William win the Battle of Hastings?
Who should become King in 1066?

YEAR 7

Historical Skills

Year 6 – Local Study -What makes North Wales a Unique destination? – Llandudno – Victorian History – Bronze Age/Iron Age history

Chronology – Deepening understanding of Stone Age to Iron Age & post-66 Britain through placing previously learnt periods (Victorians & Iron Age) into chronological context.
Continuity & Change – Identifying continuity and changes of Llandudno over time – bronze/iron age mining – to Victorian seaside town. **Cause & Effect** – Identifying the effects of Victorian inventions on today's world as either positive or negative – Victorian holidays – leisure time/railways. **Significance & Interpretation** – interpret the achievements of the Victorians as a turning point in British History in the context of then and now – holidays then and now – **characteristic features** of these. **Enquiry** – how do we know the Great Orme has a history of copper mining? selection of sources, arguments and evidence to justify opinion.

Local Study

Enquiry - How can sources tell us about the past? Identify the effectiveness of sources as evidence.

YEAR 5

Local Study

Year 5 Victorians Importance of the Black Country in the Industrial Revolution. Why we are called the Black Country?

Enquiry - How can sources tell us about the past? Which sources of evidence are reliable? How can a census help us to understand the past? Independent selection of sources, arguments and evidence to justify opinions.

Change & Continuity - how has our local area changed since the Victorian Era looking at society, health, housing, industry, travel. **Significance & Interpretations** – Identifying & interpreting the significance of Victorian achievements and their impact on today. **Cause & Consequence** – industrial revolution – impact on lives in our local area.

Local Study

YEAR 6
Ancient Ancients & Civilisations

Year 5 – Look at Britain's Role in the decline of an Empire – Benin Kingdom. Chronology – Placing the Benin Kingdom into the wider context of historical chronology. **Cause & Consequence** – How did Britain destroy an empire? **Significance & Interpretation** – engage in reasoned debate using evidence - should Britain give back the Benin Bronzes?

Year 5 – How Ancient Greek Life influenced the Western World - Chronology – Identifying the impact of the Ancient Greeks on the Western World and placing them into the wider context of world history. **Change & Continuity** – Identifying the continuity and changes of Greek achievements and inventions from then to now through: democracy, society, entertainment, beliefs & houses.

Ancient Ancients & Civilisations

Year 5 - How Ancient Greek Life influenced the Western World

Enquiry – Were the Ancient Greeks all that important for us now? Making independent decisions using a range of evidence to justify. **Significance & Interpretations** - Identifying & interpreting the significance of the achievements of Alexander the Great – debate how great was he using sources as evidence? Are there different viewpoints – why? **Cause & Consequence** - Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.

Ancient Ancients & Civilisations

Year 4 – How Ancient Egypt shaped modern society – Depth Study

Chronology – Placing early civilisations into chronological context – depth Egyptians. Deeper understanding of concurrent civilisations around the world and their impact on later civilisations. **Enquiry** – make independent decisions and use sources to justify. **Change & Continuity** – identifying the similarities and differences between the Ancient Egyptians, Modern Egypt and life in Britain through society, culture, entertainment, beliefs & achievements. **Cause & Consequence**- use primary & secondary sources to identify the importance of the Nile for the Ancient Egyptians, **Interpretations & Significance** – use primary & secondary sources to identify why the Pyramids were built – different interpretations, significance of Rosetta Stone in understanding written sources. **Characteristic Features** – use primary & secondary sources to identify characteristic features of Ancient Egypt.

KS3 Concepts

Chronology, Change, Continuity, Diversity, Significance, Cause & Consequence

Historical Concepts **YEAR 7**

Year 6 The Windrush Generation

A look at the Windrush Generation and how life for black people has changed over the past few decades and compare it to their lives today. **Enquiry** - What is the legacy of the Windrush Generation? How has life changed/continued for black people in Britain in the past and today? **Change & Continuity** –continuity and change from World War II to modern day through comparison of society, education, laws – discrimination. **Cause & Consequence** – Identifying the causes and effects of life for the Windrush generation in Britain- **Significance & Interpretation** – identifying the significance of the Windrush generation and achievements and impact on today's society of key individuals.

Beyond 1066

Year 6 - WWII - the Blitz all we need to know?

Know about a theme in British History which extends beyond 1066 – Explain why this was important in relation to British History - **Chronology** – building an understanding of post 1066 Britain through life during World War II. **Change & Continuity** – identifying how life changed – impact on war torn Britain and the wider world. **Cause & Consequence** – Identifying the reasons for World War II - using sources to identify changes in women's roles/men's roles - impact on life on the Homefront- impact on children's lives. **Enquiry** – which sources of evidence are reliable – what can sources tell us about the past? Did Evacuees have the same experience? **Discrimination**: How was life different for black people in the forces?

Year 5 – The impact of the Industrial Revolution on Victorian life. Chronology – building an understanding of post 1066 Britain through the Victorians and their impact on today's world by comparison of housing, society, industry, achievements. Placing Victorian Britain into Chronological context.

Beyond 1066

YEAR 5

Year 5 – The impact of the Industrial Revolution on Victorian life. Change & Continuity, - Identifying the continuity & change from Victorian Britain to modern day through comparison of housing, society, education, work, achievements. **Cause & Consequence** – Identifying the effect of Victorian inventions on today's world as either positive or negative. **Significance & Interpretation** – Identifying the significance of the Industrial Revolution and the impact on society – understanding different interpretations. **Enquiry** – conducting an enquiry using a census as evidence – critical thinking, reasoning & debate.

Beyond 1066

YEAR 4

Year 4 – How Britain changed during Anglo Saxon & Viking Times – Why it came to an end?

Chronology – building a coherent knowledge of British History from Roman Britain through to Anglo Saxon & Viking Britain by comparison on people, society, housing, beliefs & achievements. Placing Stone, Bronze & Iron Age into wider contexts. **Change & Continuity** -Identifying the continuity and change throughout Anglo-Saxon & Viking Britain through comparison of housing, society, entertainment & Beliefs.

Cause & Consequence – Identifying the causes and effects of Anglo-Saxon & Viking invasion on Britain – changes in housing, religion, language etc. Identifying that one event can have multiple effects – invasion of Britain by AS & V

Significance & Interpretation – Identify significant changes in Britain, identify why interpretations can change in light of new evidence/misconceptions – Vikings wore horned helmets. **Enquiry** – making independent decisions and using evidence to justify. **Characteristic Features** – using primary & secondary sources of evidence to identify characteristic features of AS & V

YEAR 4

Chronology - Stone Age to 1066

YEAR 5

Chronology - Stone Age to 1066

Primary

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HISTORY

Year 3 – How Britain Changed throughout the Stone Age & Iron Age periods

Chronology – building a coherent knowledge of the Stone, Bronze & Iron Ages by comparison throughout most lessons focusing on people, society, housing, beliefs & achievements.

Enquiry - Begin to make independent decisions and use evidence to justify. **Change & Continuity**, - Identifying the continuity and changes throughout the stone, Bronze & Iron Ages by comparison of society, housing & beliefs. **Cause & Consequence** - Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally. Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life. **Significance & Interpretations** - Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence. **Characteristic Features** – use sources to identify features of each era

Year 3 – Roman Empire - Impact of and know how the Roman Occupation of Britain helped advance British Society

Skills – Enquiry – what impact did the Romans have on Britain? - Make independent decisions and using evidence to justify. **Change & Continuity** - Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: housing, society, culture, beliefs. **Cause & Consequence** - Identifying reasons for the invasion of Britain by the Romans and the impact it had on Britain – identifying the effects on following civilisations and today. **Significance & Interpretations** - Questioning the validity of sources and contradictions – Boudicca & Celts - Identify why Boudicca is such a significant individual for both British and Roman British history. Identify why interpretation of sources is critical to our understanding of the past.

Chronology – Stone Age to 1066

Changes within living Memory

Year 2 - Schools through the Ages

Know that children's lives today are different to those of children long ago.

Then & Now – Developing understanding of **chronology** and how things are different to today (**change**) & what are typical **characteristic features** of Schools in the past **Enquiry & Interpretation** of past events

Then & Now – Identifying how periods of time can impact on individuals or events Identifying that significant individuals from the past have helped shape the present, locally and nationally (schooling in Victorian Times – Thomas Bernardo).

YEAR 2

Beyond living memory

YEAR 2

Lives of Significant Individuals

Local History

Year 2 – Why Canals are important in our local area – Know how the local area is different to the way it used to be a long time ago. Differentiate between 100+ years ago. **Enquiry** - how have the use of the canals in our local area changed from 100 years ago? Why did we need the canals 100 years ago? What was life like on the canals? How do we use the canals today? **Change**, identify that changes throughout history have had important consequences (development of railways led to canal decline) **Cause & Effect** - identifying specific causes and effects from different periods and begin to find links between them (change in canal usage – industrial revolution- machines) **Interpretations** – use evidence to justify reasons **Characteristic Features** – use sources to identify features of canals now and in the past

Year 2 - Who are some of our significant people?

Martin Luther King Jr & Rosa Parks, Marie Curie, Winston Churchill, Tim Berners-Lee & Malala Yousafzai

Interpretation – what makes these people significant? Who is the most significant? Gain a deeper understanding of what makes someone significant.

What sources of evidence tell us about these people (**Enquiry**) – what **legacies** are left behind?

Sequence events in their lives Year 2 – sequence artefacts closer together in time.

Chronology – Then & Now

Changes within living Memory

YEAR 1

Then & Now – Developing understanding of **chronology** and how things are different to today (**change**) & what are typical **characteristic features** of toys in the past - **Enquiry & Interpretation** of past events

Year 1 - Toys through the Ages

Changes within living Memory

Beyond living memory

YEAR 1

Lives of Significant Individuals

Local History

Great Fire of London

Then & Now Year 1 – How life is different today compared to back then – **change, Cause & Effect** -Identifying that there are reasons for continuity & change – and begin to identify cause and effect of the fire - changes to London and housing.

Great Fire of London

Interpretation – identify why certain events/people are significant in history **Enquiry** – guided enquiry using knowledge from topic

Giving children a 'range of personal experiences' – from visiting places of historical interest to engaging with the local community

Florence Nightingale, Mary Seacole & Edith Cavell - Know about a famous person from the past and how they changed and influenced the wider world.

Then and Now – identifying that events and people from the past may have occurred across a greater period of time than just themselves.

Change & Continuity – identifying that there are reasons for continuity and change that can have an impact on life today – changes to nursing impact today.

Lives of Significant Individuals

Similarity & Difference – identify some reasons that individuals are similar and or different and why they may be treated differently (Mary/Florence – backgrounds/class)

Significance – identify why some individuals are significant both locally and nationally. Begin to understand what makes someone significant

Interpretation & Enquiry - identify why certain people are significant in history – why do Mary and Florence deserve a statue in a prominent position?

Investigating artefacts, e.g. looking closely at images or exploring items of interest to develop understanding on how historians use different sources of evidence to construct and frame their interpretations of the past

Compare and contrast characters from stories, including figures from the past e.g. *Special People*.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

PRIMARY Primary

Past and Present

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class e.g. *tools, transport, dinosaurs*.

EYFS

Comment on images of familiar situations in the past e.g. *Homes past & present*.

Understanding the World

Talk about the lives of the people around them and their roles in society e.g. *All about me*.

Talk about members of their immediate family and community – e.g. *Special People*.

EYFS

Local History Past and Present