

History Whole School Overview
2022-2023

| | Autumn | Spring – whole school local history unit | Summer |
|-----------------------------|--|--|--------|
| | <p>Extra notes: Planning and resources: Twinkl, Hamilton Trust, Historical Association (we have a log in for this), Plan Bee, subject folder on P drive has ideas that have been found. Add to for your unit and others can use in the future. Knowledge organisers will be provided ahead of time for each unit. Artefact boxes will be delivered each term. Book boxes will be stored in Yr6 for each unit – collect the last week of term before you are due to teach a unit.</p> <p>(Autumn CPD for staff) For assessments, an excellent example and best fit criteria for will be available on the P drive. Using a class list, give chn a 1-5 for each topic based on answers and work produced for the assessment question (direct link to report writing). Must use half an hour at the beginning of a new unit to recap the last unit and ensure children have time to reflect and improve on their assessment question responses.</p> | | |
| EYFS - Nursery | <p>Throughout the year, Nursery children will explore beginning themes of History learning by focusing on themselves and their place in the world. This covers the birth-5 matters statements:</p> <p>Communication and language (3) Beginning to talk about people and things that are not present. (4) Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is?). Uses a variety of questions (e.g. what, where, who).</p> <p>Understanding the World (3) Is interested in photographs of themselves and other familiar people and objects. (4) Has a sense of own immediate family and relations.</p> <p>Mathematics (3) Associates a sequence of actions with daily routines. Beginning to understand that things might happen now or at another time. (4) Beginning to understand some talk about immediate past and future.</p> <p><u>This looks like the following in our Nursery setting:</u></p> <ul style="list-style-type: none"> • Talking about their daily routine, sharing a daily visual timetable • Celebrating their birthday • Showing an interest in themselves and their own life. • Using simple language connected to the ‘here and now’. • Looking at photographs of past events, either in their own lives or those of others. • Showing interest and talking about how they have changed and grown since they were a baby. • Role playing special events they have enjoyed and participating in. | | |
| EYFS - Reception | <p>Main themes - Guy Fawkes, Christmas now and then, families, famous people in the past, The Royal Family, farms and the seaside now and then. This covers the birth-5 matters statements:</p> <p>Communication and Language (5) Listens to familiar stories with increasing attention and recall. (5) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (5) Able to use language in recalling past experiences. (5) Can retell a simple past event in correct order (e.g. went down slide, hurt finger). (6) Understands questions such as ‘who; why; when; where and how’. (6) Uses language to imagine and recreate roles and experiences in play situations (6) Links statements and sticks to a main theme or intention</p> <p>Understanding the World (5) Remembers and talks about significant events in their own experience. (5) Shows interest in the lives of people who are familiar to them. (6) Talks about past and present events in their own life and in the lives of family members.</p> <p>Mathematics (5) Sequences a small number of familiar events and beginning to respond to and use words such as ‘before’, ‘after’, ‘soon’ or ‘later’. (6) Orders and sequences events using everyday language related to time. (6) Beginning to experience measuring time with timers and calendars.</p> <p>Literacy (6) Enjoys an increasing range of print and digital books, both fiction and non-fiction. (6) Re-enacts and reinvents stories they have heard in their play.</p> | | |

History Whole School Overview
2022-2023

| | | | |
|--------------------------|---|--|---|
| | <p>(6) Knows that information can be retrieved from books, computers and mobile digital devices.</p> <p>In the Reception classroom, these objectives will look like:</p> <ul style="list-style-type: none"> • Talking about lives of other family members. • Talking about their own family and being interested in people around them and the lives of others. • Recounting memories of special celebrations. • Role playing special events they have enjoyed or participated in. • Noticing changes in seasons. • Exploring objects or photographs from the past. • Finding information about the past in books and technology. • Talking about when something happened using language associated with the passage of time • Independently following some aspects of a familiar routine. • Sequencing events from a known story by ordering pictures or retelling the story in their own words • Looking at artefacts from the past. What are they? What do we use now? • Drawing and writing about recent or past events. • Learning about famous people in the past, for example Neil Armstrong in space. • Exploring their own interests which have historical links, for example finding out about dinosaurs. • Acting out historical events with small world play figures. • Asking questions about past events. • Exploring their local area through the eyes of a 'historian'. How has our local area/Kendal changed? <p>Vocabulary: Religion, art, war (pre learning for invasion), peace, parliament, Royal Family (pre learning for monarchy), discovery.</p> <p>Golden threads: Community and culture, conflict and disaster, hierarchy and power.</p> <p>Assessment opportunities: ELG for understanding the world (past and present): Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | | |
| EYFS enrichment | | | Leighton Moss visit? |
| Year 1 | <p>My Family inc. toys Changes within living memory</p> <p>Vocabulary: Settlement, innovation.</p> <p>Golden Threads: Community and culture, exploration and invention.</p> <p>Assessment opportunities: Class concept map beginning and end of unit (What do we know about toys in the past?) End of unit - Video recording of answers to the question: What toys and games did your grandparents play? EXT: What did they not play with and why?</p> | Where do I come from? Coat of arms, houses, school, Kendal, grandparents, parents. | <p>Royal Family (Queen Elizabeth and Victoria) Lives of significant individuals in the past (Queen Elizabeth II and Queen Victoria) AND changes within living memory.</p> <p>Vocabulary: Occupation, monarchy, empire.</p> <p>Golden Threads: Conflict and disaster, hierarchy and power.</p> <p>Assessment opportunities: Class concept map beginning and end of unit (What do we know about the Royal family?) End of unit – Video recording of answers to the question: Tell me about the lives of someone from the Royal family. EXT: What has changed since they were alive?</p> |
| Year 1 enrichment | Family day – show and tell toys. Toys in the past artefact box | | |

History Whole School Overview
2022-2023

| | | | |
|---------------------------------|---|--|--|
| <p>Year 2</p> | <p>Great Fire of London Events beyond living memory that are significant globally and nationally (Samuel Pepys, Charles II)</p> <p>Vocabulary: Architecture, law, monarchy, equality, occupation.</p> <p>Golden Threads: Community and culture, conflict and disaster, hierarchy and power.</p> <p>Assessment opportunities: Class concept map beginning and end of unit (What do we know about the Great Fire of London? What do we know about those key words – fire, London? End of unit assessment question: What is the Great Fire of London? EXT: How did London change after the fire?</p> | <p>Who are our local heroes? Beatrix Potter, Wainwright, Wordsworth, wool trade.</p> | <p>Mary Seacole and Florence Nightingale Lives of significant people in the past who have contributed to national and international achievements.</p> <p>Vocabulary: War, occupation, military, innovation, navigation, progress</p> <p>Golden Threads: Conflict and disaster, exploration and invention.</p> <p>Assessment opportunities: Concept map beginning and end of unit (Who were Mary Seacole and Florence Nightingale? – introduce individual concept maps for the first time.) End of unit assessment question: Who were Mary Seacole and Florence Nightingale? What do you know about them? EXT: Why is she a significant person?</p> |
| <p>Year 2 enrichment</p> | <p>Great Fire of London artefact box</p> | | <p>MS and FN artefact box</p> |
| <p>Year 3</p> | <p>Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age. This includes:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers – Skara Brae • Bronze Age religion, technology and travel – Stone Henge • Iron Age hill forts <p>Vocabulary: Stone, bronze, iron, queen, village, Britain, BC, AD, fort, Europe, tribes, revolt, hunter-gatherer, pre-historic, Lindow Man, Druid, art, invasion, occupation.</p> <p>Golden Threads: Community and culture, conflict and disaster.</p> <p>Assessment opportunities: Individual concept map beginning and end of unit (What do you know about the Stone Age and Iron Age?) End of unit assessment question: Which period of the Stone Age to Iron Age would you like to live in and why? EXT: How did life change from the Stone Age to Iron Age?</p> | <p>What did the Stone Age look like in Cumbria?</p> | <p>Ancient Egypt The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared. A depth study of Ancient Egypt.</p> <p>Vocabulary: Civilisation, religion, architecture, navigation, progress, innovation, democracy, law, empire.</p> <p>Golden Threads: Community and culture, exploration and invention, hierarchy and power.</p> <p>Assessment opportunities: Individual concept map beginning and end of unit (What do you know about the Egyptians?) End of unit assessment question: What did the Ancient Egyptians achieve? EXT: What have we learnt from the Ancient Egyptian civilisation?</p> |
| <p>Year 3 enrichment</p> | <p>Stone Age to Iron Age artefact box</p> | <p>Stone Age workshop focusing on Cumbria (replaced Castlerigg trip)</p> | <p>Ancient Egypt artefact box Ancient Egyptian visitor workshop</p> |

History Whole School Overview
2022-2023

| | | | |
|---------------------------------|---|--|--|
| <p>Year 4</p> | <p>Roman Empire The Roman Empire and its impact on Britain. This includes:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54BC • The power of the Roman Army • Hadrian’s Wall • Boudica • Romanisation of Britain <p>Vocabulary: Religion, settlement, trade, economy, discovery, innovation, migration, empire, democracy, law. Golden Threads: Community and culture, exploration and invention, hierarchy and power. Assessment opportunities: Individual concept map beginning and end of unit (What do you know about the Romans?) End of unit assessment question: What did the Romans do for Britain? EXT: How have the Romans influenced the wider world?</p> | <p>Why should we preserve our locality? (Romans)</p> | <p>Anglo-Saxons and Scots Britain’s settlement by Anglo-Saxons and Scots. This includes:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain and the fall of the western Roman Empire. • Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture. <p>Vocabulary: Britain, timeline, invasion, Anglo-Saxon, Edward the Confessor, succession, religion, art, trade, conquest, invasion, war, migration, navigation. Golden Threads: Community and culture, conflict and disaster, exploration and invention. Assessment opportunities: Individual concept map beginning and end of unit (What do you know about the Anglo-Saxons and Scots?) End of unit assessment question: What did daily life look like for an Anglo-Saxon? EXT: How did the Anglo-Saxons gain power in Britain?</p> |
| <p>Year 4 enrichment</p> | <p>Roman artefact box</p> | <p>Local walk – what features of Kendal have been influenced or improved by the Roman existence?</p> | <p>Anglo-Saxon artefact box</p> |
| <p>Year 5</p> | <p>Viking and Saxons Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor This includes:</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England. • Edward the confessor and his death in 1066 <p>Vocabulary: Invasion, conquest, occupation, treaty, monarchy, prejudice, empire. Golden Threads: Conflict and disaster, hierarchy and power. Assessment opportunities: Individual concept map beginning and end of unit (What do you know about the Vikings?) End of unit assessment question: How did the Vikings stay powerful? EXT: Why is Edward the Confessor important?</p> | <p>Who were Lake the District Vikings?</p> | <p>Ancient Greece A study of Greek life and achievements and their influence on the western world.</p> <p>Vocabulary: Civilisation, economy, trade, myth, innovation, progress, discovery. Golden threads: Exploration and invention, community and culture. Assessment opportunities: Individual concept map beginning and end of unit (What do you know about the Ancient Greeks?) End of unit assessment question: What did the Ancient Greeks do for the western world? (Museum Day) EXT: What other periods in History were alive at the same time? And how are they similar/different?</p> |

History Whole School Overview
2022-2023

| | | | |
|--------------------------|---|--|--|
| Year 5 enrichment | Viking artefact box | | UKS2 Museum Day – sharing learning with parents and peers. Ancient Greece artefact box |
| Year 6 | <p>Battle of Britain An aspect or theme in British history that extends chronological knowledge beyond 1066. – significant turning point in British history: The battle of Britain. Winston Churchill, Queen Elizabeth II, Hitler.</p> <p>Vocabulary: Oppression, politics, prejudice, law, liberation, treaty, peace, war, military.</p> <p>Golden threads: Conflict and disaster, hierarchy and power.</p> <p>Assessment opportunities: Individual concept map beginning and end of unit (What do you know about World War 2?) End of unit assessment question: How has the Battle of Britain been a turning point for British history? EXT: What key people had the most influence? Why?</p> | <p>How did the War affect our locality? War memorials, air raid shelters. WW links</p> | <p>Mayans A non-European society that provides contrasts with British History (The Mayan Civilisation).</p> <p>Vocabulary: Civilisation, economy, trade, migration, progress, law, government, politics.</p> <p>Golden threads: Community and culture, exploration and invention, hierarchy and power.</p> <p>Assessment opportunities: Individual concept map beginning and end of unit (What do you know about the Mayans?) End of unit assessment question: What was the Mayan society like? (Museum Day) EXT: How do the Mayans compare with the Romans?</p> |
| Year 6 enrichment | War museum on residential - Manchester (Autumn term) WW2 artefact box | Walk to the war memorial in Kendal town centre. | UKS2 Museum Day – sharing learning with parents and peers. Mayans artefact box |