

Subject: History

Progression and Coverage Document

National Curriculum Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Periods touched upon in Phase 1- 1666 London, 1800's Mary Seacole/ Florence Nightingale, 1953 coronation of Queen Elizabeth II, 1969 moon landing, recent dates relating to royal family e.g 2011 William and Kate married, 2013 Prince George born, 2020 leaving the EU

Year 1

| <u>NC Objective</u> | <u>Larkhall targets</u> | <u>Term</u> | <u>Topic</u> |
|---|--------------------------------|--------------------------|--|
| The 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 | 1,3,5,6,7,8,9,10,12 | Autumn 1 | <ul style="list-style-type: none"> Mary Seacole/ Florence Nightingale in All About Me (linked to Black History month) |
| Events beyond living memory that are significant nationally or globally | 1,2,3,4,5,6,7,11,12,13 | Spring 1 Summer 1 | <ul style="list-style-type: none"> Moon landing in Space Great Fire of London in Time Machine |
| Significant historical events, people and places in their own locality | 1,2,3,4,5,6,7,8,9,11,12,13 | Autumn 1 Summer 1 | <ul style="list-style-type: none"> Key people and places in their own history in All About Me The Great Fire of London in Time Machine |

Year 2

| <u>NC Objective</u> | <u>Larkhall targets</u> | <u>Term</u> | <u>Topic</u> |
|---|--------------------------------|--------------------------|---|
| The 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 | 5,6,7 | Autumn 1 Summer 2 | <ul style="list-style-type: none"> Key explorers including Christopher Columbus in Wet, Wet, Wet Explorers Royal family members including Queen Elizabeth II and Prince Charles in The Royals |
| Events beyond living memory that are significant nationally or globally | 5,6,7 | Autumn 1 | <ul style="list-style-type: none"> Sadiq Khan elected Mayor of London in All About Me |

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| | | Spring 1 Summer 2 | <ul style="list-style-type: none"> Key inventions of transportation modes in Wet, Wet, Wet Explorers Queen Elizabeth II coronation in Royals |
| Significant historical events, people and places in their own locality | 5,6,7,13,14 | Autumn 1 Summer 2 | <ul style="list-style-type: none"> Sadiq Khan as Mayor of London. Link to key religion- Islam. Royal weddings, coronation etc in Royals |
| Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | 5,6,7 | Spring 1 Summer 2 | <ul style="list-style-type: none"> Changes to transport such as bus doors, oyster cards, all night underground trains in Wet, Wet, Wet Explorers Birth of Prince George, leaving the EU in The Royals |

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Periods touched upon in Phase 2 and 3 - dinosaurs (stone age, iron age), Ancient Egypt, Roman Britain, Walter Tull, Vikings, Ancient Greece, Mayan civilizations c. AD 900 , Evolution (stone age, iron age), Tudor (Shakespeare), Victorian England (through theme day).

Year 3

| NC Objective | Larkhall targets | Term | Topic |
|---|-------------------------|----------------|---|
| Changes in Britain from the Stone Age to the Iron Age | 1,2,3,12,14 | Spring 1 | <ul style="list-style-type: none"> Discovering Dinosaurs With explicit reference stone and iron age periods on a timeline and discuss technological innovations. |
| The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study | 1,3,10,11,12,14,15 | Summer 1 and 2 | <ul style="list-style-type: none"> Excavating Ancient Egypt |

Year 4

| <u>NC Objective</u> | <u>Larkhall targets</u> | <u>Term</u> | <u>Topic</u> |
|--|--------------------------------|--------------------|--|
| The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots "how did the Roman empire end?" or "What happened next?" | 1,2,3,5,7,9,10,11, 13,14,15 | Spring 1 | <ul style="list-style-type: none"> Roaming Romans |
| A local history study | 1,2,3,4,5,6,10,11, 12,13 | Summer 1 | <ul style="list-style-type: none"> Walter Tull |

Year 5

| <u>NC Objective</u> | <u>Larkhall targets</u> | <u>Term</u> | <u>Topic</u> |
|---|--|--------------------|--|
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots "What was the situation in England before the Vikings arrived?" | 1,2,3,4,5,6,7,9,10, 11,12,13,15,16,17, 18,19 | Autumn 2 | <ul style="list-style-type: none"> Vikings: Valiant or vicious? |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world | 1,2,3,4,5,6,7,10, 11,12,13,15,16,17, 18,19 | Summer 1 | <ul style="list-style-type: none"> Ancient Greece |
| A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900 ; Benin (West Africa) c. AD 900-1300 | 1,2,3,4,5,6,7,14,15, 16,17,18,19 | Spring 1 | <ul style="list-style-type: none"> Radiant Rainforest |

Year 6

| <u>NC Objective</u> | <u>Larkhall targets</u> | <u>Term</u> | <u>Topic</u> |
|---|---|--------------------------|--|
| Changes in Britain from the Stone Age to the Iron Age | 1,2,3,4,5,6,7,11, 12,13,15,16,17,18, 19 | Spring 2 | <ul style="list-style-type: none"> Evolution |
| A local history study | 1,2,3,4,5,6,7,8,11, 12,13,16,17,18,19 | Spring 1 | <ul style="list-style-type: none"> Friend or Foe With focus on local area study |
| A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | 1,2,3,4,5,6,7,9,12, 13,16,17,18,19 | Autumn 2 Spring 1 | <ul style="list-style-type: none"> Shakespeare (Study of Tudors e.g. Henry;s relationship with the church, link to RE) Friend or Foe |

Key Historical Figures throughout the school

| Year group | <u>Key historical figures linked to topics</u> | <u>Other key figures to study/reference (including Religious figures)</u> | <u>Events</u> |
|-------------------|---|---|---|
| EYFS | | | Events in own life All religious |
| 1 | Mary Seacole Florence Nightingale Neil Armstrong Mae Jemison | Hans Christian Anderson (Fairy tales) Samuel Pepys | Crimean War Moon Landing The Great Fire of London |
| 2 | Queen Elizabeth II Amelia Earhart | Other members of the Royal family incl Prince George David Attenborough Sir Francis Drake, Christopher Columbus, Amelia Earhart, George Stephenson, Garrett Morgan Admiral Zheng He (link to Islam) Sadiq Khan (Democracy week and Islam) Famous athletes (link to Olympics topic) Recap: Mary Seacole and Florence Nightingale | Diamond Jubilee, Olympics |
| 3 | Mary Anning Howard Carter (Ancient Egyptians archeologist) Tutankamun | Sir Wally Herbert Cleopatra Mark Zuckerberg and Sergey Brin (linked to Judaism and computing) | Discovery of King Tut's tomb |
| 4 | Walter Tull (Black footballer and soldier in WW1) Boudicca | Julius Caesar Emperor Augustus Gandhi (linked to Hinduism) | WW1 Roman Invasion of Britain |
| 5 | Edward the confessor, Erik the Red (Vikings) | Valentina Tereshkova Yuri Gagarin Neil Armstrong Socrates Plato Preet Gill - link to Democracy Week (first female British Sikh MP - Labour Party, also many others in) | Viking Britain Space Exploration |
| 6 | Winston Churchill Charles Darwin William Shakespeare | Anne Frank The Dalai Lama (linked to peace) Many celebrity Buddhists | Friend or Foe Evolution |

Theme day content and info



Whole School Victorian Day

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| Key Stage 2 | a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 |
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Layout of a lesson for 1-6

- Line up outside classroom.
- Teacher arrives and supervises children who stand behind their desks.
- Teacher greets children and they reply with: "good morning miss/sir".
- Introduce a few facts about Queen Victoria and draw attention to her portrait.
- No technology!
- Put date of the Victorian era onto class timeline - older chn work out how long ago this was
- Yr3-6 Department: teach children about sitting straight, standing up straight. Check state of children's hands and nails, and inspect their shoes.
- <https://www.blackhistorymonth.org.uk/article/section/real-stories/the-african-princess-sarah-forbes-bonetta/>
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| | Lesson expectations | Curriculum links |
|---------------|--|--|
| EYFS | <ul style="list-style-type: none"> • EYFS/Phase 1 Writing: introduction to sand tray and allow some children to try. | <ul style="list-style-type: none"> • EYFS/Y1/2: Nature study A common activity for Victorian children, possibly more so in rural areas, involved looking for natural objects, creatures, etc, Think of different types of leaves, interesting stones or pebbles, small plants. |
| Year 1 | <ul style="list-style-type: none"> • EYFS/Phase 1 Writing: introduction to sand tray and allow some children to try. • | <ul style="list-style-type: none"> • Geography: identify countries on a map, or name capital cities. • Drawing: Victorians loved drawing and the teacher would often bring a flower or an insect or some other natural object into the classroom. The children would then draw the object, usually with a simple pen and ink or pencil sketch. This might be combined with a nature study activity. • EYFS/Y1/2: Nature study A common activity for Victorian children, possibly more so in rural areas, involved looking for natural objects, creatures, etc, Think of different types of leaves, interesting stones or pebbles, small plants. |
| Year 2 | <ul style="list-style-type: none"> • EYFS/Phase 1 Writing: introduction to sand tray and allow some children to try. | <ul style="list-style-type: none"> • Arithmetic: recite 2 x, 10 x tables. • Drawing: Victorians loved drawing and the teacher would often bring a flower or an insect or some other natural object into the classroom. The children would then draw the object, usually with a simple pen and ink or pencil sketch. This might be combined with a nature study activity. • EYFS/Y1/2: Nature study A common activity for Victorian children, possibly more so in rural areas, involved looking |

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| | | for natural objects, creatures, etc, Think of different types of leaves, interesting stones or pebbles, small plants. |
| Year 3 | <ul style="list-style-type: none"> Phase 2 Writing: introduction to slates. Ask children to write their name on slate and draw something. | <ul style="list-style-type: none"> Arithmetic: recite some x tables Decoupage |
| Year 4 | <ul style="list-style-type: none"> Phase 2 Writing: introduction to slates. Ask children to write their name on slate and draw something. | <ul style="list-style-type: none"> Arithmetic: recite some x tables Decoupage |
| Year 5 | <ul style="list-style-type: none"> History: recite the dates of kings and queens. Phase 3 Writing: introduction to the copybook, dip pens and ink. Allow children to do some copybook writing- copy from the blackboard. For older children a brief mention of the British Empire and the scope of British Sovereignty. Year 5: Introduction to punishment: the Dunces' hat for children that were slow or stupid. | <ul style="list-style-type: none"> RE: Explore religion during the Victorian era and compare to religion now Arithmetic: recite some x tables Toy boat making is a simple activity that might appeal more to boys. A boat would be carved from a piece of wood with a sharp penknife, with masts and rigging added. Balsa wood can be used as alternative, as this can be moulded with safer tools. HRE link- mental health of Queen Victoria Education reforms - chns rights |
| Year 6 | <ul style="list-style-type: none"> History: recite the dates of kings and queens. Phase 3 Writing: introduction to the copybook, dip pens and ink. Allow children to do some copybook writing- copy from the blackboard. Year 6: Punishment: Introduction to the cane and other forms of punishment. <i>There is usually a rush to have a go at being a dunce! It is worth emphasising that in Victorian times to be a dunce would be a disgrace. Dunces were not always stupid but may have had learning difficulties which were not recognised in those days. The dunce would have to stand in the corner with the face to the wall, or sit on a dunce's stool for long periods of time. The cane, used for punishment, was given either on the hand or bottom. Teachers were not unwilling to use corporal punishment, and in some schools even prefects could give pupils a caning. Teachers also used a ruler as an effective form of punishment.</i> | <ul style="list-style-type: none"> Arithmetic: recite some x tables HRE link- mental health of Queen Victoria Education reforms - chns rights |

- For older children a brief mention of the British Empire and the scope of British Sovereignty.
- Devotional: A simple Bible verse is read, and then children recite the Lord's Prayer together. For the more adventurous you can sing a hymn such as All Things Bright and Beautiful, or Onward Christian Soldiers.
- Reading: read or get children to read a passage from a primer or Victorian book.
- ❖ Playground activities such as hoops, stilts, tops, marbles, hopscotch and skipping. Also drill, which is just simple exercises.
- ❖ Decoupage is an easy craft activity and would certainly have been done in Victorian times. Ideas for this will be given in a future article
- ❖ Peg dolls are also another craft activity and most Victorian schoolgirls would have had a peg doll. Start with a dolly peg and dress it up with scraps of material. We will shortly be selling dolly peg kits.
- ❖ What about a Victorian lunch? Cheese and bread, sliced meats, simple cakes and real lemonade make a great meal..

Victorian games: <http://www.victorianschool.co.uk/parlour%20games.html>

read a narrative poem, taking turns with the verses. Poetry was used as a means of communicating information to the masses in the Victorian era. Try The Wreck of the Hesperus by Henry Wadsworth Longfellow or The Charge of the Light Brigade by Alfred, Lord Tennyson (about the Crimean War). For a "bad" poem try The Tay Bridge Disaster by William McGonagall.

Dressing Up: invite chn and adult to come in dressed up as a victoria pupil/teacher

Key days, events, charity days calendar