



# History



*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."*

## History Statement of Intent

Through the study of History, pupils at Folksworth Primary School will discover a curiosity and interest in the world around them and their place within it. In line with our school vision, they learn about the three strands of local, national and world history and the links between all three. They will learn about key events and civilisations of the past and about the people who lived through them, as well as about the key drivers of change over time and how these have shaped our present local community and the wider world. We teach our pupils a broad History curriculum to spark their interests and deepen their understanding of the links between different periods.

Our History curriculum teaches pupils historical skills such as chronological understanding, an understanding of change over time and the impact and legacy of such changes, alongside extending their knowledge about the past. Pupils have the opportunity to sequence events, ask questions, consider different sources and so develop critical thinking skills and their own opinions. The teaching of these skills is carefully planned to build on prior learning so that by the time they leave Folksworth, pupils are confident in analysing evidence and giving a balanced view.

As much as possible, we aim to bring learning to life with hands on experiences. Pupils have opportunities to visit key places of local and national historical interest.



# History Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Magical Me	Celebrations	Around the World	Come Outside! Growing	Amazing Animals	Fun at the Seaside/ journeys
	X	Guy Fawkes/ How Christmas was celebrated in the past	X	X	Famous People from History	The Seaside/ Transport
<b>Years 1 &amp; 2</b>	Paddington at the Tower <i>Michael Bond</i>	Toby and the Great Fire of London <i>Margaret Nash &amp; Jane Cope</i>	The Jolly Postman <i>Janet &amp; Allan Ahlberg</i>	The Magic Faraway Tree <i>Enid Blyton</i>	The Lighthouse Keepers' Lunch <i>Ronda &amp; David Armitage</i>	George's Marvellous Medicine <i>Roald Dahl</i>
	X	The Great Fire of London	X	X	Significant Individuals: Grace Darling	Significant Individuals: Florence Nightingale
<b>Years 3 &amp; 4</b>	Charlie and The Chocolate Factory <i>Roald Dahl</i>	Demon Dentist <i>David Walliams</i>	Beowulf <i>Rob Lloyd Jones and Victor Tavares</i>	The Saga of Erik The Viking <i>Terry Jones</i>	Poems to Perform <i>Julia Donaldson</i>	The Time Travelling Cat and the Egyptian Goddess <i>Julia Jarman</i>
	X	X	Anglo-Saxons	The Vikings	X	Ancient Egypt
<b>Years 5 &amp; 6</b>	Cosmic <i>Frank Cottrell Boyce</i>	The Nowhere Emporium <i>Ross MacKenzie</i>	Rain Player <i>David Wisniewski</i>		Goodnight Mr Tom <i>Michelle Magorian</i>	Macbeth (A Shakespeare Story) <i>Andrew Matthews and Tony Ross</i>
	X	X	Mayan Civilization	X	World War !!	Significant Individuals: William Shakespeare

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Magical Me	Celebrations	Around the World	Come Outside! Growing	Amazing Animals	Fun at the Seaside/ journeys
	X	Guy Fawkes/ How Christmas was celebrated in the past	X	X	Famous People from History	The Seaside/ Transport
Years 1 & 2	Dogger <i>Shirley Hughes</i>	The Owl Who was Afraid of the Dark <i>Jill Tomlinson</i>	The Tiger who came to tea <i>Judith Kerr</i>	Handa's Surprise <i>Eileen Browne</i>	The Day the Crayons Quit <i>Drew Daywalt &amp; Oliver Jeffers</i>	The Owl and the Pussycat <i>Edward Lear</i>
	Toys Past and Present	X	X	Significant Individuals: Nelson Mandela	X	Significant Individuals: Christopher Columbus
Years 3 & 4	Stig of the Dump <i>Clive King</i>	The Firework Makers Daughter <i>Philip Pullman</i>	The Iron Man <i>Ted Hughes</i>	Run Wild <i>Gill Lewis</i>	Avoid Being a Roman Soldier <i>David Stewart</i>	The Thieves of Ostia <i>Caroline Lawrence</i>
	Stone Age, Bronze Age, Iron Age	X	X	X	The Romans Local Study: Durobrivae	X
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i>	The Spy Master: First Blood <i>Jan Burchett &amp; Sara Vogler</i>	The Storm Keeper's Island <i>Catherine Doyle</i>	The Highwayman <i>Alfred Noyes</i>	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief <i>Rick Riordan</i>
	The Tudors and Stuarts		X	Theme: Crime and Punishment in British History	Ancient Greece	X

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# History Progression of Knowledge and Skills

## By Year Group

Historical Concepts

Historical Vocabulary

Historical Questions

Stories & Sources

Year Group	Standardised Objectives
Year R	<p><b>ELG Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul> <p><b>ELG Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p><b>ELG Speaking</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</li> </ul> <p><b>ELG Comprehension</b></p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Describe and discuss historical events beyond living memory</li> <li>• Describe significant people from the past</li> <li>• Use timeline to develop chronological language eg <i>past, present, older, newer</i></li> <li>• Develop understanding of changes within living memory eg toys, homes, transport</li> <li>• Develop understanding of local history eg <i>people, places, events</i></li> <li>• Ask some questions about the past</li> <li>• Use historical vocabulary eg <i>past, present, long ago</i></li> <li>• Use artefacts, pictures, stories and online sources to find out about the past</li> <li>• Be introduced to different representations of the past and discuss similarities and differences</li> </ul>

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Year 2	<ul style="list-style-type: none"> <li>• Describe and understand the significance of historical events beyond living memory (nationally or globally)</li> <li>• Describe key people from the past who have contributed to national and international achievements and understand their significance</li> <li>• Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods</li> <li>• Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i></li> <li>• Know about local historical events, people and places</li> <li>• Ask wide range of questions about the past using parts of stories and sources</li> <li>• Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i></li> <li>• Use range of artefacts, pictures, stories, online sources and databases to answer historical questions</li> <li>• Understand different representations of the past by drawing comparisons</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Compare different eras considering similarities and differences</li> <li>• Order key dates on a timeline to demonstrate chronology of British history</li> <li>• Examine in depth an aspect of local history from a period beyond 1066</li> <li>• Understand what types of question are historically valid and identify how to find the answer</li> <li>• Develop a range of historical vocabulary eg <i>artefact, chronology, invade, settle</i></li> <li>• Begin to understand how knowledge of the past is constructed from a range of sources</li> <li>• Develop understanding of how and why the past is represented in different ways</li> <li>• Select from a range of sources to answer a historical question</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Understand how Britain has influenced and been influenced by the wider world</li> <li>• Extend chronological understanding by exploring a theme over time eg <i>leisure and entertainment</i></li> <li>• Order key dates on a timeline to demonstrate chronology of British and world history</li> <li>• Regularly generate and answer a range of historically- valid questions about similarities and differences</li> <li>• Develop and apply a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i></li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Understand how and why the past is represented in different ways and explain this</li> <li>• Select and organise relevant information from a wider range of sources to answer a historical question</li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>• Explore trends looking at continuity/change and similarity/difference/significance</li> <li>• Examine different aspects of history eg <i>social, political and religious</i></li> <li>• Gain historical perspective by making connections between local, national and international history</li> <li>• Extend chronological understanding by exploring a theme over time eg <i>crime and punishment</i></li> <li>• Address and devise a wide range of historically-valid questions about change and cause</li> <li>• Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i></li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Understand how evidence is used rigorously to make historical claims</li> <li>• Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Establish clear narratives within and across period by using secure chronological understanding</li> <li>• Analyse trends looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts</li> <li>• Examine different aspects of social history eg social, cultural, political and religious, in different contexts</li> <li>• Gain historical perspective by making connections between local, national and international history</li> <li>• Address and devise a wide range of historically-valid questions about change, cause, impact and significance</li> <li>• Develop and apply a range of historical vocabulary eg <i>influential, narratives, perspective</i></li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Develop perspective and judgement by weighing evidence and sifting arguments</li> <li>• Explain why contrasting arguments and interpretations of the past exist</li> </ul>

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# By Theme

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical Concepts</b>						
<p>(Past and Present) Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<p>Describe and discuss historical events beyond living memory</p> <p>Describe significant people from the past</p> <p>Use a timeline to develop chronological language eg <i>past, present, older, newer</i></p> <p>Develop understanding of changes within living memory eg <i>toys, homes, transport</i></p> <p>Develop understanding of local history eg <i>historical events, people and places</i></p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p> <p>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i></p> <p>Know about local historical events, people and places</p>	<p>Compare different eras considering similarities and difference</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p>	<p>Extend chronological understanding by exploring a theme over time eg <i>leisure, entertainment</i></p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p>	<p>Explore trends, looking at continuity/change and similarity/difference/significance</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious</i></p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Extend chronological understanding by exploring a theme over time eg <i>crime and punishment</i></p>	<p>Establish clear narratives within and across periods by using secure chronological understanding</p> <p>Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious</i>, in different contexts</p> <p>Gain historical perspective by making connections between local, national and international history</p>
<b>Stories &amp; Sources</b>						
<p><b>(Listening, Attention and Understanding)</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p><b>(Speaking)</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>	<p>Use range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer a historical question</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range of sources to answer a historical question</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical claims</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg <i>propaganda</i></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Develop perspective and judgement by weighing evidence and sifting arguments eg <i>propaganda</i></p> <p>Explain why contrasting arguments and interpretations of the past exist</p>

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical Questions</b>						
(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding	Ask some questions about the past	Ask wide range of questions about the past using parts of stories and sources	Understand what types of question are historically valid and identify how to find the answer	Regularly generate and answer a range of historically-valid questions about similarities and differences	Address and devise a wide range of historically-valid questions about change and cause	Address and devise a wide range of historically-valid questions about change, cause, impact and significance
<b>Historical Vocabulary</b>						
(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Use historical vocabulary eg <i>past, present, long ago, timeline</i>	Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i>	Develop a range of historical vocabulary eg <i>artefact, chronology, invade, settle</i>	Develop a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i>	Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i>	Develop and apply a range of historical vocabulary eg <i>influential, narratives, perspective</i>

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'A cord of three strands is not easily broken.' Ecclesiastes 4:12  
Inspiring a love of learning through the bonds of family, faith and friendship.