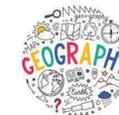


# Brockton C.E Primary School





**By the end of :**

**EYFS Three- and Four-Year-Olds:**

Begin to make sense of their own life-story and family's history.

**EYFS Reception:**

Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

**ELG:**

Talk about the lives of 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.

**Geography Key Skills :**

Children will gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Lessons will equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

KS1 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.

KS2 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.



# Brockton C.E. Primary School

## Connected History: Progression of Skills



### Intent

History is all around us; in our families with their unique backgrounds, cultures and traditions and in our local and wider communities. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Brockton, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

### Implementation

Our whole curriculum is shaped by our school vision which aims to enable children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year on year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of an historian throughout their time at Brockton and do not just learn a series of facts about the past. In history, pupils at Brockton find evidence, weigh it up and reach for their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to put across their point of view; skills which will help them in their adult life. We provide a variety of curriculum enrichment experiences through educational visits, trips and workshops linked to the topics covered. This enables our children to experience a rich variety of 'hands-on' learning, access to heritage sites and expert historians.

### Impact

By the time the children at Brockton leave our school, they should have developed: A secure knowledge and understanding of people, events and contexts from the historical periods covered. The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences. The ability to consistently support, evaluate and challenge their own and others' views using detail, appropriate and accurate historical evidence derived from a range of sources. The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry. A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements. A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of topics.



# History Knowledge Progression



Themes	Class 1 Nursery/Key Stage 1	Class 2 Years 2 and 3	Class 3 Years 4, 5 and 6
<p>Local History Ancient to Modern</p>	<p><b>Amazing Me!</b> Why is the history of my locality significant? Why was the Ironbridge built in Shropshire? What did Eve Roberts find in 1986 and why is it amazing? Why do we remember the achievements of Charles Darwin and William Penny-Brookes? How did the First World War affect the lives of people where I live?</p> <p><b>Splash</b> Why was Charles sent to prison? What did Charles do wrong? Why were messenger pigeons so important during the First World War? Why were messages sent by pigeon always in code? How did children know that a war was happening in 1916? Why were horses very important during The First World War? How did other animals contribute to the war efforts?</p>	<p><b>Stone Age to the Iron Age</b> What is the secret of the standing stones? Why did the Stone Age come to an end about six thousand years ago? Why do people build monuments?</p> <p><b>Victorians</b> What is the importance of the industrial revolution? The children will study the importance of the Industrial revolution and what life was like before, during and after the process of industrialisation. What is industrialisation? How did industrialisation change lives? What were the factors that started the process of industrialisation? How would life be different today if industrialisation had not taken place?</p>	
<p>Exploration and Discovery</p>	<p><b>Going Green</b> What does it take to be a great explorer? Why is Ranulph Fiennes in the Guinness World Records? How do Amy Johnson's achievements compare with those of Ranulph? Why did Christopher Columbus sail across an unknown ocean? What was Neil Armstrong's small step also a 'great leap' forward? Are you the kind of person who could become a Mars explorer?</p>	<p><b>Chocolate</b> Why did the ancient Maya change the way they lived? Who are the Maya and where do they live? What are the main occupations of Maya people today? What did John and Frederick rediscover in 1839? What do the ruins of Chichen Itza tell us about the lives of ancient Maya? Why do historians know so much about ancient Maya society? Why was pok-a-tok more than just a ball game? Why did the ancient Maya leave their jungle cities?</p> <p><b>Victorians</b> What is the importance of the industrial revolution?</p>	<p><b>Anglo Saxons and the Vikings</b> What did the Vikings want and how did Alfred help to stop them getting it? What was the 'terror' that appeared in Britain on June 8th 793? Why was the design of their longships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted from Britain? Viking horned helmets – historical fact or myth? Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p> <p><b>The British Empire</b> Why did Britain once rule the largest Empire the world has ever seen? Why was it said that the sun never set on The British Empire? Why did Britain build an empire around the world? What happened to The British Empire? What happened in Britain between 2 April and 14 June 1982, and why?</p>
<p>Conquerors and Conquered</p>		<p>How did the arrival of the Romans change Britain? Why did Emperor Claudius invade Britain? Why did the Romans almost lose control of Britain? (War with Boudica) Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? Why were Claudia and Sulpicia living at Vindolanda (Hadrian's Wall) How do we know so much about the towns the Romans built in Britain? Why did the Romans organise gladiatorial games? Developing conclusions</p> <p><b>Chocolate</b> Why did the ancient Maya change the way they lived?</p>	<p><b>Anglo Saxons and the Vikings</b> What did the Vikings want and how did Alfred help to stop them getting it?</p> <p><b>World War II</b> Why was winning the Battle of Britain in 1940 so important? We will learn all about World War II. Children will learn when WWII began and find out about the key individuals and countries involved. We will discover all about the evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. We will learn about the important facts about the Holocaust and investigate event that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia. Why was winning the Battle of Britain in 1940 so important? How serious was the risk of invasion by Nazi Germany in June 1940? What did Hitler need to achieve if an invasion was going to succeed? Why did Britain win the Battle of Britain?</p> <p><b>The Greeks</b> The story of the Trojan Horse: historical fact, legend or myth? This enquiry invites the children to explore the causes and consequences of the Trojan War, to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse. Did the Trojan War really end with the defenders of Troy being duped into both accepting a huge hollow horse and then wheeling it back into what until then had been an impregnable fortress? The children interrogate and reflect upon the nature of the evidence that exists to corroborate the story. They can also consider alternative viewpoints that have been formulated by modern-day historians and archaeologists. Is there sufficient evidence to ascribe the status of historical fact to the story, or whether an alternative label – 'legend' or 'myth' – is more appropriate.</p>



# History Knowledge Progression



Themes	Class 1 Nursery/Key Stage 1	Class 2 Years 2 and 3	Class 3 Years 4, 5 and 6
<p style="text-align: center;"><b>Interpreting Evidence</b></p>	<p style="text-align: center;"><u>Hot and Cold</u></p> <p>How do we know so much about where Sappho used to live?</p> <p>Who was Sappho and where did she live (Pompeii)? Why was Pompeii part of the Roman Empire? What happened to Pompeii on August 24th AD 79? What evidence exists of what happened at Pompeii at August 24th AD 79? Why do we know so much about where Sappho used to live? How did the archaeologists know that people had been buried under the ash?</p> <p style="text-align: center;"><u>Transport and Toys</u></p> <p>How do our favourite toys and games compare with those of children in the 1960s? Why do historians divide up time? What do people remember about the 1960s? How do the most popular toys and games of the 1960s compare with those of today? Why were there no smart toys and games in the 1960s? How can we make sure we play with smart toys and games safely and securely? What do adults I know remember about 1960s?</p> <p style="text-align: center;"><u>Splash</u></p> <p>Why was Charles sent to prison?</p>	<p style="text-align: center;"><u>Stone Age to the Iron Age</u></p> <p>How did the lives of ancient Britons change during the Stone Age?</p> <p>How do people often imagine the Stone Age to be like? What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? Why did Stone Age Britons spend most of their time living in camps rather than in caves? How were people living in Britain at the end of the Stone Age compared with the beginning?</p> <p>How do artefacts help us understand the lives of people in Iron Age Britain?</p> <p>How can we recognise Iron Age hill forts today? What might hill forts have looked like when they were first built? Why have so many wonderful Iron Age artefacts been found underwater?</p> <p style="text-align: center;"><u>Romans</u></p> <p>How did the arrival of the Romans change Britain?</p> <p style="text-align: center;"><u>Egypt</u></p> <p>Who was the face behind the mask? This ancient Egypt topic will allow the children to understand and become familiar with the Ancient Egyptian civilisation. From mummification to the River Nile. The children will find out about life in Ancient Egypt and what we can learn from the evidence the</p>	<p style="text-align: center;"><u>Anglo Saxons and the Vikings</u></p> <p>Who were the Anglo-Saxons and how do we know what was important to them? Why did the Romans leave Britain? Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? How did the lives of Anglo-Saxons change after Ethelbert met Augustine? How did converting to Christianity change the lives of people in Britain? What does Sutton Hoo tell us about the Anglo-Saxon world?</p> <p style="text-align: center;"><u>China - The Shang Dynasty</u></p> <p>How did a pile of dragon bones help to solve an Ancient Chinese mystery? What was odd about the dragon bones that Wang Yirong bought? What do the engraved bones tell us about the beliefs of the Shang? Why do we know so much about how some people lived at the time of the Shang and hardly anything about others? Rise and fall – How did the reign of King Cheng Tang compare with that of King Di Xin? What made Fu Hao stand out from the crowd?</p> <p style="text-align: center;"><u>The Greeks</u></p> <p>The story of the Trojan Horse: historical fact, legend or myth?</p> <p style="text-align: center;"><u>Anglo Saxons and the Vikings</u></p> <p>What did the Vikings want and how did Alfred help to stop them getting it?</p>
<p style="text-align: center;"><b>Great Civilisations</b></p>	<p style="text-align: center;"><u>Hot and Cold</u></p> <p>How do we know so much about where Sappho used to live?</p> <p style="text-align: center;"><u>Light and Dark</u></p> <p>Who is the greatest history maker? What does it mean for someone to 'make history'? (Guy Fawkes)</p> <p>Which of these people was the greatest history maker?</p> <ol style="list-style-type: none"> <li>1. Malala (Malala Yousafzai) Pakistani human rights activist</li> <li>2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)</li> <li>3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</li> <li>4. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</li> <li>5. Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)</li> <li>6. Elizabeth (Elizabeth I Queen of England)</li> </ol> <p>How would you like to be remembered as a history maker?</p>	<p style="text-align: center;"><u>Romans</u></p> <p>How did the arrival of the Romans change Britain?</p> <p style="text-align: center;"><u>Chocolate</u></p> <p>Why did the ancient Maya change the way they lived?</p> <p style="text-align: center;"><u>Egypt</u></p> <p>Who was the face behind the mask? This ancient Egypt topic will allow the children to understand and become familiar with the Ancient Egyptian civilisation. From mummification to the River Nile. The children will find out about life in Ancient Egypt and what we can learn from the evidence the Ancient Egyptians left behind.</p>	<p style="text-align: center;"><u>China - The Shang Dynasty</u></p> <p>How did a pile of dragon bones help to solve an Ancient Chinese mystery? What was odd about the dragon bones that Wang Yirong bought? What do the engraved bones tell us about the beliefs of the Shang? Why do we know so much about how some people lived at the time of the Shang and hardly anything about others? Rise and fall – How did the reign of King Cheng Tang compare with that of King Di Xin? What made Fu Hao stand out from the</p>



**Connected History: National Curriculum Nursery/Key Stage 1 Overview**

Key Question	Ancillary questions and content focus	History National Curriculum subject coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p><b>What does it take to be a great explorer?</b></p>	<p>Why is Ranulph Fiennes in the <i>Guinness World Records</i>?            How do Amy Johnson's achievements compare with those of Ranulph?            Why did Christopher Columbus sail across an unknown ocean?            Why was Neil Armstrong's small step also a 'great leap' forward?            Are you the kind of person who could become a Mars explorer?</p>	<p>Pupils should be taught about:            Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life            Events beyond living memory that are significant nationally or globally            The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting</p>
<p><b>How do we know so much about where Sappho used to live?</b></p>	<p>Who was Sappho and where did she live (Pompeii)?            Why was Pompeii part of the Roman Empire?            What happened to Pompeii on August 24th AD 79?            What evidence exists of what happened at Pompeii at August 24th AD 79?            Why do we know so much about where Sappho used to live?            How did the archaeologists know that people had been buried under the ash?</p>	<p>Pupils should be taught about:            Events beyond living memory that are significant nationally or globally.</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting</p>
<p><b>Why is the history of my locality significant?</b></p>	<p>Why was the Ironbridge built in Shropshire?            What did Eve Roberts find in 1986 and why is it amazing?            Why do we remember the achievements of Charles Darwin and William Penny-Brookes?            How did the First World War affect the lives of people where I live?</p>	<p>Pupils should be taught about:            changes within living memory            Events beyond living memory that are significant nationally or globally            The lives of significant individuals in the past who have contributed to national and international achievements            Significant historical events, people and places in their own locality.</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting</p>
<p><b>How do our favourite toys and games compare with those of children in the 1960s?</b></p>	<p>Why do historians divide up time?            What do people remember about the 1960s?            How do the most popular toys and games of the 1960s compare with those of today?            Why were there no smart toys and games in the 1960s?            How can we make sure we play with smart toys and games safely and securely?            What do adults I know remember about the 1960s?</p>	<p>Pupils should be taught about:            Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life            The lives of significant individuals in the past who have contributed to national and international achievements            Significant historical events, people and places in their own locality.</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting</p>

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p><b>Who is the greatest history maker?</b></p>	<p>What does it mean for someone to 'make history'? (Guy Fawkes)            Which of these people was the greatest history maker?            1. Malala (Malala Yousafzai, Pakistani human rights activist)            2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)            3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh)            4. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)            5. Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)            6. Elizabeth (Elizabeth I Queen of England).            How would you like to be remembered as a history maker?</p>	<p>Pupils should be taught about:            The lives of significant individuals in the past who have contributed to national and international achievements            Events beyond living memory that are significant nationally or globally.</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting</p>
<p><b>Why was Charles sent to prison?</b></p>	<p>What did Charles do wrong?            Why were messenger pigeons so important during the First World War?            Why were messages sent by pigeon always in code?            How did children know that a war was happening in 1916?            Why were horses very important during The First World War?            How did other animals contribute to the war effort?</p>	<p>Pupils should be taught about:            Events beyond living memory that are significant nationally or globally.</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting</p>



# Connected History: National Curriculum Key Stage 1/2 (Years 2 and 3) Overview

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p><b>How did the lives of ancient Britons change during the Stone Age?</b></p>	<p>What do people often imagine the Stone Age to be like?            Who left their footprints on the beach and what were they doing there?            What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?            Why did Stone Age Britons spend most of their time living in camps rather than in caves?            Why was the Red Lady of Paviland so important?            How were people living in Britain at the end of the Stone Age compared with the beginning?</p>	<p>Pupils should be taught about:            Changes in Britain from the Stone Age to the Iron Age</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting            Synthesising            Understanding through explanation            Justifying            Developing conclusions</p>
<p><b>What is the secret of the standing stones? (Bronze Age Britain)</b></p>	<p>Why did the Stone Age come to an end about six thousand years ago?            Why was the Amesbury Archer so important?            Why do people build monuments?            Why did Bronze Age people build monuments at Merrivale?            Who was buried in the cist at Merrivale?</p>	<p>Pupils should be taught about:            Changes in Britain from the Stone Age to the Iron Age</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting            Synthesising            Understanding through explanation            Justifying            Developing conclusions</p>
<p><b>How do artefacts help us to understand the lives of people in Iron Age Britain?</b></p>	<p>How can we recognise Iron Age hill forts today?            What might hill forts have looked like when they were first built?            How do we know that life wasn't always very peaceful in the Iron Age?            What were staters and how did Iron Age people use them?            Why have so many wonderful Iron Age artefacts been found underwater?</p>	<p>Pupils should be taught about:            Changes in Britain from the Stone Age to the Iron Age</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting            Synthesising            Understanding through explanation            Justifying            Developing conclusions</p>

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p><b>How did the arrival of the Romans change Britain?</b></p>	<p>Why did Emperor Claudius invade Britain?            Why did the Romans almost lose control of Britain? (War with Boudica)            Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?            Why were Claudia and Sulpicia living at Vindolanda (Hadrian's Wall)?            How do we know so much about the towns the Romans built in Britain?            Why did the Romans organise gladiatorial games?            Developing conclusions</p>	<p>Pupils should be taught about:            The Roman Empire and its impact on Britain</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting            Synthesising            Understanding through explanation            Justifying</p>
<p><b>Why did the ancient Maya change the way they lived?</b></p>	<p>Who are the Maya and where do they live?            What are the main occupations of Maya people today?            What did John and Frederick rediscover in 1839?            What do the ruins of Chichen Itza tell us about the lives of ancient Maya?            Why do historians know so much about ancient Maya society?            Why was pok-a-tok more than just a ball game?            Why did the ancient Maya leave their jungle cities?</p>	<p>Pupils should be taught about:            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;  <b>Mayan civilization c. AD 900;</b> Benin (West Africa) c. AD 900–1300.</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting            Synthesising            Understanding through explanation            Justifying            Developing conclusions            Making substantiated judgments            Evaluating            Critiquing            Empathising            Hypothesising</p>



Connected History: National Curriculum Key Stage 2 (Years 4, 5 and 6) Overview

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p><b>Who were the Anglo-Saxons and how do we know what was important to them?</b></p>	<p>Why did the Romans leave Britain?            Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind?            How did the lives of Anglo-Saxons change after Ethelbert met Augustine?            (Conversion to Christianity)            How did converting to Christianity change the lives of people in Britain?            What does Sutton Hoo tell us about the Anglo-Saxon world?</p>	<p>Pupils should be taught about:            Britain's settlement by Anglo-Saxons and Scots</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting            Synthesising            Understanding through explanation            Justifying            Developing conclusions</p>
<p><b>What did the Vikings want and how did Alfred help to stop them getting it?</b></p>	<p>What was the 'terror' that appeared in Britain on June 8th 793?            Why was the design of their longships so important to the Vikings?            What were the two treasures that most Viking Norsemen wanted from Britain?            Viking horned helmets – historical fact or myth?            Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p>	<p>Pupils should be taught about:            The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	
<p><b>Why was winning the Battle of Britain in 1940 so important?</b></p>	<p>How serious was the risk of invasion by Nazi Germany in June 1940?            What did Hitler need to achieve if an invasion was going to succeed?            Why did Britain win the Battle of Britain?</p>	<p>Pupils should be taught about:            A study of an aspect or theme in British history that extends pupils' Chronological knowledge beyond 1066.</p>	
<p><b>What did King George VI mean when he said 'The history of York is the history of England'?</b>            (a model enquiry which teachers can use as a framework for designing their own local historical study based on a nearby town or city)</p>	<p>What were head pots and why have so many been found at York?            Who was Oshere and why didn't he come back for his helmet?            How was the money raised to pay for the building of York Minster?            Why do we remember what happened to a dog at the battle of Marston Moor?            How did the coming of the industrial age change York?</p>	<p>Pupils should be taught about:  <b>A local history study:</b>            a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>	<p>Identifying            Recognising            Describing            Observing            Recalling            Comparing and contrasting            Sequencing            Categorising            Reasoning and interpreting            Synthesising            Understanding through explanation            Justifying            Developing conclusions            Making substantiated judgments            Evaluating            Critiquing            Empathising            Hypothesising</p>



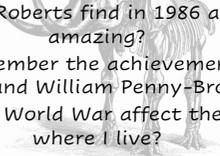
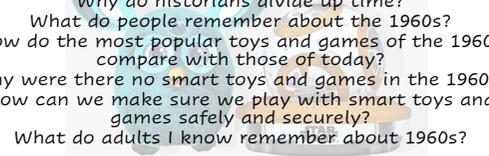
<p><b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b></p>	<p>What was odd about the dragon bones that Wang Yirong bought?          What do the engraved bones tell us about the beliefs of the Shang?          Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?          Rise and fall – How did the reign of King Cheng Tang compare with that of King Di Xin?          What made Fu Hao stand out from the crowd?</p>	<p>Pupils should be taught about:          The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:          Ancient Sumer; The Indus Valley; Ancient Egypt; <b>The Shang Dynasty of Ancient China</b></p>	<p>Identifying          Recognising          Describing          Observing          Recalling          Comparing and contrasting          Sequencing          Categorising          Reasoning and interpreting          Synthesising          Understanding through explanation          Justifying          Developing conclusions          Making substantiated judgments          Evaluating</p>
<p><b>The story of The Trojan Horse: historical fact, legend or classical myth?</b></p>	<p>What exactly is the story of The Trojan Horse?          What evidence exists to authenticate the story of The Trojan Horse?          What other explanations could there be for the origin of the story of The Trojan Horse?</p>	<p>Pupils should be taught about:          Ancient Greece – a study of Greek life and achievements and their Influence on the western world</p>	<p>Critiquing          Empathising          Hypothesising</p>
<p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p>	<p>Why was it said that the sun never set on The British Empire?          Why did Britain build an empire around the world?          What happened to The British Empire?          What happened in Britain between 2 April and 14 June 1982, and why?</p>	<p>Pupils should be taught about:          A study of an aspect or theme in British history that extends pupils' Chronological knowledge beyond 1066.</p>	



# Brockton C.E. Primary School

## 2 Year Rolling Program - History



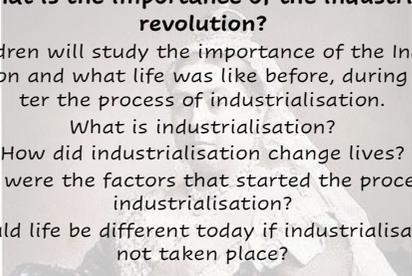
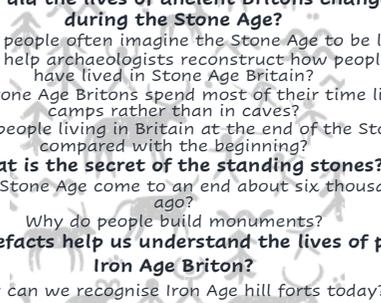
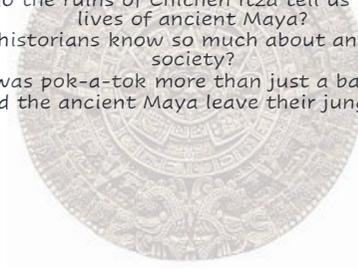
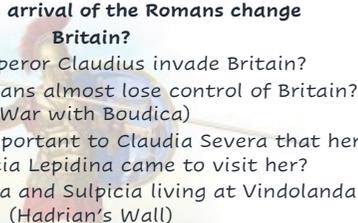
	Nursey/KS1	Autumn	Spring	Summer
	Knowledge Progression	The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally.	Children should be taught about: Events beyond living memory that are significant nationally or globally.	Children should be taught about: Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements.
Year A	Topic	<p style="text-align: center;"><b>Light and Dark</b></p> <p style="text-align: center;"><b>Who is the greatest history maker?</b></p> <p>What does it mean for someone to 'make history'? (Guy Fawkes)</p> <p>Which of these people was the greatest history maker?</p> <ol style="list-style-type: none"> <li>1. Malala (Malala Yousafzai) Pakistani human rights activist)</li> <li>2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)</li> <li>3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</li> <li>4. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</li> <li>5. Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)</li> <li>6. Elizabeth (Elizabeth I Queen of England)</li> </ol> <p>How would you like to be remembered as a history maker?</p>	<p style="text-align: center;"><b>Hot and Cold</b></p> <p style="text-align: center;"><b>How do we know so much about where Sappho used to live?</b></p> <p>Who was Sappho and where did she live (Pompeii)? Why was Pompeii part of the Roman Empire? What happened to Pompeii on August 24th AD 79? What evidence exists of what happened at Pompeii at August 24th AD 79?</p> <p>Why do we know so much about where Sappho used to live?</p> <p>How did the archaeologists know that people had been buried under the ash?</p> 	<p style="text-align: center;"><b>Going Green</b></p> <p style="text-align: center;"><b>What does it take to be a great explorer?</b></p> <p>Why is Ranulph Fiennes in the <i>Guinness World Records</i>?</p> <p>How do Amy Johnson's achievements compare with those of Ranulph?</p> <p>Why did Christopher Columbus sail across an unknown ocean?</p> <p>What was Neil Armstrong's small step also a 'great leap' forward?</p> <p>Are you the kind of person who could become a Mars explorer?</p>
	Nursery/	Autumn	Spring	Summer
	Knowledge Progression	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. Significant historical events, people and places in their own locality.	Children should be taught about changes within living memory - where appropriate, these should be used to reveal aspects of change in national life . The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.	Pupils should be taught about: Events beyond living memory that are significant nationally or globally.
Year B	Topic	<p style="text-align: center;"><b>Amazing Me!</b></p> <p style="text-align: center;"><b>Why is the history of my locality significant?</b></p> <p>Why was the Ironbridge built in Shropshire? What did Eve Roberts find in 1986 and why is it amazing?</p> <p>Why do we remember the achievements of Charles Darwin and William Penny-Brookes? How did the First World War affect the lives of people where I live?</p> 	<p style="text-align: center;"><b>Transport and Toys</b></p> <p style="text-align: center;"><b>How do our favourite toys and games compare with those of children in the 1960s?</b></p> <p>Why do historians divide up time? What do people remember about the 1960s? How do the most popular toys and games of the 1960s compare with those of today? Why were there no smart toys and games in the 1960s? How can we make sure we play with smart toys and games safely and securely? What do adults I know remember about 1960s?</p> 	<p style="text-align: center;"><b>Splash</b></p> <p style="text-align: center;"><b>Why was Charles sent to prison?</b></p> <p>What did Charles do wrong? Why were messenger pigeons so important during the First World War? Why were messages sent by pigeon always in code? How did children know that a war was happening in 1916? Why were horses very important during The First World War? How did other animals contribute to the war effort?</p>



# Brockton C.E. Primary School

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	KS1/LKS2	Autumn	Spring	Summer
	Knowledge Progression	Children should be taught about: A local historical study	Children should be taught about: The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.	Children should be taught about: A non-European society that provides contrasts with British history – <b>Benin (West Africa) c. AD 900 – 1300.</b>
Year A	Topic	<p><b><u>Victorians - Focus Unit</u></b></p> <p><b>What is the importance of the industrial revolution?</b></p> <p>The children will study the importance of the Industrial revolution and what life was like before, during and after the process of industrialisation.</p> <p>What is industrialisation?</p> <p>How did industrialisation change lives?</p> <p>What were the factors that started the process of industrialisation?</p> <p>How would life be different today if industrialisation had not taken place?</p> 	<p><b><u>Egypt - Focus Unit</u></b></p> <p><b>Who was the face behind the mask?</b></p> <p>This ancient Egypt topic will allow the children to Understand and become familiar with the Ancient Egyptian civilisation. From mummification to the River Nile. The children will find out about life in Ancient Egypt and what we can learn from the evidence the Ancient Egyptians left behind.</p> 	<p><b><u>Africa - Geography Focus</u></b></p> <p><b>How do we know about Benin?</b></p> <p>The ancient kingdom of Benin was situated in the South East Coast of West Africa, an area forming part of modern Nigeria. This topic offers a good chance to promote an appreciation of and respect for another culture, one of the fundamental British values.</p> 
	KS1/LKS2	Autumn	Spring	Summer
	Knowledge Progression	Children should be taught about: Changes in Britain from the Stone Age to the Iron Age	Children should be taught about: A non-European society that provides contrasts with British history – <b>Mayan civilization c. AD 900</b>	Children should be taught about: The Roman Empire and its impact on Britain
Year B	Topic	<p><b><u>Stone Age to the Iron Age – Geography Focus</u></b></p> <p><b>How did the lives of ancient Britons change during the Stone Age?</b></p> <p>How do people often imagine the Stone Age to be like?</p> <p>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</p> <p>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</p> <p>How were people living in Britain at the end of the Stone Age compared with the beginning?</p> <p><b>What is the secret of the standing stones?</b></p> <p>Why did the Stone Age come to an end about six thousand years ago?</p> <p>Why do people build monuments?</p> <p><b>How do artefacts help us understand the lives of people in Iron Age Britain?</b></p> <p>How can we recognise Iron Age hill forts today?</p> <p>What might hill forts have looked like when they were first built?</p> <p>Why have so many wonderful Iron Age artefacts been found underwater?</p> 	<p><b><u>Chocolate – Geography Focus</u></b></p> <p><b>Why did the ancient Maya change the way they lived?</b></p> <p>Who are the Maya and where do they live?</p> <p>What are the main occupations of Maya people today?</p> <p>What did John and Frederick rediscover in 1839?</p> <p>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</p> <p>Why do historians know so much about ancient Maya society?</p> <p>Why was pok-a-tok more than just a ball game?</p> <p>Why did the ancient Maya leave their jungle cities?</p> 	<p><b><u>Romans – Focus Unit</u></b></p> <p><b>How did the arrival of the Romans change Britain?</b></p> <p>Why did Emperor Claudius invade Britain?</p> <p>Why did the Romans almost lose control of Britain? (War with Boudica)</p> <p>Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?</p> <p>Why were Claudia and Sulpicia living at Vindolanda (Hadrian's Wall)</p> <p>How do we know so much about the towns the Romans built in Britain?</p> <p>Why did the Romans organise gladiatorial games? Developing conclusions</p> 



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	UKS2	Autumn	Spring	Summer
	Knowledge Progression	The children will study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The children should be taught about: Ancient Greece - a study of Greek life and achievements and their influence on the Western world.	
Year A	Topic	<p><b>World War II</b> <b>Why was winning the Battle of Britain in 1940 so important?</b></p> <p>We will learn all about World War II. Children will learn when WWII began and find out about the key individuals and countries involved. We will discover all about the evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. We will learn about the important facts about the Holocaust and investigate event that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia.</p> <p>Why was winning the Battle of Britain in 1940 so important? How serious was the risk of invasion by Nazi Germany in June 1940? What did Hitler need to achieve if an invasion was going to succeed? Why did Britain win the Battle of Britain?</p>	<p><b>The Greeks</b> <b>The story of the Trojan Horse: historical fact, legend or myth?</b></p> <p>This enquiry invites the children to explore the causes and consequences of the Trojan War, to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse. Did the Trojan War really end with the defenders of Troy being duped into both accepting a huge hollow horse and then wheeling it back into what until then had been an impregnable fortress? The children interrogate and reflect upon the nature of the evidence that exists to corroborate the story. They can also consider alternative viewpoints that have been formulated by modern-day historians and archaeologists.</p> <p>Is there sufficient evidence to ascribe the status of historical fact to the story, or whether an alternative label - 'legend' or 'myth' - is more appropriate.</p>	<b>Rivers</b> Geography Unit
	UKS2	Autumn	Spring	Summer
	Knowledge Progression	Children should be taught about: <b>A local history study:</b> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	Children should be taught about: Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
Year B	Topic	<p><b>The Tudors</b> <b>What are the Tudors famous for?</b></p> <p>The children will compare the very different lives of rich and poor people in Tudor times and study the difference in lifestyles and living conditions. We will start by thinking about what life was like in Tudor times, before looking in more detail at aspects such as housing, food, entertainment, crime and punishment for both rich and poor Tudors.</p>	<p><b>Anglo Saxons and the Vikings</b> <b>Who were the Anglo-Saxons and how do we know what was important to them?</b></p> <p>Why did the Romans leave Britain? Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? How did the lives of Anglo-Saxons change after Ethelbert met Augustine? How did converting to Christianity change the lives of people in Britain?</p> <p>What does Sutton Hoo tell us about the Anglo-Saxon world? <b>What did the Vikings want and how did Alfred help to stop them getting it?</b></p> <p>What was the 'terror' that appeared in Britain on June 8th 793? Why was the design of their longships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted from Britain? Viking horned helmets – historical fact or myth? Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p>	<b>Mountains</b> Geography Unit



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	UKS2	Autumn	Spring	Summer
	Knowledge Progression	Pupils should be taught about: The achievements of the earliest civilizations <b>The Shang Dynasty of Ancient China</b>	Children should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Year c	Topic	<p><b><u>China - The Shang Dynasty</u></b></p> <p><b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b></p> <p>What was odd about the dragon bones that Wang Yirong bought?</p> <p>What do the engraved bones tell us about the beliefs of the Shang?</p> <p>Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?</p> <p>Rise and fall - How did the reign of King Cheng Tang compare with that of King Di Xin?</p> <p>What made Fu Hao stand out from the crowd?</p>	<p><b><u>The British Empire</u></b></p> <p><b>Why did Britain once rule the largest Empire the world has ever seen?</b></p> <p>Why was it said that the sun never set on The British Empire?</p> <p>Why did Britain build an empire around the world?</p> <p>What happened to The British Empire?</p> <p>What happened in Britain between 2 April and 14 June 1982, and why?</p>	<p><b><u>National Parks</u></b></p> <p>Geography Unit</p>