



# PORINGLAND PRIMARY SCHOOL AND NURSERY



<b>Subject</b>	<b>History</b>		
<b>Intent</b>			
Enthused	Skills	Practical	Wider curriculum
Children are interested and engaged with their learning and by the experiences we provide.	Children are able to use precise history vocabulary They use a variety of sources, through different mediums.	Children learn through a variety of ways, visiting museums and historical sites and having visitors and interactive and role-play activities in school.	Children use their learning of history to practice English literacy skills, inspire Art and Design and put ICT skills to use.
<b>So that...</b>			
They are inspired to learn and achieve highly.	They are able to describe and explain past events, putting events in to context and make connections.	They enjoy learning and feel a connection with past events by their experiences.	They use their learning in history to inform and inspire their other learning such as writing, art, drama as well as their questioning skills.
<b>Year 1 &amp; 2</b>		<b>Year 3 &amp; 4</b>	
<b>Through the decades</b>		<b>Invaders</b>	
<b>Year 1 Present day/50's/Victorians</b>		<b>Year 5 &amp; 6 Ancient Civilisations</b>	
<b>Year 1 Present day/50's/Victorians</b>	<b>Skills</b>	<b>Knowledge</b>	
<p><b>Prior Knowledge:</b> To know about the similarities and differences between the past and now.</p> <p>To know about people around them and their roles in society</p> <p>To understand the past through different places, people and events</p>	<ul style="list-style-type: none"> <li>Use language of passing of time e.g. yesterday, last week, last month and measuring time e.g. day, week, year</li> <li>Develop awareness of past, beyond our lifetimes, e.g. when our parents and grandparents were young.</li> <li>Fit objects to people of different ages.</li> <li>Place events on a simple timeline.</li> <li>Recognise the difference between past and present in their own life and the lives of others.</li> <li>Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>Answer simple Historical questions.</li> <li>Talk about simple similarities and differences between life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Changes in living memory. Focusing on changes in the home through the decades (now, 90's, 50's and Victorians)</li> <li>Events beyond living memory that are significant - Great fire of London</li> <li>Significant historical people: Guy Fawkes</li> <li>Significant historical events, people and places: castle, Delia Smith</li> </ul>	



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	<ul style="list-style-type: none"> <li>Communicate their knowledge in a range of ways, e.g. through discussion, drawing, drama and role-play, making models, writing.</li> </ul>	
<p><b>Enrichment:</b></p> <p>Burning the Tudor houses, Dance through the decades.</p>		<p><b>Vocabulary:</b></p> <p>Year, decade, century, ancient, modern, long ago, timeline, date order, similar            Different, because, important, living memory, remembers, 1950s, toys, materials            Wood, plastic, simple, mechanical, inventions, homes, houses, grandparents' time            the older generation, memories, drawing, photograph, camera, detective, opinion, The Gunpowder Plot,            Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of            London, Samuel Pepys, diary, danger, artefact, What...? When...? Where...?</p>
<p><b>Year 2</b>  <b>Present</b>  <b>day/oo's/80's/60's</b></p>	<p><b>Skills</b></p>	<p><b>Knowledge</b></p>
<p><i><b>Prior knowledge:</b></i>  <i>Changes in living memory.</i>  <i>Focusing on changes in the home through the decades (now, 90's, 50's and Victorians)</i></p> <p><i>Events beyond living memory that are significant</i>  <i>- Great fire of London</i></p> <p><i>Significant historical people</i>  <i>e.g. Delia Smith and Guy Fawkes</i></p>	<ul style="list-style-type: none"> <li>Use language of passing of time e.g. yesterday, last week, last month and measuring time e.g. day, week, year.</li> <li>Develop awareness of past, beyond our lifetimes, e.g. when our parents and grandparents were young.</li> <li>Ability to fit events studied into a chronological framework.</li> <li>Fit objects to people of different ages.</li> <li>Place events on a simple timeline.</li> <li>Use a wide variety of everyday historical terms.</li> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts and writing (<i>Samuel Pepys Diary</i>)</li> <li>Identify a range of historical evidence e.g. diaries, photographs, stories.</li> <li>Ask and answer simple Historical questions.</li> <li>Talk about simple similarities and differences between life at different times.</li> <li>Talk about simple similarities and differences between the lives of significant people.</li> <li>Compare aspects of life in different periods through the lives of significant people.</li> <li>Communicate their knowledge in a range of ways, e.g. through discussion, drawing, drama, making models,</li> </ul>	<ul style="list-style-type: none"> <li>Changes in living memory. Focusing on changes in music/fashion/technology through the decades</li> <li>Events beyond living memory: millennium, Live Aid, moon landing</li> <li>Significant individuals of the past who have contributed to national and international achievements: Neil Armstrong, Ellen MacArthur, The Beatles, Bob Geldolf, Queen Elizabeth</li> <li>Significant historical events, people and places: Millennium library, burning of Norwich library, Ed Sheran.</li> </ul>



	writing.	
<p><b>Enrichment:</b></p> <p>Millennium Library, Dance through the ages workshop</p>		<p><b>Vocabulary:</b></p> <p>chronological order,era/period, Armstrong, travel, encounter, Impact, significant, brave, pioneer, Atlantic Ocean, America, space, Rocket, moon landing, memorial, investigate, research, evidence, Why...? Historians, experts, letters, newspapers, websites, detective, opinion Artefact, What...? When...? Where...?</p>
<p><b>Year 3</b> <b>Romans &amp; Icenis</b></p>	<p><b>Skills</b></p>	<p><b>Knowledge</b></p>
<p><b>Prior Knowledge:</b></p> <p><i>Changes in living memory. Focusing on changes in music/fashion/technology through the decades</i></p> <p><i>Events beyond living memory: millennium, Live Aid, moon landing</i></p> <p><i>Significant individuals of the past who have contributed to national and international achievements: Neil Armstrong, Ella MaCarther, The Beatles, Bob Geldolf, Queen Elizabeth</i></p> <p><i>Significant historical events, people and places: Millennium library, burning of Norwich library, Ed Sheran.</i></p>	<ul style="list-style-type: none"> <li>• Ability to fit events studied into a chronological framework, placing the historical time being studied on a timeline.</li> <li>• Talk about different time periods and events studied from a timeline.</li> <li>• Begin to develop a chronologically secure knowledge and understanding of British and Word History, establishing clear narratives within the periods studied.</li> <li>• Use a wide variety of everyday historical terms.</li> <li>• Find out about everyday lives of people in time studied.</li> <li>• Identify reasons for and results of people’s actions.</li> <li>• Understand why people may have wanted to do something.</li> <li>• Use a range of sources to find out about a period and observe small details e.g. in artefacts, photos and pictures.</li> <li>• Distinguish between different sources – compare different versions of the same story.</li> <li>• Ask and answer simple questions</li> <li>• Compare everyday lives of people in time studied with our life today.</li> <li>• Note connections and draw comparisons within Historical periods studied.</li> <li>• Communicate knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</li> <li>• Begin to construct own responses that involve selection and organisation of relevant Historical information.</li> <li>• Use every day historical terms in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• The Roman Empire and the difference between this period and the present day.</li> <li>• To know why the Romans invaded</li> <li>• To know about and describe what life was like during the Roman rule</li> <li>• To know about British resistance and Boudicca</li> <li>• Romanisation of Britain – how have the Romans impacted our lives today: under floor heating, roads, baths.</li> <li>• Local History study: Caistor St Edmund</li> </ul>



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<p><b>Enrichment:</b> Caistor St Edmund (Roman Ruin) Castle – Boudicca and the Romans</p>		<p><b>Vocabulary:</b> Empire, Toga, coliseum, aqueduct, bath house, amphitheatre, mosaic, temple, villa, soldier, centurion, shield, standard, chariot, barbarian, gladiator, Boudicca, Julius Caesar, slave, roman numerals, legionary</p>
<p><b>Year 4</b> <b>Anglo Saxons &amp; Vikings</b></p>	<p><b>Skills</b></p>	<p><b>Knowledge</b></p>
<p><i><b>Prior Knowledge:</b> The Roman Empire and the difference between this period and the present day.</i></p> <p><i>To know why the Romans invaded</i></p> <p><i>To know about and describe what life was like during the Roman rule</i></p> <p><i>To know about British resistance and Boudicca</i></p> <p><i>Romanisation of Britain – how have the Romans impacted our lives today: under floor heating, roads, baths.</i></p>	<ul style="list-style-type: none"> <li>• Ability to fit events studied into a chronological framework, placing the historical time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>• Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</li> <li>• Use historical terms related to the period and begin to date events.</li> <li>• Understand and start to use more complex Historical terms e.g. BC/AD/Century</li> <li>• Find out about everyday lives of people in time studied and use evidence to frame life in the time studied.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Offer a possible explanation for some events.</li> <li>• Identify key features and events of time studied.</li>   <li>• Use a range of sources to find out about a period and observe small details e.g. in artefacts, photos and pictures.</li> <li>• Distinguish between and begin to evaluate different sources of evidence.</li> <li>• Ask and answer questions from a range of sources, e.g. books, internet, artefacts.</li> <li>• Compare everyday lives of people in time studied with our life today.</li> <li>• Make connections and draw comparisons within and between Historical periods studied.</li> <li>• Communicate knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</li> <li>• Construct own responses that involve selection and organisation of relevant Historical information.</li> <li>• Use historical terms related to the period and begin to date events in writing and other forms of communication of knowledge acquired.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about Britain's settlements by Anglo Saxons and Scots</li> <li>• To know when the Roman withdrawal was from Britain and the fall of the Western Roman Empire.</li> <li>• To know about Anglo-Saxons and Viking invasions and settlements</li> <li>• To know about Anglo-Saxon art and culture</li> <li>• To know about law and punishment during Anglo-Saxon and Viking times</li> <li>• To understand the Vikings and Anglo Saxon's struggle for the Kingdom of England to the time of Edward the confessor</li> <li>• To learn about significant people during the Anglo-Saxon and Viking time leading up to Edward the Confessor</li> </ul>



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<p><b>Enrichment:</b> Portals to the past – Anglo Saxon day Castle visit</p>	<p><b>Vocabulary:</b> Angles, Saxons, Jutes, Mead, Rune, Wattle and daub, Thatch, Farmer- Warrior, Sutton Hoo, Lindisfarne, Monk, Athelstan, Christianity, Alfred the Great, Raid, Trade, Pagan, Danelaw, Asgard, Jarl, Karl, Chainmail, Valhalla,</p>	
<p><b>Year 5</b> <b>Stone Age &amp; The Shang Dynasty of Ancient China</b></p>	<p><b>Skills</b></p>	<p><b>Knowledge</b></p>
<p><b>Prior Knowledge:</b> <i>To know about settlements during the Roman/Anglo-Saxon/Viking times</i></p> <p><i>To know about art and culture during the Roman/Anglo Saxon and Viking times</i></p> <p><i>Changes in living memory. Focusing on changes in the home through the decades</i></p>	<ul style="list-style-type: none"> <li>Ability to fit events studied into a chronological framework, placing the historical time studied on a timeline, compare where this fits in to topics previously studied showing historical perspective. Use knowledge to discuss timelines, both long and short.</li> <li>Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</li> <li>Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</li> <li>Identify key features and events of time studied and find out about everyday lives of people in time studied and use evidence to frame life in the time studied.</li> <li>Study different aspects of different people – e.g. differences between men and women, Black History</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Know key dates, characters and events of time studied.</li> <li>Begin to identify primary and secondary sources and compare different accounts of events from different sources – e.g. fact and fiction.</li> <li>Use evidence from a range of sources and offer some reasons for different versions of events</li> <li>Distinguish between and begin to evaluate different sources of evidence.</li> <li>Devise own questions and independently use books, internet to answer.</li> <li>Compare life in 'early' and 'late' times studies e.g. Ancient Egypt.</li> <li>Compare an aspect of life with the same aspect in another period.</li> <li>Make connections and draw comparisons between different times in the past and with the present.</li> <li>Recall, select and organise historical information.</li> <li>Communicate knowledge through discussion, pictures,</li> </ul>	<ul style="list-style-type: none"> <li>To understand the changes from Stone Age to Iron Age.</li> <li>To know about the settlement Skara Brae</li> <li>To know about religious beliefs during the Stone Age</li> <li>To understand how Hunter Gathers influenced their diet (Stone Age)</li> <li>To know about Anglo-Saxon art and culture: cave paintings</li> <li>To know that cave paintings provide us with evidence of Stone Age life</li> <li>To understand the achievements of The Shang Dynasty</li> <li>To know about The Shang Dynasty art and culture: Willow Pattern</li> <li>To know how people lived during the Shang Dynasty</li> <li>To know about the battles during the Shang Dynasty: Fu Hao (compare with Boudicca)</li> <li>A local History study: How Hill</li> </ul>



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	<p>drama and role play, making models, writing and ICT.</p> <ul style="list-style-type: none"> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</li> <li>● Use historical terms related to the period and begin to date events in writing and other forms of communication of knowledge acquired.</li> </ul>	
<p><b>Enrichment:</b>          Portals to the Past – Stone Age          JM – expert artist in to do Cave painting.          Rob Ryan ceramic expert – plates to tell a story          Baby Buddha – meal out</p>		<p><b>Vocabulary:</b>          Prehistory, hunter-gather, Nomad, Palaeolithic,, Mesolithic, Neolithic, Tribe, Neanderthal</p>
<p><b>Year 6</b>  <b>Ancient Greece and The Mayans</b></p>	<p><b>Skills</b></p>	<p><b>Knowledge</b></p>
<p><i><b>Prior Knowledge:</b>          To know about settlements during the Roman/Anglo-Saxon/Viking/Stone Age times</i></p> <p><i>To know about art and culture during the Roman/Anglo Saxon and Viking/Stone Age/Shang Dynasty times</i></p> <p><i>Changes in living memory. Focusing on changes in the home through the decades</i></p>	<ul style="list-style-type: none"> <li>● Ability to fit events studied into a chronological framework, placing the historical time studied on a timeline, compare where this fits in to topics previously studied showing historical perspective. Use knowledge to discuss timelines, both long and short.</li> <li>● Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</li> <li>● Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</li> <li>● Identify key features and events of time studied and find out about everyday lives of people in time studied and use evidence to frame life in the time studied.</li> <li>● Study different aspects of different people – e.g. differences between men and women, Black History; compare beliefs and behaviour with another time studied.</li> <li>● Examine causes and results of great events and the impact on people.</li> <li>● Know key dates, characters and events of time studied.</li> <li>● <i>(Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied.)</i></li> <li>● Identify primary and secondary sources and consider ways of checking the accuracy of interpretations – fact</li> </ul>	<ul style="list-style-type: none"> <li>● To understand the contrast between Ancient Greece and Britain.</li> <li>● To know education, jobs and class system during the Ancient Greece</li> <li>● To know and understand the role of significant people during Ancient Greece</li> <li>● To know about when and where the Mayan lived and about their settlements and homes.</li> <li>● To have an awareness of how the Mayan fitted in to a wider chronological pattern of other civilizations and periods.</li> <li>● To understand the difficulties of sustaining a civilization in a rainforest environment</li> <li>● To know how similar, and how different, Mayan and Egyptian writing are.</li> </ul>



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	<p>or fiction and opinion.</p> <ul style="list-style-type: none"> <li>● Use evidence from a range of sources, linking sources and working out how conclusions were arrived at.</li> <li>● Be aware that different evidence will lead to different conclusions.</li> <li>● Independently use books, internet for research.</li> <li>● Compare life in 'early' and 'late' times studies e.g. Ancient Egypt.</li> <li>● Compare an aspect of life with the same aspect in another period.</li> <li>● Make connections and draw comparisons between different times in the past and with the present.</li> <li>● Recall, select and organise historical information, bringing knowledge gathered from several sources together in a fluent account</li> <li>● Communicate knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</li> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</li> <li>● Use historical terms related to the period and begin to date events in writing and other forms of communication of knowledge acquired.</li> </ul>	<ul style="list-style-type: none"> <li>● To know how similar and how different the Mayan are to Stone Age Britain.</li> <li>●</li> </ul>
<p><b>Enrichment:</b>          Portals to the Past – Ancient Greece Day          Doctor Dianne Davies – Mayan expert</p>		<p><b>Vocabulary:</b>          Democracy, Acropolis, City-State, Parthenon, Marathan, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Mythology, Column, Hoplite, Peninsula, Oracle Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade, Sacrifice, City-states, pyramid, peasant, bloodletting, cacao, cenote, Huipil, Popol Vuh, Tzolk'in</p>