

# Bramingham Primary School: History Planning

Year 1	Autumn 1 - Ourselves	Autumn 2 - Toys	Spring 1 – People Who Help Us	Spring 2 - Where We Live	Summer 1 - Animals	Summer 2 - Opposites
Historical skills	-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		
Context	-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		-To know about significant historical events, people and places in their own locality.	-To know about 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and <b>LS Lowry</b> , Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)	
Skills which must be covered	6. Choose and use from stories and other sources to show understanding <b>Victorian Adventure (Oxford Reading Tree Stage 8) The Broken Roof ( (Oxford Reading Tree Stage 7)</b>	3. Identify similarities / differences between periods		7. Understand some ways we find out about the past	8. Identify different ways in which past is represented. <b>Through paintings.</b>	
Skills which should be covered across all topics	1. Be aware of the past, using common words & phrases relating to time 2. Fit people/events into chronological framework 4. Use wide vocabulary of everyday historical terms 5. Ask and answer questions					
Notes/guidance	Children to look at their families and create a family tree. They will contrast their lives to those of their parents and grandparents when they were children. Children to explore objects from the past to help them to deepen understanding: mangles/scrubbing boards/irons.	Children to look at toys through the ages. They will create timelines, using the language of chronology.		Children to look Luton Town Football Club. They are to research and visit the stadium. They are to study: - timeline and major achievements - kit and crest - sense of belonging and community	Study the life of L.S Lowry, as part of work in art. Look at his achievements. Use his work as historical sources to learn about different time periods. Compare and contrast.	
Writing Outcomes	Skill: labelling and captions Context: family tree	Skill: labelling and captions Context: writing about an old and a new toy		Skill: letter Context: writing a reply to a letter received from a member of LTFC Prior to visit: what do they already know and what do they want to learn?	Skill: thought bubble Context: writing thought bubbles from perspective of Lowry's figures	

# Bramingham Primary School: History Curriculum Planning

Year 2	Autumn 1 – Pirates	Autumn 2 – Fire Fire!	Spring 1 – Island Adventures	Spring 2 - Everything's Changing	Summer 1 - Superheroes	Summer 2 – Passport to the World
Historical skills		-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world		-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses -To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	-To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	
Context		-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - To know about events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)		-To know about significant historical events, people and places in their own <u>locality</u> .	-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -To know about 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, <u>Mary Seacole</u> and Edith Cavell)	
Skills which must be covered		3. Identify similarities / differences between periods		8. Identify different ways in which past is represented.	6. Choose and use from stories and other sources to show understanding	
Skills which should be covered across all topics	1. Be aware of the past, using common words & phrases relating to time 2. Fit people/events into chronological framework 4. Use wide vocabulary of everyday historical terms 5. Ask and answer questions 7. Understand some ways we find out about the past					
Notes/guidance		Children to study Guy Fawkes and The Gunpowder Plot. Look at cause and effect – why did this happen and what were the consequences? How do we remember Guy Fawkes today?  Children to study GFOL. They are to use a range of historical sources. Look at primary/secondary sources, including eye-witnesses and diarists. Check the validity of information in different accounts. Look at cause and effect. Compare life then to now.		Children to study Bramingham Primary School. Look at log book and changes over time. Interview staff and past pupils. Children to create log book entry.	Children to look at the life of Mary Seacole and Florence Nightingale. Compare aspects of modern life to life in the 1800s., including hospitals and medical care. Children to recognise Seacole as a pioneering black woman.	
Writing Outcomes		Covered in English		Skill: report Context: writing a log book entry	Covered in English	

# Bramingham Primary School: History Planning

Year 3	Autumn 1 – Houses & Homes	Autumn 2 – Time Detectives	Spring 1 – Mighty Metal	Spring 2 - On the Move	Summer 1 – Caribbean	Summer 2 – The Wonder of Plants
Historical skills	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>-To understand the methods of historical enquiry</p>					
Context	-To find similarities and differences over time	<p>-To know about the changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"><li>- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li><li>- Bronze Age religion, technology and travel, for example, Stonehenge</li><li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li></ul>				
Skills which must be covered	3. Note connections, contrasts and trends over time	2. Establish clear narratives within and across periods studied 6. Understand how knowledge of the past is constructed from a range of sources				
Skills which should be covered across all topics	1. Continue to develop chronologically secure knowledge of history 4. Develop the appropriate use of historical terms 5. Regularly address and sometimes devise historically valid questions 6. Understand how knowledge of the past is constructed from a range of sources 7. Construct informed responses by selecting and organising relevant historical information 8. Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS2 and KS3)					
Notes/guidance	Children will chart changes to houses and homes through the ages (use photos). Children to explore buildings in the local area.	Children are to visit Chiltern OPEN Air Museum. They will study different dwellings from a range of time periods, including: a Leagrave cottage and roundhouse (consolidating last half term’s learning). The focus will be on a roundhouse. Compare archaeological & reconstruction of Round House from visit, photos from past and present day houses - which is most reliable? Why?				
Writing Outcomes	Skill: adverts Context: creating adverts for old and new houses	Skill: recount - diary Context: writing a diary entry from the perspective of a Stone Age boy or girl				

# Bramingham Primary School: History Curriculum Planning

Year 4	Autumn 1 – Chocolate	Autumn 2 – Ancient Egypt	Spring 1 – Water	Spring 2 - We've Got the Power	Summer 1 – Our Active Planet	Summer 2 – By the Sea
Historical skills	-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind -To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed		-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world -To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind -To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'		
Context	-To know about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; <b>Mayan Civilisation c. AD 900</b> ; Benin (West Africa) c. AD 900-1300.	-To know about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China  <b>Egyptian Adventure (Oxford Reading Tree) in History cupboard.</b>		-To know about the Roman Empire and its impact on Britain This could include: -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudica -'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		
Skills which must be covered	2. Establish clear narratives within and across periods studied	6. Understand how knowledge of the past is constructed from a range of sources		7. Construct informed responses by selecting and organising relevant historical information		
Skills which should be covered across all topics	1. Continue to develop chronologically secure knowledge of history 4. Develop the appropriate use of historical terms 5. Regularly address and sometimes devise historically valid questions 6. Understand how knowledge of the past is constructed from a range of sources 7. Construct informed responses by selecting and organising relevant historical information 8. Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS2 and KS3)					
Notes/guidance		Place the development of Ancient Egypt on a timeline. How do we know about this civilisation? Use archaeological evidence and accounts from Howard Carter and the discovery of Tutankhamun. Why did Ancient Egypt become so powerful? What are the major similarities and differences between Egypt then and now- look at religion, buildings, farming & government.		<b>Roman Adventure (Oxford Reading Tree) in History cupboard.</b>		
Writing Outcomes	Skill: informal letter Context: writing a postcard as if they have gone back in time to a Mayan Civilisation on holiday	Skill: report Context: writing a non-chronological report on the Egyptians		Covered in English		

# Bramingham Primary School: History Planning

Year 5	Autumn 1 – Out of this World	Autumn 2 – The Victorians	Spring 1 – Invaders & Settlers	Spring 2 - Communication	Summer 1 – Is it fair?	Summer 2 - Change
Historical skills	<p>-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>-To know about 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and <u>Neil Armstrong</u>, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>			
Context		<p>-To carry out a local history study</p> <p>- Britain and particularly Luton in the Victorian era</p>	<p>-To know about Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <p>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>-Scots invasions from Ireland to north Britain (now Scotland)</p> <p>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>-Anglo-Saxon art and culture</p> <p>-Christian conversion – Canterbury, Iona and Lindisfarne</p>			
Skills which must be covered	3. Note connections, contrasts and trends over time	7. Construct informed responses by selecting and organising relevant historical information	6. Understand how knowledge of the past is constructed from a range of sources 8. Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS2 and KS3)			
Skills which should be covered across all topics	1. Continue to develop chronologically secure knowledge of history 4. Develop the appropriate use of historical terms 5. Regularly address and sometimes devise historically valid questions 7. Construct informed responses by selecting and organising relevant historical information					
Notes/guidance	The Space Race	<b>Victorian Adventure (Oxford Reading Tree) in History cupboard.</b>		Children are to study Alexander Graham-Bell and the telephone.		
Writing Outcomes		Skill: recount - diary Context: writing a diary entry from the perspective of Jim Jarvis (covered in English)	Skill: presentation Context: creating a presentation about aspects of life in the Anglo-Saxon times			

# Bramingham Primary School: History Curriculum Planning

Year 6	Autumn 1 – Ancient Greece	Autumn 2 – Shakespearean England	Spring 1 – World War II	Spring 2 – Vikings
Historical skills	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>
Context	<p>-To know about Ancient Greece (a study of Greek life and achievements and their influence on the western world)</p>	<p>-To carry out a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This could include:</p> <p><u>-the changing power of monarchs using case studies</u></p> <p>-changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>-the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>-a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>-To carry out a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This could include:</p> <p>-the changing power of monarchs using case studies</p> <p>-changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>-the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>-a significant turning point in British history, for example, the first railways or the Battle of Britain (<b>World War II</b>)</p>	<p>-To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <p><u>-Viking raids and invasion</u></p> <p>-resistance by Alfred the Great and Athelstan, first king of England</p> <p>-further Viking invasions and Danegeld</p> <p>-Anglo-Saxon laws and justice</p> <p>-Edward the Confessor and his death in 1066</p>
Skills which must be covered	3. Note connections, contrasts and trends over time	6. Understand how knowledge of the past is constructed from a range of sources	8. Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS2 and KS3)	7. Construct informed responses by selecting and organising relevant historical information
Skills which should be covered across all topics	1. Continue to develop chronologically secure knowledge of history 4. Develop the appropriate use of historical terms 5. Regularly address and sometimes devise historically valid questions			
Notes/guidance		Children are to study Tudor monarchs – Henry VIII and Elizabeth I. They are to look at the conflict between protestant and catholic religions. They are to learn about life in the Elizabethan era with a particular focus on the work of Shakespeare. Visit from Young Shakespeare Company.	Children are to study World War II with a particular focus on evacuation.  <b>What was it like? (Oxford Reading Tree) in History cupboard.</b>	<b>Viking Adventure (Oxford Reading Tree) in History cupboard.</b>
Writing Outcomes	Skill: recount – diary Context: writing a diary entry from the perspective of an Athenian or Spartan	Skill: essay Context: writing an essay about the Reformation of England	Skill: poetry Context: writing a poem based on the Blitz	Skill: report Context: writing a report about the Vikings

