

History Planning and Progression of Skills



Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>What's going on?</i>	<i>Dinosaurs</i>	<i>Animals around the World</i>	<i>Can you Dig it?</i>	<i>Art Attack</i>	<i>On Holiday with Barnaby Bear</i>
	<i>Local History</i>	<i>Dinosaurs</i>	<i>Significant individuals in history</i>	<i>World changes</i>	<i>History of art</i>	<i>Past and present</i>
History	<p><u>Previous Learning:</u> The pupils celebrated the Queen's birthday last year. They received a letter from her address (Buckingham Palace, London). They know about her prince grandsons, and are aware that she makes decisions about the country we live in.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will be reminded of who the Queen is, and what links she has with Peterborough (visits, family relations, etc). • Pupils will explore the changes that have taken place in our school. They will have a visit from a pupil who attended Newark Hill in the 1960s. • Pupils will understand what it means when people talk about the past and history. • Pupils will compare and contrast the similarities with past and modern day living. 	<p><u>Prior Learning:</u> The pupils know what history is, and what we mean when we use the term 'past'.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • The pupils will learn the names of and recite facts about different dinosaurs. • Using globes, atlases and maps, pupils will be taught about where dinosaurs lived. • Pupils will explore the different diets and eating habits of the giant reptiles. • Through comparison of earth today and in the past, children will begin to understand why dinosaurs are no longer around. • Pupils will research what the climate was like in the past and how different it is to now. 	<p><u>Prior Learning:</u> The pupils understand what the term 'past' means, and will know what is meant when people refer to 'history'.</p> <p>The pupils are able to talk about the climate in the past, and what it was like on earth when dinosaurs roamed. They can make comparisons to what earth is like now.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will explore the life of Edith Cavell and begin to understand why she was so important. • Pupils will research the life of Florence Nightingale and begin to understand why she was so important. • Pupils will explore the similarities and differences between these two significant people from the past. 	<p><u>Prior Learning:</u> The pupils understand that the world is made up of 7 continents, but also know that it hasn't always been like that on earth.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will observe how the earth has changed over the years, in relation to climate and continents. • Pupils will discuss how long the dinosaurs lived compared to the life-span of an average human now. • Pupils will understand the physical changes on earth since dinosaurs became extinct. 	<p><u>Previous Learning</u> The pupils have some knowledge of the artist Van Gough since we studied and drew his sunflowers in Reception.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will explore the artist, Van Gough, and have the opportunity to describe his artwork. • Pupils will explore the artist, Constable, and have the opportunity to describe his artwork. • Pupils will understand the impact the artists had on the art world and also on modern-day art. 	<p><u>Previous Learning:</u> The pupils now understand what history means and they have explored how everyday objects have changed over time.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will identify the differences and similarities between a British seaside from the past to the present day. • Pupils will identify and recall differences and similarities in British lifestyle from the past and present. • Pupils will compare artefacts/items from the past and present and make comparisons to discuss similarities and differences between then and now.



Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Discovering London		All creatures Great and Small		Exciting Explorers	
	Paddington	Great Fire of London			Famous Explorers	
		<p><u>Previous Learning</u> In Geography, pupils have learnt about London today. They know some similarities and differences with Peterborough. They have learnt about different types of travel to, and around London and key landmarks.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils learn when the fire of London happened, the time sequence of events and how it ended. • Pupils learn about significant individuals such as King Charles II, Samuel Pepys and Sir Christopher Wren. • Pupils will learn about why King Charles II, Samuel Pepys and Sir Christopher Wren are important to the understanding of the Great Fire of London. • Pupils will learn about what life was like for ordinary people in the 17th Century. Pupils will then compare their jobs to today's jobs. • Pupils will compare and contrast firefighting from the 17th century to now. 			<p><u>Previous Learning</u> Children have learnt about the world, 7 continents, and oceans. They have read stories about going into space/going to the moon.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will find out about the lives of Neil Armstrong and Christopher Columbus and understand their contribution to the world today. • Pupils will identify when they made their discoveries and what life was like before. • Pupils will use different historical resources to understand how we know it really happened. • Pupils will compare Neil Armstrong and Christopher Columbus and understand what is the same and what is different between them. • Pupils will create questions which they would like to ask both Christopher Columbus and Neil Armstrong. 	



Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Discovering Dinosaurs		Opposites Attract		Bella Italia	
	Changes in Britain from the Stone Age to the Bronze Age Local History Study		Iron Age: the uses of metal in society		Britain's Settlements: Romans	
	<p><u>Previous Learning</u> In Year 2, pupils learnt about the Great Fire of London and how it changed life in London and impacted Britain. They discussed the lives of significant individuals Samuel Pepys and Florence Nightingale and how they have contributed to national and international achievements.</p> <p><u>What we will learn</u> Pupils will learn how Britain has changed since prehistoric times and developed with human civilisation.</p> <ul style="list-style-type: none"> • Pupils will use a variety of resources to research about the various dinosaurs, focusing particularly on dinosaurs discovered in Peterborough. • During a class trip to Peterborough Museum, pupils will learn more about local dinosaurs and palaeontology, they will observe and analyse fossils. • Research into the life and significant, historical role of Mary Anning as a Palaeontologist. • Use a range of resources to explore aspects of life in the Stone Age: PPT, teacher approved websites, artefacts, Museum trip. • Make comparisons about how people lived in the Stone Age-Bronze Age and then compare to modern day life. • Pupils will make a case study of Stone Age dwellings focusing on Skara Brae. • Use correct terminology to describe the periods of the dinosaur and the evolution from Stone Age-Bronze Age. • Pupils will use the correct terminology to describe the time periods and make simple observations to answer questions about the prehistoric, Stone Age and Bronze Age periods. 		<p><u>Previous Learning</u> Carrying on from previous term where we researched, explored and analysed the Stone Age and Bronze Age eras.</p> <p><u>What we will learn:</u> Pupils will continue to compare prehistoric living to modern day living. Considering how civilization adapted metals to use as tools and armour and changed way people lived. Compare the Stone Age dwelling and caves with the Iron Age roundhouse.</p> <ul style="list-style-type: none"> • Pupils will make a case study of Iron Age hill forts and villages. • Reflect on how skills were improved over time and jobs were delegated. This included a blacksmith, potter, woodworker and weaver. • Use a range of resources to explore aspects of life in the Iron Age: PPT, teacher approved websites, artefacts. • Research about how people lived in the Iron Age and then compare to modern life. • Use correct terminology to describe the periods of the Iron Age. • Pupils will study the life of Boudicca focusing on the views and beliefs of the time. • Pupils will explore how farming improved since the Neolithic era in the Stone Age to the Iron Age. • With the development of metals came the development of currency. • Clothing adapted over time for practicality and defence purposes. 		<p><u>Previous Learning</u> In Year 2, pupils learnt about explorers Columbus and Neil Armstrong among other significant individuals in the past who have contributed to national and international achievements.</p> <p><u>What we will learn</u> Pupils will learn about the Roman invasion of Britain and how this impacted living in Britain.</p> <ul style="list-style-type: none"> • Use a range of resources to explore aspects of life in the Roman Age: PPT, teacher approved websites, artefacts and workshop. • Explore the events of Pompeii's demise and its historical significance. • Research the Roman Gods and Goddesses and recognise their significance within Roman life. • Explore the myth of Romulus and Remus and recognise their importance in the creation of the City of Rome. • Understand the differences between the rich and the poor and the impact this had on society. • Research about how people lived in the Roman Empire and then compare to modern life • Use correct terminology to describe the engineering of the Romans such as the creation of the aqua duct. • Reflect on Roman architecture, engineering and the importance of Roman roads. • Pupils will continue to develop making more complex observations to answer questions about the past. 	



Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	The Americas		Invaders and Settlers		George's Marvellous Medicine	The Awesome Egyptians
	Native America	Native America	Anglo Saxons and Scots	Vikings		Ancient Egyptians
	<p><u>Previous Learning</u></p> <p>Pupils have previously learnt about the early civilisations, such as the Stone Age period and have explored pre-historic periods and compared this knowledge to modern day life.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Through exploring a range of websites and reference books, children will research the first tribes to settle in Native American and evaluate the factors contributing to their migration. • Pupils will analyse Native American traditions and customs and explore the similarities and differences to previous periods of history studied and to modern day life. • Whilst discovering about Native American diets, pupils will begin to draw comparisons to modern food and replicate Cherokee cakes, which were a key part of Native American culture. 		<p><u>Previous Learning</u></p> <p>Pupils have previously studied a range of primary and secondary sources for Roman and Native American civilisations.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Use historical terms to explain the end of the Roman rulings, including the Romans leaving Britain to defend their home country. • Research how the Angles, Saxons and the Jutes invaded and settled in Britain, from Germany, Denmark and the Netherlands in 450AD. • Consider the effects on England when the British King Vortigern had to organise an army to defend his country against the Scots. • Through analysis of historical vocabulary, pupils will examine Anglo Saxon kingdoms and how the place names originated and identify Anglo-Saxon place names, which are still used today. • Finally, pupils will study 600AD and consider why most of the English people retreated to Cornwall, as the Anglo Saxons conquered and took over most of the country. 		<p><u>Previous Learning</u></p> <p>Pupils have critically analysed the Anglo Saxon and Scot invasions.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Explore how the Vikings invaded Britain from Scandinavian countries in 787AD on longships. • Use a variety of sources to assess the reliability and accuracy of the reported 793AD Viking raid of Lindisfarne in Northumbria. • Consider the motives and impact of the further Viking invasions of Scotland and York in 866AD. • Explore the tactics in 871AD, when the Anglo Saxon King, Alfred the Great forced the Vikings out of the South of England. • Research that by 878AD, the Vikings settled permanently in England, forcing King Alfred into hiding. 	

			<ul style="list-style-type: none">• Explore Viking traditions, everyday life and laws, including money and the Danegeld.		
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Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>To infinity and beyond...</i>		<i>The Maya Civilisation</i>	<i>The Terrible Tudors</i>	<i>Mother Nature: Out of Control?</i>	<i>On the move!</i>
	<i>Earth and Space</i>		<i>Early Civilisations</i>	<i>Tudor Times</i>		<i>The History of Transport</i>
History	<p><u>Previous Learning:</u> In Year 4, they compared knowledge of historical civilisations with modern day. They also used a range of sources and resources to discover more about life in the past.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will learn the meaning of chronology and will apply this to the development of Space Travel (including humans' first trips to space and the changes in frequency and nationalities of astronauts). • Pupils will learn about different astronauts, missions and ships that have travelled into space and visited different planets throughout time. • They will focus on a range of different sources including TV recordings, audio, books and newspaper cuttings. • Pupils will learn to construct informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p><u>Previous Learning:</u> In Years 3 and 4, they previously learnt about other early civilisations (Vikings, Anglo-Saxons) and pre-historic life (Stone Age-Iron Age) and have an understanding of chronology.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will learn about the lifestyles, society and conflicts of the Maya people. • Pupils will learn about the food and drink of the Maya (including their use of cacao and maize). • About the development of the number systems, the use of the number 0 and comparing it with the Arabic number system we use today. • To understand their religious beliefs, including their Gods and rituals and the important role of the Priest in society. • Pupils will learn about the relationship of the Maya people with other Central American groups and the Europeans. • To begin to understand how the use of sources impacts on our understanding of their society; to compare sources of information available for the study of different times in the past. • How to address and devise historically valid questions about change, cause, similarity and difference. • Pupils will learn to construct informed responses that involve thoughtful selection and organisation of relevant information. 	<p><u>Previous Learning</u> In Year 2, they learnt about the Great Fire of London (during the House of Stuart reign), the time just after Elizabeth I's reign. They will have studied chronology and use of sources in the previous term's Maya subject.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will learn about the political differences between the Houses of York (White Rose) and Lancaster (Red Rose) and how the battle of Bosworth was won by Henry VII. • They will learn about the different reigns of the Tudor monarchs and focus on the life of Henry VIII (predominantly his wives and the reformation of the Church in England). • To understand the lifestyles of different members of society including their hobbies, past times, food & drink, hygiene and crime & punishment. • Learn about the disagreements over the throne after Henry VIII's death - Edward, Lady Jane Grey and Mary I. 		<p><u>Previous Learning</u> They have learnt many skills relating to source handling, analysis and chronology so far in year 5. They will have covered transport (trains) briefly in KS1.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • How transport has developed over time, looking at how early forms of common vehicles have changed. • Pupils will research and consider how transport has changed lives. • To develop a strong chronological understanding of the development of vehicles – be able to remember certain key dates e.g. 1903 – the Wright Brothers and the first plane. • Who Karl Benz and Henry Ford are and why they are famous in this area.



Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>The World at War</i>		<i>Ancient Greece</i>	<i>We are Scientists</i>	<i>Brilliant Business</i>	<i>Showtime</i>
	<i>World War 2</i>		<i>Ancient Greece</i>	<i>No history</i>	<i>No history</i>	<i>No history</i>
History	<p><u>Previous Learning</u></p> <p>Pupils will be able to give reasons for some important historical events and compare sources of information available for the study of different times in the past.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will produce a timeline of key dates and events leading up to the war and add to this, as key dates are looked throughout the topic. • Identify the countries involved in the war and determine whether they are allies or axis. • A local history study: a trip to the Stibbington centre involves pupils 'becoming' an evacuee for the day and learning about real people that lived locally who were evacuated during the war. • Consider thoughts and feelings of an evacuee and write a letter in role. • Pupils will gain an understanding of what rationing is and how it affected daily life. Make comparisons with recipes and use WW2 recipes to bake. • Gain an insight into propaganda through discussions about why propaganda was used, making comparisons between posters and identifying the most effective uses of it. • Identify the role of women within the war and how the role has changed from pre-war 2 to now. • Pupils will gain an understanding of what the holocaust is and the impact it had, through a Skype link with a National World War 2 Museum in New Orleans. • Research how the war ended and take part in VE day celebrations. 		<p><u>Previous Learning</u></p> <p>Pupils have used a variety of sources to explain and compare different times in the past.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Research and explore the four main time periods of the Greek Empire and present findings, giving a choice of how to do this. • Pupils will compare similarities and differences between myths, including the trojan war. Pupils will record a myth busters radio show. • Research the historical background of Esop's fables and create their own fable to read to a younger audience. • Pupils will gain an insight into the lifestyle and clothing of the Ancient Greeks and design their own eco-friendly, Ancient Greek fashion brand. • Pupils will gain an insight into what it was like to go to school in Ancient Greece and make comparisons between then and now. • Investigate Greek Olympics and do a direct comparison between the first Olympics and the London, 2012 competition. Pupils will go on to consider what the Olympics will look like in 2084. • Explore the democracy of Ancient Greece, making links 			

		<p>to the current day, British values.</p> <ul style="list-style-type: none">• Immersive Ancient Greek day and a trip to a Greek restaurant (Salamis).			
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