

Long Term History Coverage						
<p>The history curriculum at Atherley North Primary covers major historical events and significant periods of time, about the past and engage in their own community heritage. Pupils of Atherley North Primary will have the opportunity to develop their enquiry and research skills using primary and secondary sources. This will allow them to make their own conclusions about significant historical events which have shaped and influenced their local community and wider world. The chronology of the past will be taught in a clear, logical and sequential manner. Pupils will be encouraged to use their own knowledge and understanding of the past to make their own conclusions about the past. The newly developed long term planning for the history curriculum ensures that chronology skills are developed to a high standard. Throughout the year, each year group studies history topics in chronological order. The Key Stage 1 history curriculum also ensures that the content of the National Curriculum is covered in chronological order. This will enable pupils of Atherley North Primary School to embed an understanding of "long term" and have a good understanding of when and where important historical events took place. Our history curriculum will ensure pupils respect and build on their own community heritage. Pupils will be encouraged to use their own knowledge and understanding of the past to make their own conclusions about the past. At Atherley North Primary, we have chosen to teach history which we believe will engage pupils in their history learning. We have developed these into progression plans and believe that these progression areas will enable pupils to embed a strong understanding of the history curriculum and in turn have Atherley North as "Historians".</p> <p>A: To Communicate Historically and to Understand Chronology B: To Build an Overview of the World C: Significance of events / people D: Continuity and change in and between periods E: Cause and consequence F: Similarity / Difference within a period / situation (social diversity including beliefs and attitudes) From progression plans available in a range of books and a progression overview area</p>						
Key Stage 1		Key Stage 2				
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		Changes in Britain from the Stone Age to the Iron Age				
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 Elizabethan and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Peter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell		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; The Shang Dynasty of Ancient China				
Significant historical events, people and places in their own locality.		Ancient Greece – a study of Greek life and achievements and their influence on the western world				
Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)		A local history study 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				
		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; Benin (West Africa) c. AD 900-1300. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				
Key Stage 1		Lower Key Stage 2 Autumn Term		Upper Key Stage 2		
Objective	KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (Cycle B)
Objective	Significant historical events people and places in own locality	Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the past/present/future.	Changes in Britain from the Stone Age to the Iron Age	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; The Shang Dynasty of Ancient China	Britain's settlement by Anglo-Saxons and Scots	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Topic	Local History Study of Cannon Hall (Victorians including Domesday book) Topic Title - The Wanderers of Cannon Hall	Transport through time Topic Title- Tiffin's Transport	Stone Age to Iron Age	Ancient Egypt	Anglo-Saxons	Ancient Greeks
Coverage	<p>Key question: Why is Cannon Hall an important place in Bamsley? What were the roles of the people working at Cannon Hall during the Victorian times? How have they changed over time? Session 1- Finding out key facts about Cannon Hall. Where is Cannon Hall? What is its purpose? Who built it? How did it Cannon Hall? Dates it was built and what its timeline.</p> <p>Session 2- What was life like for different people working/ living at Cannon Hall? Who lived at Cannon Hall? Who worked at Cannon Hall? Link to the Victorian period. Use sources of evidence such as the Domesday book.</p> <p>Session 3- Who had the most important job at Cannon Hall during the Victorian times? Why? Role play a range of job roles.</p> <p>Session 4 and 5- Making comparisons to job roles from the Victorian times and now. Similarities and differences. Session 6- Create a job advertisement for a new job at Cannon Hall- link to Victorian times. Describe the role and what it entails. **POSSIBLE TRIP TO CANNON HALL**</p>	<p>Key question: How has transport changed through time and how has this impacted our lives? Session 1- How has transport changed? To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p> <p>Session 2- Early Travel: The Viking Longboats to know where people and events studied if within a chronological framework to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about the Viking longboats and how they were used effectively.</p> <p>Session 3- A History of Cars: To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. Session 4- George Stephenson and Trains: To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and how the invention of trains had an impact on people's lives in the 19th century.</p> <p>Session 5- A History of Flight: To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brother's development of the aeroplane.</p> <p>Session 6- Comparing the Past, Present and Future. To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day.</p>	<p>Key question: What impact did the Stone Age, Bronze Age and Iron Age have on our lives? Session 1- What stone technology was used? This lesson introduces the period of British history from the Stone Age to the Iron Age. Pupils will make a timeline to log the period who lived in the context of British history and they will discover how we built up the period into different stages. Session 2- The Stone Age: Pupils will learn about the Stone Age. In this lesson pupils find out who the "hunter-gatherers" were and how they survived in Stone Age Britain. Pupils will learn the difference between flint and stone provided by the natural habitat and go on their own virtual treasure hunt around the virtual grounds.</p> <p>Session 3- What was Stone Age food like? This lesson gives pupils the opportunity to explore images of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. Pupils will learn about how Stone Age artists created their cave paintings, what they had the chance to get creative with that was very different to what we have today.</p> <p>Session 4- The Bronze Age: Pupils will learn about the Bronze Age. In this lesson, pupils will find out how the "Noble gentlemen" were and how they survived in Stone Age Britain. Pupils will learn the difference between flint and stone provided by the natural habitat and go on their own virtual treasure hunt around the virtual grounds.</p> <p>Session 5- What was Stone Age food like? This lesson gives pupils the opportunity to explore images of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. Pupils will learn about how Stone Age artists created their cave paintings, what they had the chance to get creative with that was very different to what we have today.</p> <p>Session 6- The Iron Age: Pupils will learn about the Iron Age. In this lesson, pupils will find out how the "Noble gentlemen" were and how they survived in Stone Age Britain. Pupils will learn the difference between flint and stone provided by the natural habitat and go on their own virtual treasure hunt around the virtual grounds.</p> <p>Session 7- What was Stone Age food like? This lesson gives pupils the opportunity to explore images of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. Pupils will learn about how Stone Age artists created their cave paintings, what they had the chance to get creative with that was very different to what we have today.</p>	<p>Key question: What impact have the ancient Egyptians had on our lives? Session 1- Who were the Egyptians? Finding out key facts/ dates linking to the Ancient Egyptians. Creating a timeline and comparing life to points in history children have already learnt about. Session 2- What was life like as an Egyptian? Children will find out about the daily lives of people in Egypt (homeschool). Use sources of evidence to support. Session 3- What was Ancient Egyptian government like? Children will find out about Pharaohs, Vikings and Government Offices. Session 4- King Tutankhamun, the Boy King. Who was he? Why is he famous? What happened to him? A research lesson. Session 5- What did the ancient Egyptians believe in? Children will find out about their religion, gods, afterlife and mummification. Session 6- Follow up lesson to session 5. Children will continue to develop their understanding of what the ancient Egyptians believed in. Mummies/ tombs. Session 7- What did the ancient Egyptians invent? Children will learn about Hieroglyphs/ scarabs. Use a range of sources of evidence/ artefacts. Session 8- What did the ancient Egyptians invent? Children will learn about science and technology. Use a range of sources of evidence/ artefacts. Session 9- Children will learn about the Egyptian pyramids. Children will develop their understanding of ancient Egyptian architecture. Session 10- Children will apply what they have learnt about the ancient Egyptians by creating a report. After a written report or documentary.</p>	<p>Key question: What impact have the Anglo-Saxons had on our lives? Session 1- Why did the Romans leave? Session 2- Who were the Anglo-Saxons? Session 3- Timeline of Anglo-Saxons Session 4- Sutton Hoo Session 5- Analysing artefacts Session 6- Anglo-Saxons daily life Session 7- Religion during Anglo-Saxon times Session 8- The Story of Beowulf Session 9- Saxon Kings Session 10- Alfred the Great Session 11- The arrival of the Vikings/Invasion on the Anglo-Saxons/end of the Saxon era Session 12- Applying what they have learnt about the Anglo-Saxons by creating a newspaper article</p>	<p>COVID UPDATE: Key question: What impact have the ancient Greeks had on our lives? Session 1- Who were the Ancient Greeks? Children to map out key dates/ facts. Children to create a timeline and compare the chronology of the Ancient Greeks to other civilisations that they have previously learnt about. Session 2- Children to learn about the Greeks and Sparta. Compare both rival cities. Session 3- Who was daily life like for the Ancient Greeks like? Research using sources of evidence and artefacts. Session 4- What did the Ancient Greeks do for fun? Children to research leisure activities, using sources of evidence etc. Children to learn about the Olympic Games. Session 5- Children to learn about the role of the theatre in Ancient Greece. Session 6- What did the Ancient Greeks believe in? Research using sources of evidence and artefacts. Session 7- What did the Ancient Greeks believe in? Children to research leisure activities, using sources of evidence etc. Children to learn about the Olympic Games. Session 8- Children to learn about the role of the theatre in Ancient Greece. Session 9- What did the Ancient Greeks do for fun? Children to research leisure activities, using sources of evidence etc. Children to learn about the Olympic Games. Session 10- Children to learn about the role of the theatre in Ancient Greece. Session 11- Children to learn about the role of the theatre in Ancient Greece. Session 12- Children to learn about the role of the theatre in Ancient Greece. Research, plan and create. Children to answer key questions above.</p>
Progression	A1: To Communicate Historically and to Understand Chronology B1: To build an overview of the world D1: Continuity and change in and between periods	A1: To Communicate Historically and to Understand Chronology B1: To build an overview of the world D1: Continuity and change in and between periods	A2: To Communicate Historically and to Understand Chronology B2: To Build an Overview of the World E2: Cause and consequence	A2: To Communicate Historically and to Understand Chronology B2: To Build an Overview of the World E2: Cause and consequence	A3: To Communicate Historically and to Understand Chronology B3: To Build an Overview of the World E3: Cause and consequence C3: Significance of events / people	A3: To Communicate Historically and to Understand Chronology B3: To Build an Overview of the World U3: Continuity and change in and between periods
Vocabulary	Artefact, time order, evidence, locality, local history, period in time, century, decade	Artefact, time order, period in time, history, evidence, transport, travel, old, new, before, after, here, now, then, next, soon, in the past/present/future	Time line, Artefacts, Pre-history, source of evidence, chronological, Hunter-gatherer, Nomad, Paleolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Hominid, Flint, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticated	Artefact, source of evidence, historical, historian, chronology, chronological, Hunter-gatherer, Nomad, Paleolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Hominid, Flint, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticated	Artefact, Primary Source, Secondary Source, Historian, Archaeologist, Century, Invasion, Settler, Religion, Culture, Angles, Saxons, Jutes, Mead, Rure, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregild, Atheist, Christianity, Augustine, Alfred the Great, Aethelred the Unready, Britain	Artefacts, primary source, secondary source, archaeologist, chronology, Greeks, Greek Empire, Archaiols, Olympics, Classical, Civilization, Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced
Spring Term						
Objective	KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (Cycle B)
Objective	Events beyond living memory: time, long ago, many years, during... period, century and Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the past/present/future	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	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Topic	WW1 Remembrance Day Topic Title - We Will Remember Them George VI - WW2	Comparing Christopher Columbus and Neil Armstrong (explorer) Topic Title- Famous Explorers	Roman Empire	Vikings	Mayan Civilization	Victorians
Coverage	<p>Key question: Why do people celebrate Remembrance Day? What was life like for a child during WW1? Session 1- Children will learn key information about WW1 and the Poppy Appeal. Children learn about who was fighting during the time of WW1. Session 2- Continue to build on knowledge from previous session. Children will learn about the Poppy Appeal. Session 3- Children will learn when fighting and celebrating Remembrance Day. Session 4- Announcements of WW2. How might people feel when hearing the radio broadcast? Predicting what people might do now. They know that country or war. Session 5- Commemoration. Children develop their understanding of what commemoration is and how a child would feel hearing goodbye to a loved one. Referring back to the question "What was life like for a child during WW1?" Session 6- Reflection. What's it like to be a soldier? Why do people have to defend? Looking at sources of evidence- ration books, video clips. Making a radio set. Session 7- Air raid- making an Anderson shelter. Thinking about how children would feel during an Air Raid. Focus on emotions. Session 8- Reflection on the BBC. Separation from family members. Finding a village. Session 9- and 10- Victory in Europe Day (VE Day). Celebrating their own street during WW2. Session 11- Reflection. What's it like to be a soldier? Why do people have to defend? Looking at sources of evidence- ration books, video clips. Making a radio set. Session 12- Air raid- making an Anderson shelter. Thinking about how children would feel during an Air Raid. Focus on emotions. Session 13- Reflection on the BBC. Separation from family members. Finding a village. Session 14- and 15- Victory in Europe Day (VE Day). Celebrating their own street during WW2. Session 16- Reflection. What's it like to be a soldier? Why do people have to defend? Looking at sources of evidence- ration books, video clips. Making a radio set. Session 17- Air raid- making an Anderson shelter. 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