

### Whole School Definition of History

History is the study of the past, in particular the changes overtime that have occurred within human society.

### Key Concepts & Related Concepts

First Order Concepts		Second Order Concepts	
<b>Community &amp; Culture</b>	(Architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)	<b>Cause &amp; Consequence</b>	
<b>Conflict &amp; Disaster</b>	(Conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)	<b>Change &amp; Continuity</b>	
<b>Exploration &amp; Invention</b>	(Discovery, migration, navigation, progress, tools)	<b>Similarity &amp; Difference</b>	
<b>Hierarchy &amp; Power</b>	(Country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny)	<b>Evidence &amp; Interpretation</b>	(Eyewitness, source)
		<b>Significance</b>	

## Term 1

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

## Term 2

Year 1

Year 2

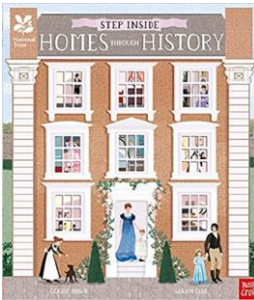
Year 3

Year 4

Year 5

Year 6

### Plymouth's History of Homes



Pupils should be taught about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.

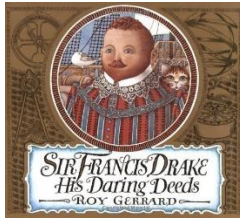
Children to investigate their own history, looking at memories, stories and photos.

**(Chronological understanding)**

Children to look at Medieval Castles and buildings and make comparisons to buildings now.

**(Chronological understanding)**

### Significant Explorers



Pupils should be taught 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.

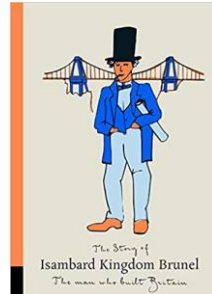
Show an awareness of the past, using common words and phrases relating to the passing of time.

**(Chronological understanding)**

Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

**(Chronological understanding)**

### The Railways



Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

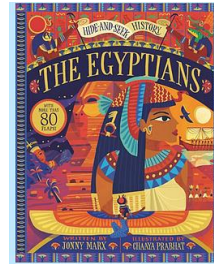
*Including:  
-a significant turning point in British history: the first railways.*

Describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.

**(Chronological Understanding)**

Explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and

### Ancient Egypt



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 on: Ancient Egypt.

Use an increasing range of common words and phrases relating to the passing of time.

**(Chronological understanding)**

Place some historical periods in a chronological framework.

**(Chronological understanding)**

Use historic terms related to the period of study.

**(Chronological understanding)**

### Ancient Greece



Pupils should be taught about Ancient Greece- a study of Greek life and achievements and their influence on the western world.

The children will look at significant dates and figures of the Ancient Greek civilisation linking to their learning in Year 4.

**(Chronological understanding)**

Use an increasing range of common words and phrases relating to the passing of time.

**(Chronological understanding)**

Significant dates, figures and vocabulary from the Ancient Greek and Tudor and Roman periods.

**(Chronological understanding)**

### Plymouth & the Blitz



Pupils should be taught about a local history study.

The children will use all of their knowledge gained in previous year groups to consider how Britain has changed over the past 100 years.

**(Chronological understanding)**

This will include ordering dates, artefacts, photographs and recounts. The children will consider how war has affected the Britain we know today.

**(Chronological understanding)**

This will include studying World War Two.

**(Chronological understanding)**

<p>Use common words and phrases relating to the passing of time. <b>(Chronological understanding)</b></p> <p>What would it have been like to live during the stone age? Or medieval times? <b>(Historical enquiry)</b></p> <p>Look at pre-historic artefacts and pictures of buildings. <b>(Historical enquiry)</b></p> <p>Encourage and prompt children to ask their own questions. <b>(Historical enquiry)</b></p> <p>Children will explain their historical understanding through a range of both practical and written activities. <b>(Organisation &amp; communication)</b></p> <p>Whole Class Discussion will take place. <b>(Organisation &amp; communication)</b></p> <p>They will draw pictures, use drama and role play, build models and time lines. <b>(Organisation &amp; communication)</b></p>	<p>Find answers to some simple questions about the past from simple sources of information. <b>(Historical enquiry)</b></p> <p>Describe some simple similarities and differences between artefacts. <b>(Historical enquiry)</b></p> <p>Sort artefacts from 'then' and 'now'. <b>(Historical enquiry)</b></p> <p>Ask and answer relevant basic questions about the past. <b>(Historical enquiry)</b></p> <p>Relate his/her own account of an event and understand that others may give a different version. <b>(Historical interpretations)</b></p> <p>Talk, draw or write about aspects of the past. <b>(Organisation &amp; communication)</b></p> <p>Understand key features of events. <b>(Understanding of events, people and changes)</b></p> <p>Identify some similarities and differences between ways of life in different periods. <b>(Understanding of events, people and changes)</b></p>	<p>describe the similarities and differences of different steam locomotives. <b>(Historical enquiry)</b></p> <p>Describe how and why the railway network in Britain grew and changed over time. <b>(Depth of Historical knowledge)</b></p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past. <b>(Historical enquiry)</b></p> <p>Use a variety of resources to find out about aspects of life in the past. <b>(Historical enquiry)</b></p> <p>Encourage children to ask questions about artefacts, photographs and sources of information. Compare a range of primary and secondary sources and discuss validity and reliability. <b>(Historical enquiry)</b></p> <p>Select and record relevant information and use ICT and information texts to research different time periods. <b>(Historical enquiry)</b></p> <p>Use a range of evidence to build up a picture of the past. <b>(Historical enquiry)</b></p> <p>Research of significant figures. <b>(Depth of Historical knowledge)</b></p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. <b>(Organisation and communication)</b></p>	<p>The impact on modern day Britain. <b>(Depth of historical knowledge)</b></p> <p>Make comparisons between aspects of periods of history and the present day. <b>(Historical interpretations)</b></p> <p>Understand that the type of information available depends on the period of time studied. <b>(Historical interpretations)</b></p> <p>Evaluate the usefulness of a variety of sources. <b>(Historical interpretations)</b></p> <p>Present findings and communicate knowledge and understanding in different ways. <b>(Organisation &amp; communication)</b></p> <p>Children will be required to use appropriate terminology, match dates to people and events and record knowledge in a variety of ways including: written form, verbally, computer generated and presentations to the class. <b>(Organisation &amp; communication)</b></p> <p>The children will be expected to produce an extended piece of writing to explain key aspects of a time period</p>	<p>Key dates, people and events from World War Two. <b>(Chronological understanding)</b></p> <p>Researching beliefs and behaviours of people and recognising that not all people share the same ideas. <b>(Depth of historical knowledge)</b></p> <p>Compare accounts of events from different sources (British soldiers / Nazi soldiers, Britain/ Germany). <b>(Historical interpretations)</b></p> <p>Offer some reasons for different versions of events. Which sources are most accurate? Why? <b>(Historical interpretations)</b></p> <p>Link sources and work out how conclusions were made. Use a range of sources for evidence (books, ICT, pictures, artefacts) <b>(Historical interpretation)</b></p> <p>Why did World War Two happen? Was Hitler evil? What was the impact of the war on modern day Britain? <b>(Historical enquiry)</b></p> <p>How as Plymouth changes over the past 100 years? What can we notice about</p>
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			<p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. <b>(Understanding of events, people and changes)</b></p>	<p>drawing on knowledge from previous year groups. <b>(Organisation &amp; communication)</b></p> <p>Provide an account of a historical event based on more than one source. <b>(Organisation &amp; communication)</b></p> <p>Give some reasons for some important historical events. <b>(Understanding of events, people &amp; changes)</b></p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world. <b>(Understanding of events, people &amp; changes)</b></p>	<p>buildings from this time period? <b>(Historical enquiry)</b></p> <p>Encourage children to ask questions about artefacts, photographs and sources of information. <b>(Historical enquiry)</b></p> <p>Children will be required to use appropriate terminology, match dates to people and events and record knowledge in a variety of ways including: written form, verbally, computer generated and presentations to the class. <b>(Organisation &amp; communication)</b></p> <p>The children will be expected to produce an extended piece of writing to explain key aspects of a time period drawing on knowledge from previous year groups. <b>(Organisation &amp; communication)</b></p>
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<b>Term 3</b>					
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<b>Term 4</b>					
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The Great Fire of London</b>	<b>Significant Inventors</b>				



**Pupils should be taught about events beyond living memory that are significant nationally.**

Show an awareness of the past, using common words and phrases relating to the passing of time.

**(Chronological understanding)**

Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

**(Chronological understanding)**

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. **(Historical enquiry)**

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

**(Historical enquiry)**



**Pupils should be taught 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.**

Place known events and objects in chronological order.

**(Chronological understanding)**

Sequence events and recount changes within living memory.

**(Chronological understanding)**

Use common words and phrases relating to the passing of time.

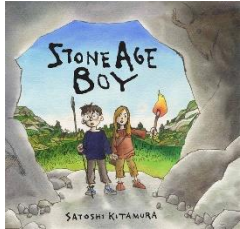


**(Chronological understanding)**

Show an awareness of the past, using common words and phrases relating to the passing of time.

**(Chronological understanding)**

Describe where people and events studied fit within a chronological framework and identify similarities and

<p>Use a wide vocabulary of everyday historical terms. <b>(Organisation &amp; communication)</b></p> <p>Speak about how he/she has found out about the past. <b>(Organisation &amp; communication)</b></p> <p>Record what he/she has learned by drawing and writing. <b>(Organisation &amp; communication)</b></p>	<p>differences between ways of life in different periods. <b>(Chronological understanding)</b></p> <p>Find answers to some simple questions about the past from simple sources of information. <b>(Historical enquiry)</b></p> <p>Describe some simple similarities and differences between artefacts. <b>(Historical enquiry)</b></p> <p>Sort artefacts from 'then' and 'now'. <b>(Historical enquiry)</b></p> <p>Ask and answer relevant basic questions about the past. <b>(Historical enquiry)</b></p> <p>Relate his/her own account of an event and understand that others may give a different version. <b>(Historical interpretations)</b></p> <p>Talk, draw or write about aspects of the past. <b>(Organisation &amp; communication)</b></p> <p>Understand key features of events. <b>(Understanding of events, people and changes)</b></p>				
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	Identify some similarities and differences between ways of life in different periods. <b>(Understanding of events, people and changes)</b>				
<b>Term 5</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p style="text-align: center;"><b>The Stone Age...</b></p>  <p style="text-align: center;"><b>Pupils should be taught about changes in Britain from the Stone to the Iron Age.</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. <b>(Chronological understanding)</b></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. <b>(Chronological understanding – Building on Year 2)</b></p>		<p style="text-align: center;"><b>Roman Britain</b></p>  <p><b>Pupils should be taught about the Roman Empire and its impact on Britain.</b></p> <p style="text-align: center;"><i>Including:</i></p> <ul style="list-style-type: none"> <li>-Julius Caesar's attempted invasion in 55-54 BC.</li> <li>-Successful invasion by Claudius and conquest, including Hadrian's Wall.</li> <li>-British resistance, for example Boudica</li> </ul> <p>Use an increasing range of common words and phrases relating to the passing of time. <b>(Chronological understanding)</b></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. <b>(Chronological understanding)</b></p>	<p style="text-align: center;"><b>Benin Kingdom</b></p>  <p><b>Pupils should be taught about a non- European society that provides contrasts with British history – one study chosen from Benin (West Africa) c. AD 900-1300.</b></p> <p>Use dates to order and place events on a timeline. <b>(Chronological understanding)</b></p> <p>Compare sources of information available for the study of different times in the past. <b>(Historical enquiry)</b></p> <p>Understand that the type of information available depends on the period of time studied. <b>(Historical interpretations)</b></p> <p>Present findings and communicate knowledge</p>

		<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. <b>(Historical enquiry – Building on Year 2)</b></p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. <b>(Historical enquiry – Building on Year 2)</b></p> <p>Describe significant historical events, people and places in his/her own locality. <b>(Historical interpretations – Building on Year 2)</b></p> <p>Speak about how he/she has found out about the past. <b>(Organisation and communication – Building Year 2)</b></p> <p>Record what he/she has learned by drawing and writing. <b>(Organisation &amp; communication – Building on Year 2)</b></p> <p>Describe changes in Britain from the Stone Age to the Iron Age.</p>		<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. <b>(Historical enquiry)</b></p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. <b>(Historical enquiry)</b></p> <p>Speak about how he/she has found out about the past. <b>(Organisation &amp; communication)</b></p> <p>Describe changes in Britain from the Stone Age to the Iron Age. <b>(Understanding of events, people and changes)</b></p> <p>Describe the Roman Empire and its impact on Britain. <b>(Understanding of events, people and changes)</b></p>	<p>and understanding in different ways. <b>(Organisation &amp; communication)</b></p> <p>Provide an account of a historical event based on more than one source. <b>(Organisation &amp; communication)</b></p> <p>Give some reasons for some important historical events. <b>(Understanding of events, people &amp; changes)</b></p>
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(Understanding of events, people and changes)

**Term 6**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Terrific Travel</b></p>  <p>Pupils should be taught about significant events, people and places in their own locality.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally and globally.</p> <p>Place known events and objects in chronological order. <b>(Chronological understanding)</b></p> <p>Use common words and phrases relating to the passing of time. <b>(Chronological understanding)</b></p> <p>Find answers to some simple questions about the past from simple sources of information. <b>(Historical enquiry)</b></p>	<p><b>Significant Artists</b></p>  <p><i>The Story of Brian Pollard</i></p> <p>Pupils should be taught 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.</p> <p>Place known events and objects in chronological order. <b>(Chronological understanding)</b></p> <p>Sequence events and recount changes within living memory. <b>(Chronological understanding)</b></p> <p>Use common words and phrases relating to the passing of time. <b>(Chronological understanding)</b></p>	<p><b>...To The Iron Age</b></p>  <p>Pupils should be taught about changes in Britain from the Stone to the Iron Age.</p> <p>Use an increasing range of common words and phrases relating to the passing of time. <b>(Chronological understanding)</b></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. <b>(Chronological understanding)</b></p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key</p>	<p><b>Ancient Civilisations</b></p>  <p>Pupils should be taught about the achievements of the earliest civilisations- an overview of where and when the first civilizations appeared: Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China.</p> <p>Where and when the first civilizations Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China appeared. <b>(Chronological understanding)</b></p> <p>Discuss valid questions about similarity and difference, and significance. <b>(Historical interpretation)</b></p> <p>To frame Historically valid questions to inspire pupils' curiosity to know more about the past. <b>(Historical enquiry)</b></p>	<p><b>Anglo Saxons &amp; Vikings</b></p>  <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p> <p><i>Including:</i></p> <ul style="list-style-type: none"> <li>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>- Scots invasions from Ireland to north Britain (Scotland).</li> <li>-Anglo- Saxon invasions, settlements, kingdoms: place names and village life.</li> <li>-Anglo-Saxon art and culture.</li> </ul> <p>Use an increasing range of common words and phrases relating to the passing of time. <b>(Chronological understanding)</b></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	

<p>Describe some simple similarities and differences between artefacts. <b>(Historical Enquiry)</b></p> <p>Relate his/her own account of an event and understand that others may give a different version. <b>(Historical interpretations)</b></p> <p>Sort artefacts from 'then' and 'now'. <b>(Historical enquiry)</b></p> <p>Ask and answer relevant basic questions about the past. <b>(Historical enquiry)</b></p> <p>Talk, draw or write about aspects of the past. <b>(Organisation and communication)</b></p> <p>Understand key features of events. <b>(Understanding of events, people &amp; changes)</b></p> <p>Identify some similarities and differences between ways of life in different periods. <b>(Understanding of events, people &amp; changes)</b></p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time. <b>(Chronological understanding)</b></p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. <b>(Chronological understanding)</b></p> <p>Find answers to some simple questions about the past from simple sources of information. <b>(Historical enquiry)</b></p> <p>Describe some simple similarities and differences between artefacts. <b>(Historical enquiry)</b></p> <p>Sort artefacts from 'then' and 'now'. <b>(Historical enquiry)</b></p> <p>Ask and answer relevant basic questions about the past. <b>(Historical enquiry)</b></p> <p>Relate his/her own account of an event and understand that others may give a different version. <b>(Historical interpretations)</b></p>	<p>features of events. <b>(Historical enquiry)</b></p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. <b>(Historical enquiry)</b></p> <p>Describe significant historical events, people and places in his/her own locality. <b>(Historical interpretations)</b></p> <p>Speak about how he/she has found out about the past. <b>(Organisation &amp; communication)</b></p> <p>Record what he/she has learned by drawing and writing. <b>(Organisation &amp; communication)</b></p> <p>Describe changes in Britain from the Stone Age to the Iron Age. <b>(Understanding of events, people and changes)</b></p>	<p>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. <b>(Historical enquiry)</b></p>	<p><b>(Chronological understanding)</b></p> <p>Place some historical periods in a chronological framework. <b>(Chronological understanding)</b></p> <p>Use historic terms related to the period of study. <b>(Chronological understanding)</b></p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. <b>(Historical enquiry)</b></p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. <b>(Historical enquiry)</b></p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. <b>(Historical enquiry)</b></p> <p>Use a variety of resources to find out about aspects of life in the past. <b>(Historical enquiry)</b></p> <p>Speak about how he/she has found out about the past.</p>	
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	<p>Talk, draw or write about aspects of the past. <b>(Organisation &amp; communication)</b></p> <p>Understand key features of events. <b>(Understanding of events, people and changes)</b></p> <p>Identify some similarities and differences between ways of life in different periods. <b>(Understanding of events, people and changes)</b></p>			<p><b>(Organisation and communication)</b></p> <p>Record what he/she has learned by drawing and writing. <b>(Organisation and communication)</b></p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. <b>(Organisation &amp; communication)</b></p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <b>(Understanding of events, people and changes)</b></p> <p>Describe Britain's settlement by Anglo-Saxons and Scots. <b>(Understanding of events, people and changes)</b></p>	
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