



# History Long Term Plan

|  | Autumn<br>Hull focus            | Spring                 | Summer                           |
|--|---------------------------------|------------------------|----------------------------------|
| EYFS<br>(ELG -<br>understanding<br>the world and<br>past and<br>present) | How have I changed?             | Changes in toys        | The past in books                |
| Year 1   | Changes in transport/local area | Space Travel           | Kings, Queens and Castles        |
| Year 2   | Amy Johnson                     | Great Fire of London   | Florence Nightingale             |
| Year 3   | Changes in the city             | Stone Age – Iron Age   | Ancient Civilisations: Egyptians |
| Year 4   | Hull's Fishing Industry         | Romans                 | Maya                             |
| Year 5   | Impact of World War II on Hull  | Anglo-Saxons and Scots | Ancient Greece                   |
| Year 6   | Slavery: William Wilberforce    | Vikings                | Monarchy                         |

## Concept Mapping

Across the history curriculum, children will be introduced to 4 main historical concepts: Society, Religion and Belief, Conflict and Invasion and Power.

Within these overarching concepts, other threads will be taught and built upon. Through the development of these concepts, children will have the tools to retrieve information from within their current history topic but also draw comparisons and recognize differences from across other periods of time studied.

|          | Autumn   | Spring  | Summer  |
|----------|--|---|---|
| Year 1/2 | <b>Amy Johnson</b><br>Society<br>Religion<br>Conflict<br>Power   | <b>Great Fire</b><br>Society<br>Religion<br>Conflict<br>Power           | <b>Florence Nightingale</b><br>Society<br>Religion<br>Conflict<br>Power |
| Year 3   | <b>Local History</b><br>Society<br>Religion<br>Conflict<br>Power | <b>Stone Age – Iron Age</b><br>Society<br>Religion<br>Conflict<br>Power | <b>The Egyptians</b><br>Society<br>Religion<br>Conflict<br>Power        |
| Year 4   | <b>Hull's Fishing Industry</b><br>Society                        | <b>The Romans</b><br>Society  | <b>The Maya</b><br>Society  |

## St Charles' VC Academy



|        |  |  |   |
|--------|--|--|---|
|        | Religion<br>Conflict<br>Power  | Religion<br>Conflict<br>Power  | Religion<br>Conflict<br>Power   |
| Year 5 | <b>Hull in WW2</b><br>Society – Changes in women's roles<br>Religion<br>Conflict - Blitz<br>Power - Dictatorship | <b>Anglo-Saxons</b><br>Society<br>Religion – conversion from Paganism to Christianity<br>Conflict<br>Power | <b>Ancient Greece</b><br>Society – differences in states/attitudes to women<br>Religion – gods and goddesses<br>Conflict – City states at war<br>Alexander the Great<br>Power – democracy/oligarchy |
| Year 6 | <b>Slavery and William Wilberforce</b><br>Society – acceptance of slavery<br>Religion -<br>Conflict<br>Power     | <b>The Vikings</b><br>Society<br>Religion<br>Conflict<br>Power   | <b>Monarchy</b><br>Society<br>Religion<br>Conflict<br>Power – Divine right of kings<br>Parliament   |

|      | Autumn<br>Hull focus  | Spring<br>Britain Focus   | Summer<br>Wider World Focus   |
|------|---|---|---|
| EYFS | <b>How have I changed?</b><br>Focus – Sequencing changes and key events in their own lives.<br>How have I changed and grown?  | <b>Events beyond living memory</b><br>Focus – Sequencing toys and recognising changes over time.<br>What toys did your Grandparents and their Grandparents play with?   | <b>The past in books</b><br>Focus – How can we find out about the past.   |
| Y1   | <b>Curriculum focus</b> - Changes within living memory – Focus: changes in Transport in Hull / Beverley Road<br><b>Key concept</b> – Changes in local area / Changes in Technology<br><b>Big Question</b> – How has transport changed near my school?             | <b>Curriculum focus</b> – Life of a significant individual / Changes beyond living memory- Focus: – Space Travel and exploration<br><b>Key concept</b> – Changes in Technology / Significant individual<br><b>Big Question</b> – Who can go into space? | <b>Curriculum focus</b> – Life of a significant individual / Changes beyond living memory- Focus: – Kings and Queens of England.<br><b>Key concept</b> – Significant individual<br><b>Big Question</b> – Where do kings and queens live?        |
| Y2   | <b>Curriculum focus</b> – Life of a significant individual / Significant historical people in own locality – Focus: Amy Johnson<br><b>Key concept</b> – Changes in Technology / Significant individual<br><b>Big Question</b> – How can a pilot change the world? | <b>Curriculum focus</b> - Events beyond living memory that are significant nationally – Focus: Fire of London<br><b>Key concept</b> – Change in society / Significant individual<br><b>Big Question</b> – Why did London burn and how was it saved?     | <b>Curriculum focus</b> - Life of a significant individual / Changes beyond living memory- Focus: – Florence Nightingale<br><b>Key concept</b> – Changes / Significant individual<br><b>Big Question</b> – Was it just the men who went to war? |

|    |  |   |  |
|----|--|---|--|
| Y3 | <p><b>Curriculum focus</b> – a local history study<br/>– Focus: How has Hull city centre changed?</p> <p><b>Key concept</b> – Changes in local area</p> <p><b>Big Question</b> – How has Hull City Centre changed?</p>   | <p><b>Curriculum focus</b> – changes in Britain from the Stone Age to the Iron Age –<br/>Focus: Changes in settlement</p> <p><b>Key concepts</b> – Invasion, Settlement and trade</p> <p><b>Big Question</b> – How did Settlement change over time?</p> | <p><b>Curriculum focus</b> – Achievement of the Earliest civilization – Focus - Ancient Egypt</p> <p><b>Key concepts</b> – Society and Religion</p> <p><b>Big Question</b> – Was everyone an Ancient Egyptian?</p>   |
| Y4 | <p><b>Curriculum focus</b> – a local history study<br/>– Focus: Hull's fishing industry.</p> <p><b>Key concept</b> – Changes in local area<br/>Significant individual</p> <p><b>Big Question</b> – What's so tough about fishing?</p>  | <p><b>Curriculum focus</b> – Roman Empire and its impact on Britain</p> <p><b>Key concepts</b> – Invasion, Settlement and trade</p> <p><b>Big Question</b> – Why were the Romans successful invaders and how did they change Britain?</p>               | <p><b>Curriculum focus</b> – a non-European society that provides contrasts with British history – Focus - The Maya</p> <p><b>Key concepts</b> – Society and Religion</p> <p><b>Big Question</b> – What was it like to be a Maya child?</p>                |
| Y5 | <p><b>Curriculum focus</b> – a local history / a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br/>– Focus – World War II</p> <p><b>Key concept</b> – Changes in local area</p> <p><b>Big Question</b> – How did a war overseas affect the people of Hull?</p> | <p><b>Curriculum focus</b> – Britain's settlements by Anglo Saxons &amp; Scots</p> <p><b>Key concepts</b> – Invasion, Settlement and trade</p> <p><b>Big Question</b> – Were the Dark Ages really dark?</p>   | <p><b>Curriculum focus</b> – Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Key concepts</b> – Society and Religion</p> <p><b>Big Question</b> – What is the legacy of the Ancient Greeks?</p> |

|    |   |   |  |
|----|---|---|--|
| Y6 | <p><b>Curriculum focus</b> – a local history</p> <p><b>Key concept</b> – Changes in local area / Significant individual, trade</p> <p><b>Big Question</b> – How did a man from Hull help free man from slavery?</p> | <p><b>Curriculum focus</b> – the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Key concept</b> – Invasion and Settlement</p> <p><b>Big Question</b> – What did it mean for Britain when the Vikings arrived?</p> | <p><b>Curriculum focus</b> – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Focus - Monarchy</p> <p><b>Key concept</b> – Society and Religion</p> <p><b>Big Question</b> – Who had the power?</p> |
|----|---|---|--|

Year 1

|  | Autumn - Hull focus   | Spring  | Summer   |
|--|---|---|--|
| Substantive knowledge<br>(Know and remember) | <ul style="list-style-type: none"> <li>In the past, people travelled on trams.</li> <li>Horses, carts and carriages were used to move goods and people.</li> <li>Bicycles have changed over time.</li> <li>Cars look very different today.</li> </ul> | <ul style="list-style-type: none"> <li>Before people went into space, animals were sent to space.</li> <li>Neil Armstrong was the first man on the moon</li> <li>Astronauts took pictures of the Moon.</li> <li>Helen Sharman was the first British astronaut in space.</li> <li>Tim Peake was the first British astronaut to visit the International Space Station.</li> </ul> | <ul style="list-style-type: none"> <li>Know that kings and queens are important people in England</li> <li>King Charles III is our king</li> <li>Queen Elizabeth was the longest reigning monarch</li> <li>Queen Victoria and Queen Elizabeth I were queens from the past</li> <li>In the past, people have become king by force.</li> <li>Kings and queens live in castles and palaces</li> </ul> |
| Key Vocabulary                               | Early, modern, order, sequence, tram, carriage, cart  | Space, travel, Apollo 11, landing, technology, astronaut, evidence, famous, flight, space, mission launch, Space Race   | king, queen, monarch, coronation, attack, protect, defend, Battle of Hastings, William the Conqueror, Buckingham Palace, Windsor Castle.   |



|                           | Chronology   | Evidence and Interpretation   | Cause and Consequence  | Change and Continuity  | Similarity and Difference   | Historical Significance   |
|---------------------------|--|---|--|--|---|---|
| Local Area                | <p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p> | I can look at sources and ask some questions about what I can see.  | I can discuss causes that lead to transport changing.                            | I can say which things in my local area have stayed the same and which things have changed overtime. | I can compare my local area using pictures from the past and present. | I can name some transport from the past.                                    |
| Kings, Queens and Castles | I can place events and some artefacts on a timeline.   | With support, I can observe or handle some evidence to ask questions about the past.  | I can begin to explain why monarchs built castles and what the effects of these. | I can describe changes and historical events.  | I can compare similarities/ differences between castles.              | I can begin to talk about key events of a significant king/queen or castle. |
| Space Travel              | I can sequence 3 or 4 pictures that show events in space travel.   | <p>I can look at photographs of space explorers and answer questions relating to them.</p> <p>I can use stories to help know the difference between fact and fiction.</p> | I can begin to say why people went into space.                                   | I can describe some ways in which space travel has changed.  | I can say how space travel is different now to in the past.           | I can talk about Neil Armstrong landing on the Moon.                        |

Year 2

|   | Autumn - Hull focus   | Spring  | Summer   |
|---|---|---|--|
| Y2  | Amy Johnson   | Great Fire of London  | Florence Nightingale   |
| Substantive knowledge (Know and remember) | <ul style="list-style-type: none"> <li>Know facts about Amy Johnson's life including why she is famous</li> <li>Know facts about Amy's plane, including its name</li> <li>Know where Amy travelled to</li> <li>Know how we know about Amy Johnson today</li> <li>Bessie Coleman was another famous female pilot of the time who overcame many obstacles. (diversity)</li> </ul> | <ul style="list-style-type: none"> <li>Know why the Great Fire of London happened.</li> <li>Know that the fire started in Pudding Lane in on the 2<sup>nd</sup> September 1666 and burned for 4 days.</li> <li>Know what effect the fire had on the city.</li> <li>Know that the fire spread quickly because of the wooden buildings in London.</li> <li>Know that Samuel Pepys kept a diary at the time of the fire.</li> <li>Know some ways that firefighting has changed over time.</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Florence Nightingale and Mary Seacole were nurses who helped soldiers during the war.</li> <li>Florence and Mary lived over 100 years ago</li> <li>Florence Nightingale made the hospitals better through better hygiene and clean bandages</li> <li>Florence Nightingale was known as the 'The Lady with the Lamp'</li> <li>Mary Seacole was born in Jamaica</li> <li>Mary Seacole had to overcome challenges to nurse the soldiers</li> </ul> |
| Key Vocabulary                            | flight, pilot, solo, journey, fly, world, record  | Fire, Pudding Lane, diary, evidence, Samuel Pepys, Thames   | challenges, healer, overcome, nurse, Crimea, medicine, field hospital, soldiers, battle, prejudice   |

|                      | Chronology  | Evidence and Interpretation   | Cause and Consequence   | Change and Continuity  | Similarity and Difference  | Historical Significance   |
|----------------------|---|---|---|--|--|---|
| Amy Johnson          | I can place events and artefacts about Amy Johnson on a timeline.   | I can observe or handle some evidence to ask questions and find answers to questions.   | I can explain some reasons why Amy Johnson flew.  | I can describe how planes have changed and how they have continued over time.  | I can use pictures and written evidence to find out about the life of Amy Johnson.   | I can describe and begin to talk about key events in the life of Amy Johnson.   |
| Great Fire of London | I can place events, artefacts and historical figures on a timeline.<br><br>I can use dates where appropriate.   | I can observe or handle evidence to ask questions and find answers to questions about the past.<br><br>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). | I can explain the causes of the Great Fire of London and what the effects were.                           | I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. | I can use artefacts and diary entries to compare similarities and differences.<br><br>I can identify some of the different ways the past has been represented. | I can describe significant people from the past and explain why they are important.<br><br>I can name a famous nurse. |
| Florence Nightingale | I can place events, artefacts and people on a timeline.<br><br>I can begin to use some dates where appropriate. | I can observe or handle evidence to ask questions and find answers to questions about the past.   | I recognise reasons why Florence Nightingale acted as she did and what the effects of these actions were. | I can describe changes that were brought about by Florence Nightingale and the improvements they led to.                     | I can identify differences between hospitals now and in the past.  | I can describe events from the life of Florence Nightingale and explain why they are important.                       |

Year 3

|   | Autumn - Hull focus   | Spring  | Summer  |
|---|---|---|---|
| Y3  | Changes on Beverley Road and in the City centre   | Stone Age and Iron Age  | Ancient Civilisations: Egypt  |
| Substantive knowledge (Know and remember) | <ul style="list-style-type: none"> <li>What the town centre looks like at present including range of architectural styles</li> <li>Identify ways in which Beverley Road and city centre have changed.</li> <li>Identify some of the ways that the shops have changed to reflect cultural diversity.</li> <li>Impact of online shopping on decrease in footfall in city centre.</li> <li>Ways the use of buildings in town have altered – banks into shops/coffee shops</li> </ul> | <ul style="list-style-type: none"> <li>The first people were hunter-gatherers</li> <li>The Neolithic people settled and farmed</li> <li>Skara Brae is a neolithic village in the Orkneys</li> <li>Must Farm is a Bronze Age Settlement and contains roundhouses</li> <li>In the Iron Age people developed hillforts to defend their land</li> </ul> | <ul style="list-style-type: none"> <li>Rulers of Ancient Egypt were divided into families or dynasties led by a Pharaoh.</li> <li>Tutankhamun was a Pharaoh and his tomb tells us lots about belief</li> <li>Carter was an Egyptologist who led the excavation of Tutankhamun's tomb.</li> <li>Mummification was used to enable Egyptians to reach the afterlife</li> <li>The Ancient Egyptians worshiped many different gods.</li> </ul> |
| Key Vocabulary                            | <ul style="list-style-type: none"> <li>City, change, development, decrease, decline, architecture</li> </ul>  | Pre-history, Stone Age, Neolithic, Bronze Age, Iron Age,  | Pharaoh, ancient, tomb, mummy, mummification, excavation, worship, afterlife  |

|                      | Chronology  | Evidence and Interpretation  | Cause and Consequence   | Change and Continuity   | Similarity and Difference   | Historical Significance   |
|----------------------|---|--|---|---|---|---|
| Local Area           | I can sequence several pictures which show the development of Hull City Centre.   | I can distinguish between different sources which show how Hull has changed over time.   | I can say why the City Centre has changed and the effect this has had on the buildings.                       | I can describe how the city of Hull has changed over time and what has stayed the same.   | I can recognise the difference between the past and present in the lives of people from Hull.   | I can describe events and periods using the dates of when things happened   |
| Stone Age – Iron Age | I can place ages in order of time and understand the meaning of their names.<br><br>I can place artefacts within their correct age. | I can observe evidence to ask about the past and come to conclusions based on what I have seen.<br><br>I can explain how we find prehistoric evidence.   | I can suggest causes and consequences of the main events within prehistory such as agriculture and migration. | With support, I can begin to explain the concept of change over a long period of history. | I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.<br><br>I can compare homes in the past and present, | I can suggest suitable sources of evidence to find out about significant people/events.<br><br>I can discuss how uncovered settlement tells us more about the past.                 |
| Ancient Egypt        | I can place events, artefacts and historical figure on a timeline using dates.  | I can suggest suitable sources of evidence for historical enquiries.<br><br>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. | I can suggest causes and consequences of some of the main events within Ancient Egypt.                        | I can begin to explain the concept of change over a long period of history.               | I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.   | I can suggest suitable sources of evidence for historical enquiries.<br><br>I can discuss the part archaeologists have had in helping us to understand more about the past (Carter) |

Year 4

|   | Autumn - Hull focus  | Spring  | Summer  |
|---|--|---|---|
| Y4  | Fishing industry   | Romans  | The Maya  |
| Substantive knowledge (Know and remember) | <ul style="list-style-type: none"> <li>Fishing was a major industry for Hull with many workers centred around Hessle Road.</li> <li>The docks developed with Alexandra Dock becoming the largest dock.</li> <li>Deep-sea fishing was a dangerous job</li> <li>The Triple Trawler Disaster caused change to improve safety at sea.</li> <li>Lilian Bilocca, (who led the Headscarf Revolution) campaigned for better safety on trawlers.</li> </ul> | <ul style="list-style-type: none"> <li>Know who Claudius was and why he invaded Britain.</li> <li>The army were successful due to their organisation, training and discipline</li> <li>Boudicca led a rebellion against the Romans</li> <li>Large towns were features of the Roman times</li> <li>Hadrian's Wall was built to defend England from the Picts</li> <li>Roman ideas still have an impact on Britain today</li> </ul> | <ul style="list-style-type: none"> <li>The Maya were a Central American civilization who developed a great empire</li> <li>The Maya were a hierarchical society with a king at the head and slaves at the bottom</li> <li>The remains of the capital Chichen Itza tells us a lot about their skills and life.</li> <li>The Maya worshipped many gods and goddesses and believed they were responsible for all luck: good and bad and therefore sacrifices were made</li> <li>The Spanish Conquest saw the end of the Ancient Maya empire</li> </ul> |
| Key Vocabulary                            | Headscarf, Fishermen, Trawlers, City, Actions, Protest, Meaux Abbey, Monks, Whaler, Gaul, Revolution, Arctic Corsair   | Army, empire, discipline, Boudicca, Iceni, Hadrian's Wall, rebellion, Picts, impact   | civilization, hierarchy, sacrifice, City - state, Bloodletting, Ritual, Pok -ta - Pok, Mesoamerica, temple, cocoa, conquistador, Cortes, Yucatan  |

|                         | Chronology  | Evidence and Interpretation  | Cause and Consequence  | Change and Continuity  | Similarity and Difference   | Historical Significance  |
|-------------------------|---|--|--|--|---|--|
| Hull's Fishing Industry | I can sequence key events in Hull's Fishing industry, placing these on a timeline.        | I can use a range of evidence to reconstruct life for trawler men at sea.<br><br>I can begin to evaluate the usefulness of different sources when finding out about the Trawling industry. | I can look for links and effects between Triple Trawler Tragedy and changes to health and safety at sea.<br><br>I can identify some reasons for the decline of the fishing industry. | I can identify some of the ways in which the industry changed over time.   | I can compare the developments within the trawling industry and what difference this made to lives.     | I can discuss the impact Lillian Biloka had on the trawling industry.                |
| The Romans              | I can place events, artefacts and historical figures on a timeline, using dates and time. | I can suggest more than one suitable source for historical enquiry.<br><br>I can begin to discuss the reliability of sources.  | I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.  | I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.      | I can describe different versions of the Iceni rebellion, explaining reasons why the account may differ | I can discuss how the Roman army were able to successfully invade Britain.           |
| The Maya                | I can use dates and terms accurately in describing events and people in the Maya Age.     | I can use sources of evidence to deduce information about what the Maya civilization was like.   | I can describe causes of events and their consequences in Ancient Maya.  | I can identify periods of rapid change in history.<br><br>I can explain the concepts of continuity and change over time. | I can compare civilisations and cultures. (Maya and Egyptians)  | I can describe the characteristic features of the past, including ideas and beliefs. |

Year 5

|   | Autumn - Hull focus   | Spring   | Summer  |
|---|---|--|---|
| Y5  | World War II – Home Front   | Anglo Saxon and Scots  | Ancient Greeks  |
| Substantive knowledge (Know and remember) | <ul style="list-style-type: none"> <li>World War II began in 1939 and lasted until 1945</li> <li>Hull was the 3<sup>rd</sup> most damaged city during the Blitz which began in 1940 and lasted until May 1941.</li> <li>Operation Pied Piper involved mass evacuation</li> <li>Rationing was introduced to ensure people had sufficient food.</li> <li>Propaganda encouraged people to behave in certain ways.</li> <li>Women had to work in order to replace men called to war.</li> </ul> | <ul style="list-style-type: none"> <li>The Anglo Saxons came to England in 410 from Germany and Denmark.</li> <li>The Scots invaded from Ireland</li> <li>England became a place of smaller communities and not big towns again with kings ruling over them</li> <li>The discovery and contents of the Sutton Hoo treasures</li> <li>Anglo-Saxons worshiped many gods.</li> <li>Anglo-Saxons were pagan but converted to Christianity</li> </ul> | <ul style="list-style-type: none"> <li>Ancient Greece was composed of a number of city states who were often in conflict with each other</li> <li>Although both city states in Ancient Greece, Sparta and Athens were very different</li> <li>Democracy of Ancient Greece compared to that of now</li> <li>Ancient Greek Olympics were part of a festival to honour Zeus and how they differ/are similar to today</li> <li>Religion had an impact on all aspects of Ancient Greek life</li> <li>Alexander the Great ruled over all of Ancient Greece and the empire he had acquired.</li> </ul> |
| Key Vocabulary                            | Home front, Blitz, Operation Pied Piper, evacuation, air raid, rationing, propaganda  | settlement, migration, invasion, conquest, raiding, Archaeologist, Shields, invaders, tribes, invade, kingdom, Sutton Hoo  | ancient, City State, civilizations, democracy, empire, legacy, Philosopher, Athenians, University, Spartan, hoplite, City State, Olympian   |



|                            | Chronology   | Evidence and Interpretation   | Cause and Consequence   | Change and Continuity  | Similarity and Difference  | Historical Significance  |
|----------------------------|--|---|---|--|--|--|
| The impact of WWII on Hull | <p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p> | <p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> | <p>I can describe some of the causes and consequences of World War 2 on the city of Hull.</p> | <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>   | <p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p> | <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> |
| Anglo-Saxons               | <p>I can use dates accurately in describing events and people.</p>   | <p>I can use sources of evidence, in particular Sutton Hoo discovery, to deduce information about the Saxons.</p>   | <p>I can describe causes of invasion in Britain and what the consequences were.</p>           | <p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons settled in Britain.</p> | <p>I can compare similarities and differences between Anglo-Saxon and Roman culture.</p>                       | <p>I can describe the social and cultural significance of a past society.</p>  |

|                           |   |  |   |  |  |  |
|---------------------------|---|--|---|--|--|--|
| <p>Ancient<br/>Greece</p> | <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p> | <p>I can suggest suitable sources for historical enquiry.</p> <p>I can discuss bias in evidence relating to the rule of Alexander the Great.</p> | <p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p> | <p>I can explain the concept of change over time and represent this with evidence.</p> | <p>I can describe the social, ethnic, cultural and religious diversity of the past and how the City States differed.</p> | <p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p> |
|---------------------------|---|--|---|--|--|--|

Year 6

|   | Autumn - Hull focus   | Spring   | Summer  |
|---|---|--|---|
| Y6  | William Wilberforce   | Vikings  | Monarchy  |
| Substantive knowledge (Know and remember) | <ul style="list-style-type: none"> <li>The Triangular Trade route was between Europe, Africa and the Americas</li> <li>William Wilberforce plus one other important figure in the abolition of slavery</li> <li>2 other civilizations where slavery was part of the culture.</li> <li>Reasons why slavery took so long to be abolished even though many people disagreed with it (economy, religion, general beliefs)</li> <li>The Slave Trade abolished across the Empire in 1834 - name 2 significant events/people which contributed to this and why.</li> </ul> | <ul style="list-style-type: none"> <li>Vikings came to England from the Scandinavian countries to conquer and settle beginning in 793.</li> <li>Lindisfarne was the site of the first invasion.</li> <li>Vikings lived in tribes with kings to rule over them.</li> <li>Know how the Vikings maintained law and order</li> <li>A united Kingdom of England was formed by 954AD</li> <li>Vikings worshiped many gods but many eventually converted to Christianity</li> </ul> | <ul style="list-style-type: none"> <li>William of Normandy was the last to invade Britain in 1066</li> <li>There were 4 contenders for the English throne in 1066</li> <li>Henry VIII broke from the Catholic Church in 1534</li> <li>The War of the Roses was fought between the houses of Yorkshire and Lancashire</li> <li>The English Civil War lasted from 1642 – 1651 and was fought between the Royalists and Cavaliers</li> <li>Queen Victoria ruled over the largest empire in the world.</li> </ul> |
| Key Vocabulary                            | Abolitionists, Triangular trade, rebellion, Human rights, freedom, oppression, abolition,   | settlement, migration, invasion, conquest, raiding, Archaeologist, Shields, invaders, Britain, invade,   | Monarchy, divine right of kings, Parliament, Reformation, Civil War, Royalists, Cavaliers, empire, dissolution, break from Rome   |

|  |  |  |  |
|--|--|--|--|
|  | trade, plantation, Caribbean, emancipation | kingdom, longship, outlawed, pagans, pillaged, raid, wergild |  |
|--|--|--|--|

|                         | Chronology  | Evidence and Interpretation   | Cause and Consequence  | Change and Continuity  | Similarity and Difference   | Historical Significance   |
|-------------------------|---|---|--|--|---|---|
| Slavery and Wilberforce | <p>I can sequence events leading up to and including the abolition of slavery on a timeline.</p> <p>I can use relevant terms and dates.</p> | <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion and why these might show bias.</p> <p>I can describe the path to abolition using a range of evidence from different sources.</p> | I can describe the reasons for the slave trade and its consequences along with its subsequent abolition recognising not all people held these views. | I can identify changes in people's views towards slavery and why these happened analysing in terms of social, political and religious reasons. | Can compare similarities and differences between the views of abolitionists and anti-abolitionists. | I can describe the social, ethnic, cultural or religious diversity of past society. |
| The Vikings             | I can use dates accurately in describing events and people.   | I can use sources of evidence to deduce information about the Saxons and Vikings.   | I can describe causes of invasion in Britain and what the consequences were.   | <p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the</p>              | I can compare similarities and differences between Anglo-Saxon and Viking culture.                  | I can describe the social and cultural significance of a past society.              |

|          |  |  |   |  |   |   |
|----------|--|--|---|--|---|---|
|          |  | I can discuss whether the evidence is reliable and explain why.  |   | Anglo-Saxons and Vikings settled in Britain.   |   |   |
| Monarchy | <p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> | <p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.</p> | I can describe the some of the causes of changes in monarch. I can describe the consequences/ effects of these. | <p>I can identify changes in monarchy and shifts in power.</p> <p>I can analyse why these changes happened using terms such as: social, religious, political and cultural.</p> | <p>I can compare similarities and differences in the reigns of monarchs over time.</p> <p>I can compare the main changes in a period of history with the present day.</p> | <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> |

Progression Across the Strands

|                   | Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
|-------------------|--|--|---|--|---|---|
| <b>Chronology</b> | <p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p> <p>I can place events and some artefacts on a timeline.</p> <p>I can sequence 3 or 4 pictures that show events in space travel.</p> | <p>I can place events and artefacts about Amy Johnson on a timeline.</p> <p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p> <p>I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p> | <p>I can sequence several pictures which show the development of Hull City Centre.</p> <p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>I can place events, artefacts and historical figure on a timeline using dates.</p> | <p>I can sequence key events in Hull's Fishing industry, placing these on a timeline.</p> <p>I can place events, artefacts and historical figures on a timeline, using dates and time. I can use dates and terms accurately in describing events and people in the Maya Age.</p> | <p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p> <p>I can use dates accurately in describing events and people.</p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p> | <p>I can sequence events leading up to and including the abolition of slavery on a timeline.</p> <p>I can use relevant terms and dates.</p> <p>I can use dates accurately in describing events and people.</p> <p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> |

|                                    | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
|------------------------------------|---|--|---|--|---|--|
| <b>Evidence and Interpretation</b> | <p>I can look at sources and ask some questions about what I can see.</p> <p>With support, I can observe or handle some evidence to ask questions about the past.</p> <p>I can look at photographs of space explorers and answer questions relating to them.</p> <p>I can use stories to help know the difference between fact and fiction.</p> | <p>I can observe or handle some evidence to ask questions and find answers to questions.</p> <p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p> <p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> | <p>I can distinguish between different sources which show how Hull has changed over time.</p> <p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> | <p>I can use a range of evidence to reconstruct life for trawler men at sea.</p> <p>I can begin to evaluate the usefulness of different sources when finding out about the Trawling industry.</p> <p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can use sources of evidence to deduce information about what the Maya civilization was like.</p> | <p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>I can use sources of evidence, in particular Sutton Hoo discovery, to deduce information about the Saxons.</p> <p>I can suggest suitable sources for historical enquiry.</p> | <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion and why these might show bias.</p> <p>I can describe the path to abolition using a range of evidence from different sources.</p> <p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p> <p>I can analyse a</p> |

|                              | Year 1   | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
|------------------------------|--|---|--|--|--|--|
|                              |  |   |  |  | I can discuss bias in evidence relating to the rule of Alexander the Great.  | <p>wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.</p> |
| <b>Cause and Consequence</b> | <p>I can discuss causes that lead to transport changing.</p> <p>I can begin to explain why monarchs built castles and what the effects of these.</p> <p>I can begin to say why people went into space.</p> | <p>I can explain some reasons why Amy Johnson flew.</p> <p>I can explain the causes of the Great Fire of London and what the effects were.</p> <p>I recognise reasons why</p> | <p>I can say why the City Centre has changed and the effect this has had on the buildings.</p> <p>I can suggest causes and consequences of the main events within prehistory such as agriculture and migration.</p> <p>I can suggest causes and consequences</p> | <p>I can look for links and effects between Triple Trawler Tragedy and changes to health and safety at sea.</p> <p>I can identify some reasons for the decline of the fishing industry.</p> <p>I can suggest and evaluate causes and</p> | <p>I can describe some of the causes and consequences of World War 2 on the city of Hull.</p> <p>I can describe causes of invasion in Britain and what the consequences were.</p> <p>I can suggest causes and consequences of some of the main</p> | <p>I can describe the reasons for the slave trade and its consequences along with its subsequent abolition recognising not all people held these views.</p> <p>I can describe causes of invasion in Britain and what the</p>                   |



|                              | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
|------------------------------|---|---|--|--|---|--|
|                              |   | Florence Nightingale acted as she did and what the effects of these actions were.   | of some of the main events within Ancient Egypt.   | consequences of some of the main events and changes in Britain when the Romans invaded.<br>I can describe causes of events and their consequences in Ancient Maya.   | events and changes in Greece and use evidence to support my answers.  | consequences were.<br><br>I can describe the some of the causes of changes in monarch. I can describe the consequences/ effects of these.  |
| <b>Change and Continuity</b> | <p>I can say which things in my local area have stayed the same and which things have changed overtime.</p> <p>I can describe changes and historical events.</p> <p>I can describe some ways in which space travel has changed.</p> | <p>I can describe how planes have changed and how they have continued over time.</p> <p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21<sup>st</sup> century.</p> <p>I can describe changes that were brought about by Florence Nightingale and the</p> | <p>I can describe how the city of Hull has changed over time and what has stayed the same.</p> <p>With support, I can begin to explain the concept of change over a long period of history.</p> <p>I can begin to explain the concept of change over a long period of history.</p> | <p>I can identify some of the ways in which the industry changed over time.</p> <p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p> <p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and</p> | <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons settled in Britain.</p> | <p>I can identify changes in people's views towards slavery and why these happened analysing in terms of social, political and religious reasons.</p> <p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons</p> |

|                                  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  |
|----------------------------------|---|---|---|---|--|---|
|                                  |   | improvements they led to.   |   | change over time.   | I can explain the concept of change over time and represent this with evidence.  | and Vikings settled in Britain.<br><br>I can identify changes in monarchy and shifts in power.<br><br>I can analyse why these changes happened using terms such as: social, religious, political and cultural.                      |
| <b>Similarity and Difference</b> | I can compare my local area using pictures from the past and present.<br><br>I can compare similarities/differences between castles.<br><br>I can say how space travel is | I can use pictures and written evidence to find out about the life of Amy Johnson.<br><br>I can use artefacts and diary entries to compare similarities and differences.<br><br>I can identify some of the different ways | I can recognise the difference between the past and present in the lives of people from Hull.<br><br>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.<br><br>I can compare | I can compare the developments within the trawling industry and what difference this made to lives.<br><br>I can describe different versions of the Iceni rebellion, explaining reasons why the | I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.<br><br>I can compare similarities and differences between Anglo-Saxon and Roman culture. | Can compare similarities and differences between the views of abolitionists and anti-abolitionists.<br><br>I can compare similarities and differences between Anglo-Saxon and Viking culture.<br><br>I can compare similarities and |

# St Charles' VC Academy



|                                | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|--------------------------------|---|---|--|---|---|---|
|                                | different now to in the past.   | the past has been represented.<br><br>I can identify differences between hospitals now and in the past.   | homes in the past and present,<br><br>I can compare the similarities and difference s between the new and old kingdoms of Ancient Egypt.   | account may differ<br><br>I can compare civilisations and cultures. (Maya and Egyptians)  | I can describe the social, ethnic, cultural and religious diversity of the past and how the City States differed.   | differences in the reigns of monarchs over time.<br><br>I can compare the main changes in a period of history with the present day.   |
| <b>Historical Significance</b> | I can name some transport from the past.<br><br>I can begin to talk about key events of a significant king/queen or castle.<br><br>I can talk about Neil Armstrong landing on the Moon. | I can describe and begin to talk about key events in the life of Amy Johnson.<br><br>I can describe significant people from the past and explain why they are important.<br><br>I can name a famous nurses. I can describe events from the life of Florence Nightingale and | I can describe events and periods using the dates of when things happened<br><br>I can suggest suitable sources of evidence to find out about significant people/events.<br><br>I can discuss how uncovered settlement tells us more about the past. | I can discuss the impact Lilian Biloca had on the trawling industry.<br><br>I can discuss how the Roman army were able to successfully invade Britain. I can describe the characteristic features of the past, including ideas and beliefs. | I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.<br><br>I can describe the social and cultural significance of a past society. I can discuss the importance of people and events in time and the | I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the social and cultural significance of a past society.<br><br>I can describe the social, ethnic, cultural or religious diversity of past society. |

## St Charles' VC Academy



|  | Year 1 | Year 2                          | Year 3   | Year 4 | Year 5  | Year 6  |
|--|--------|---------------------------------|--|--------|---|---|
|  |        | explain why they are important. | <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the part archaeologists have had in helping us to understand more about the past (Carter)</p> |        | significant impact they had on society, beginning to use some evidence to prove my discussion (with support). | I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |