

History Medium Term Plan

EYFS – Foundation Stage One

Within Living Memory

Lives of Significant People

Period of History – Living Memory

Key Concept – Changes in daily life

Curricular Goal

Begin to make sense of own life-story and family's history

Learning Objectives

- To know who they are
- To know who is in their family

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Know that they are an individual person. Know that they have a family. Know who is in their family.

Disciplinary Knowledge

(Being a historian)

Use a primary source for information

Key Vocabulary

Name, Mummy, Daddy, Brother, Sister, Grandparents, family, pet

EYFS – Foundation Stage Two

Within Living Memory

Lives of Significant People

Links to prior learning:

Begin to make sense of my own life-story and my family's history

Period of History – Living Memory

Key Concept – Changes in daily life

Curricular Goal

Describe some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Learning Objectives

- To know that things were different in the past
- To know things that are the same now as they were in the past

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Know that some things were different in the past. Know that some things were the same as the past. Know that people lived in castles and how castles were different. Know that houses have changed over time. Know that the interior of a house has changed over time. Know that houses are different in the past because we did not have electricity. Know that technology was different in the past. Know that transport has changed over time.

Disciplinary Knowledge

(Being a historian)

Use a primary source for information

Use a secondary source for information – a factual video, website, information text

Key Vocabulary

Past, present, houses, castles, electricity, technology, change, transport, time

Links to prior learning:

Begin to make sense of my own life-story and my family's history

Period of History – Living Memory

Key Concept – Technology / Changes in daily life

Curricular Goal

Describe the lives of the people around them and their roles in society

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Learning Objectives

- To talk about people's roles in society
- To describe the lives of people in their family
- To be able to name an important person

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Know that people have different roles in society. Know that people have jobs. Know that these jobs are different. Know that people have families. Know that families are different.

Disciplinary Knowledge

(Being a historian)

Use a primary source for information

Use a secondary source for information – a factual video, website, information text

Key Vocabulary

Family, jobs, different, important

Lives of significant people	Changes Within living memory	Lives of significant people
<p>Links to prior learning: Talk about the lives of people around them and their roles in society</p> <p>Period of History – Living Memory – Tim Berners-Lee</p> <p>Key Concept – Technology</p> <p>Curricular Goal: Describe how Tim Berners-Lee changed the world.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous To know that a person's actions can help change the world. <p>Substantive Knowledge (<i>Sticky Knowledge</i>) (To know and remember) <u>In 1989 the world wide web, was created by Tim Bernes-Lee. The creation of the world wide web helped to connect the world and made it easier for people to get information, share and communicate. In 1991 Tim Bernes-Lee made the first website. In 1994 the world wide web started to become available in people's homes.</u></p> <p>Disciplinary Knowledge (Being a historian)</p> <ul style="list-style-type: none"> <u>Use a secondary source for information – a website, newspaper articles & factual videos</u> <p>Key Vocabulary world wide web, connect, information, share, website</p>	<p>Links to prior learning: Talk about the lives of people around them and their roles in society Begin to make sense of my own life-story and my family's history</p> <p>Period of History – Living Memory</p> <p>Key Concept – Technology</p> <p>Curricular Goal Describe the similarities and differences about the lifestyle of their grandparents as children and their own.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> To know and understand that everyday items have changed over time To know that technology and the internet have changed people's lifestyle Know how and why the toys that their grandparents played with are different to their own To know how leisure time has changed in living memory <p>Substantive Knowledge (<i>Sticky Knowledge</i>) (To know and remember) <u>Know that their grandparents played with toys and games. Know the names of some of the toys and games their grandparents played with. Know that TV pictures were black and white. Know that grandparents did not play games on games consoles like we use today.</u></p> <p>Disciplinary Knowledge (Being a historian)</p> <ul style="list-style-type: none"> <u>Organise a number of artefacts by age</u> <u>Use a primary source for information – a grandparent</u> <u>Use a secondary source for information – a factual video</u> <p>Key Vocabulary artefact, technology, internet, lifestyle, same, different, past, present.</p>	<p>Links to prior learning: Compare and contract characters from stories including figures from the past To know that a person's actions can help change the world.</p> <p>Period of History – The Space Race: 1955 - 1969</p> <p>Key Concept – Technology</p> <p>Curricular Goal Recall how space travel has changed over time in a chronological framework.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous – Neil Armstrong Know that advances in technology have changed travel over time Know how space travel has changed the over time. <p>Substantive Knowledge (<i>Sticky Knowledge</i>) (To know and remember) <u>Neil Armstrong went to space in a rocket. He stepped on the moon on 20/7/1969. Sputnik was the first rocket to be launched into space on 4/10/1955. The International Space Station was launched into orbit in 11/1998. Now, NASA launches telescopes to investigate space. Now, people can go on flights into space.</u></p> <p>Disciplinary Knowledge (Being a historian)</p> <ul style="list-style-type: none"> <u>Organise key events in chronological order</u> <u>Use a primary source for information – a person who was alive at the time of key events, original video footage</u> <u>Use a secondary source for information – a factual video, website, information text</u> <p>Key Vocabulary century, decade, space, rocket, inspiration, sources, orbit, telescope, investigate</p>

Significant person in own locality	Beyond living memory	Lives of significant people
<p>Links to prior learning: Comment on images of familiar situations in the past Compare and contract characters from stories including figures from the past Period of History – Significant historical figure: Amy Johnson (Early - mid 1900s) Key Concept – Technology / Changes in daily life Curricular Goal Explain how the actions of Amy Johnson, inspired women and girls. Learning Objectives</p> <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous To know how women were seen in society during this time period. To know that a person’s actions can help change the world. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Amy Johnson was born in Hull. She was the first woman to fly solo from England to Australia in 1930.</u> In the early 1900s, being a pilot was a male dominated field. In the early 1900s women mostly worked in service jobs such as cooking or cleaning. Now, women can fly planes all over the world. Disciplinary Knowledge <i>(Being a historian)</i> Use a secondary source for information – a website, newspaper articles & factual videos Key Vocabulary Equal, pilot, lifestyle, women, century, solo, flight.</p>	<p>Links to prior learning: Comment on images of familiar situations in the past Compare and contract characters from stories including figures from the past Period of History – The Great Fire of London 1666 Key Concept – Settlement / Technology Curricular Goal Explain how the Great Fire of London changed Britain forever. Learning Objectives</p> <ul style="list-style-type: none"> To know how the Great Fire of London changed Britain forever To know why the Great Fire of London started and the impact it had on life in London <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>In 1666 a huge fire, known as the Great Fire of London spread across the capital city. At this time, fires in London were quite common. Homes didn't have electricity, so real flames were used for lighting, cooking, and heating homes. Buildings were made out using wooden timbers and were built closely together.</u> The fire lasted from the 2nd September 1666 until the 6th September 1666. Many houses in the city were destroyed. Firefighting was much more basic in 1666 and people didn't know how to stop them like we do today. Fire brigades used leather buckets, axes and water to try and stop the fire. A plan was suggested to blow up houses in the path of the fire. The Navy used gunpowder to destroy the buildings which helped the fire to stop. More than 70 thousand people were made homeless. <u>The Great Fire of London led to the establishment of the fire brigade in Britain.</u> Disciplinary Knowledge <i>(Being a historian)</i> Organise key events in chronological order Use a primary source for information – a child who was alive at the time of key events, original video footage Use a secondary source for information – a factual video, website, information text Key Vocabulary Great fire of London, firefighting, fire brigade</p>	<p>Links to prior learning: Know about significant figures from the past Talk about the lives of people around them and their roles in society Period of History – Significant historical figure: Rosa Parks Key Concept – Changes in daily life Curricular Goal Compare how Rosa Parks’ and Emily Davison have influenced the civil rights. Learning Objectives</p> <ul style="list-style-type: none"> To know that a person’s actions can help change the world. Name a famous person from the past and explain why they are famous <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Rosa Parks was a black woman who lived in Alabama, South Eastern America. In the 1950s black people were treated unfairly in America. Rosa Parks refused to give up her seat on a bus for a white person and she was arrested.</u> Rosa Parks decision caused a bus boycott which lasted for a year. <u>Emily Davison lived in London and was part of a group called the WSPU (Women’s Social and Political Union) known as the suffragettes who campaigned for the right to vote for women through protests.</u> In 1903, when the group was formed, the suffragettes started petitions, wrote letters to politicians, gave speeches, put up posters, handed out leaflets and organised marches. In 1913 Emily Davison went to a famous horse race at Derby and walked onto the racetrack in front of King George’s horse carrying a WSPU sash. She was hit by the horse which caused serious injuries and she later died in hospital. Women such as Emily Davison put themselves in danger to help further the suffrage movement. <u>After Emily Davison’s death there was a change in attitude. In 1918 it became legal for women over 30 years of age to vote and it took until 1928 for women over 21 years of age to have the legal right to vote.</u> Disciplinary Knowledge <i>(Being a historian)</i> Use a secondary source for information – a website, a factual video, information text, newspaper articles Key Vocabulary Civil rights movement, significant, opportunities, boycott, suffragettes, protests, petitions, suffrage movement</p>

A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
<p>Links to prior learning: <i>Know how a famous person from Hull helped to change the world</i> <i>Comment on images of familiar situations in the past</i> <i>Talk about the lives of people around them and their roles in society</i></p> <p>Period of History – Hull in the 20th Century</p> <p>Key Concept – Changes in daily life / Technology</p> <p>Curricular Goal Compare the work of Lillian Bilocca and Phillip Larkin and explain which famous Hullensian has had the greatest impact in Hull.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> Know how the work of Lillian Bilocca and Phillip Larkin made an impact on the city of Hull Know the differences between the works of each famous Hullensian and talk about the importance of their work <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>After the triple trawler tragedy in 1968 when 58 men lost their lives, Lillian Bilocca campaigned for better safety measures. Lillian Bilocca formed a committee known as the ‘Headscarf Revolutionaries’ and together they demanded that trawlers had full crewing of ships, radio operators were to be on board every ship, there were to be improved weather forecasts, better training for trainee crew, more safety equipment and a "mother ship" with medical facilities to accompany the fleet.</u> The women gathered 10,000 signatures within 10 days in support of their aims in what they called a "Fishermen's Charter" and presented this charter to the government. Government ministers granted all of their requests. Phillip Larkin was an English poet and novelist who moved to Hull in 1955. Philip Larkin became appointed as a librarian to the University of Hull. <u>During his time as a librarian at the University of Hull, Philip Larkin worked alongside the Vice Chancellor and helped to transform the library.</u> A new library was opened in two stages between 1960 and 1970 and by 1975 there were over 750,000 items in stock, a computerised catalogue and circulation system, and over 80 staff. In 1982 Philip Larkin was made a Professor by the University of Hull</p> <p>Disciplinary Knowledge <i>(Being a historian)</i> <u>To ask and answer questions about the past</u> <u>Know how to place historical events and people from the past societies and periods in a chronological framework</u> <u>Use historical vocabulary when talking or writing about the historical period being studied</u> <u>Ask and answer questions about similarities and differences within the time period being studied</u> <u>Know that sources of evidence (primary and secondary) can tell us about the past</u></p> <p>Key Vocabulary Hullensian, Lillian Bilocca, Phillip Larkin, trawler, committee, fleet, revolutionaries, charter, poet, novelist,</p>	<p>Links to prior learning: <i>Know that technology and the internet have changed people’s lifestyle</i> <i>Know that advances in technology have changed over time</i></p> <p>Period of History – The Stone Age to the Iron Age (9000BC – 1000AD)</p> <p>Key Concept – Settlement</p> <p>Curricular Goal Demonstrate an understanding of how and why settlements have developed throughout the ages.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Iron Age Know the main differences between the Stone, Bronze and Iron Ages Know why life was different and why changes occurred through these ages. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Prehistoric Britain is divided into three ‘ages’; Stone Age, Bronze Age and Iron Age. This period of history is known as the prehistoric age because there was human activity before there were any records of human activity. In the Stone Age nomad hunter gatherers began to settle and farm. In the Stone Age people communicated through symbols and paintings. In the Bronze Age people built settlements and lived together in small communities, creating tribes. They made weapons and tools from bronze instead of stone to help them build and farm. In the Iron Age settlements grew larger and included hill forts. Tribes fought against each other and people lived in these hill forts to protect themselves.</u> The first coins in Britain were created in the Iron Age.</p> <p>Disciplinary Knowledge <i>(Being a historian)</i> <u>Know how to place historical events and people from the past societies and periods in a chronological framework</u> <u>Use historical vocabulary when talking or writing about the historical period being studied</u> <u>Ask and answer questions about similarities and differences within the time period being studied</u> <u>Know that sources of evidence (primary and secondary) can tell us about the past</u> <u>Be able to place the period of history being studied chronologically in relation to both now and the periods they have learnt about before</u></p> <p>Key Vocabulary Nomad, hunter gatherers, farming, settlement, BC (before Christ), AD (Anno Domini – In the year of the Lord), Age, tribes, prehistoric, Stone Age, Bronze Age, Iron Age, hill fort</p>	<p>Links to prior learning: <i>Know that the Romans believed in Gods and how this belief shaped their lives</i> <i>Know what life was like in Ancient Rome and compare this to the lives of people from different historical periods.</i></p> <p>Period of History – Ancient Egypt (3100 BC – 332 BC)</p> <p>Key Concept – Settlement / Technology / Beliefs</p> <p>Curricular Goal Demonstrate an understanding of how the Ancient Egyptians lived and what they believed.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> Know when the ancient Egyptians lived and where in the world it is. Know that the Egyptians believed in Gods and how this belief shaped their lives Know about the Egyptian mummification process and why the pyramids were built. Know that Egypt had a ruling system and that the Pharaoh was the leader. Know what life was like in Ancient Egypt and compare this to the lives of people from different historical periods. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>The ancient civilisation started 5,000 years ago. The Egyptians started building villages next to the River Nile in North East Africa. Houses were made from mud bricks. Food was cooked in stone ovens, using fire for heat. Pits were dug below ground level to store food and drink. People worked as farmers, bakers, scribes, priests and craftsmen. There were no schools and children had many jobs or were learning a trade. The ancient Egyptians were ruled by kings and queens called Pharaohs. They believed in Gods and Goddesses and religion formed an important part of civilisation. The ancient Egyptians preserved the bodies of important people through mummification. They built special tombs to be buried in. Some pharaohs built their tombs in the shape of giant pyramids, which they filled with all their favourite things.</u></p> <p>Disciplinary Knowledge <i>(Being a historian)</i> <u>Make links between this period and a previous period in history</u> <u>Know that sources of evidence (primary and secondary) allow us to draw conclusions about the past</u> <u>Know that sometimes the sources of evidence are not reliable</u> <u>Be able to place and show a chronological understanding of the period of history being studied in relation to both now and the periods they have learnt about before</u> <u>Use key facts from this time period to make connections, contrasts and continuity with a previously studied time period</u> <u>Confidently use historical vocabulary when talking or writing about the historical period being studied</u> <u>Ask and answer relevant questions about causes within the time period being studied</u> <u>Organise and choose from given relevant historical information.</u></p> <p>Key Vocabulary Mummification, Egyptians, Pharaohs, tombs, pyramids</p>
Year 4		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations

<p>Links to prior learning: <i>Know that a person's actions can help change the world</i> <i>Name a famous person from the past and explain why they are famous</i> <i>Y2 Rosa Parks</i></p> <p>Period of History – Hull in the 1800s Key Concept – Changes in daily life Curricular Goal To make connections between the impact of William Wilberforce and the actions of Rosa Parks.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> Know how the actions of William Wilberforce impacted on civil rights <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>During the 1800s living standards in Hull were very poor. Some people in Hull were slave owners. Most slaves were from Africa. They were brought to England to be domestic slaves. William Wilberforce was born in Hull. During his life he became an MP and abolished slavery in 1833 with the Abolition Act.</u> <i>*Make reference to prior knowledge of Rosa Parks (taught in Y2).</i></p> <p>Disciplinary Knowledge <i>(Being a historian)</i> <u>To ask and answer questions about the past</u> <u>Use a primary source for information – speech delivered by William Wilberforce in 1789, Abolition of the Slave Trade Bill in 1807</u> <u>Use a secondary source for information – photographs, a website, a factual video, an information text, a visit to a museum</u></p> <p>Key Vocabulary Century, campaigned, abolished, decade, slavery, domestic, Africa, slave owners, boycott, segregation</p>	<p>Links to prior learning: <i>Know that the Vikings raided and invaded England</i> <i>Know how the Vikings lived in England</i> <i>Know why the Viking settlements in England are still evident today</i> <i>Know how the Viking occupation of England ended</i></p> <p>Period of History – The Romans (753 BC – 476 AD) Key Concept – Settlement / Technology / Beliefs Curricular Goal Describe how the Romans' technology changed life in Britain. Describe the Romanisation of Britain and analyse the impact on Britain today.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> Know that the Romans believed in Gods and how this belief shaped their lives Know that the Romans built an Empire by AD 42 Know what life was like in Ancient Rome and compare this to the lives of people from different historical periods. Know that the Romans invaded Britain with emperor Claudius and the lasting evidence of this - Hadrian's Wall Know that the British resisted the Roman invasion - Boudica Know about the 'Romanisation' of Britain <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>The city of Ancient Rome was full of white marble temples and palaces. It also had lots of side streets and slums. Romans believed in lots of Gods and Goddesses. They believed that Gods were a part of their family and told myths and stories about them. The Romans believed that to keep the Gods happy they needed to sacrifice animals and precious things. By AD42, the Romans had built an empire. The Romans invaded Britain with the emperor Claudius. The Romans built new forts and settlements with running water. The Romans built long, straight roads. They introduced Latin into the English language.</u></p> <p>Disciplinary Knowledge <i>(Being a historian)</i> <u>Make links between this period and a previous period in history</u> <u>Know that sources of evidence (primary and secondary) allow us to draw conclusions about the past</u> <u>Know that sometimes the sources of evidence are not reliable</u> <u>Be able to place and show a chronological understanding of the period of history being studied in relation to both now and the periods they have learnt about before</u> <u>Use key facts from this time period to make connections, contrasts and continuity with a previously studied time period</u> <u>Confidently use historical vocabulary when talking or writing about the historical period being studied</u> <u>Ask and answer relevant questions about causes within the time period being studied</u> <u>Organise and choose from given relevant historical information.</u></p> <p>Key Vocabulary Romans, empire, BC, AD, ancient, God, Goddess, myth, invade, Romanisation,</p>	<p>Links to prior learning: <i>Know that the Egyptians believed in Gods and how this belief shaped their lives</i></p> <p>Period of History – The Ancient Greeks Key Concept – Settlement / Technology / Beliefs Curricular Goal Demonstrate an understanding of how the Ancient Greeks lived, what they believed and answer the question 'Who were the most advanced ancient society?' justifying their answer by drawing on knowledge from life in Ancient Egypt.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> Know how Ancient Greece has had a major influence of the world - democracy Know why the Ancient Greeks were considered an advanced society in relation to that period of time in Europe - democracy Know about the influence the gods had on Ancient Greece Know that the Ancient Greeks believed that after you die you enter the underworld. <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>The Ancient Greeks created democracy and hierarchy (democracy was not considered in Britain until the 13th century). In Ancient Athens citizens would gather together on a dusty hill called the Pnyx. There, the people of the city would decide the cities laws and would also decide who would sit on its ruling council. At this time in Britain, people lived in small communities and created tribes. They believed in many Gods including Zeus, Apollo, Heracles and Hades. The Ancient Greeks prayed to their Gods to ask for what they needed and desired in life. They believed that when people died they went to the underworld. The Ancient Greeks lifestyle was shaped by their beliefs. The Ancient Greeks have had a lasting impact on the world, creating the Olympic Games, developing the alphabet and use of language. Ancient Greek thinkers are studied and celebrated today, these include Pythagoras, Aristotle, Plato & Socrates.</u></p> <p>Disciplinary Knowledge <i>(Behaving like a historian)</i> <u>Have a thorough understanding of the long arc of British history – the developments and complexities</u> <u>Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources and be able to apply this</u> <u>Know, recognise and use the difference between reliability and validity</u> <u>Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</u> <u>Draw on secure knowledge of a range of historical periods to identify and explain connections, contrasts, continuity and trends over time</u> <u>Confidently selects and uses appropriate historical vocabulary to justify their points when explaining</u> <u>Devise and respond to historically valid questions about changes, causes, similarities and differences which are of significance</u> <u>Make conscious choices about how to organise relevant historical information.</u></p> <p>Key Vocabulary democracy, hierarchy, law, Olympic, council, underworld, Pythagoras, Aristotle, Plato, Socrates,</p>
Year 5		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
Links to prior learning:	Links to prior learning:	Links to prior learning:

<p><i>Know that people from Hull helped change the world for the better</i></p> <p>Period of History – Hull’s history of fishing – from early development to decline</p> <p>Key Concept – Settlements / Changes in daily life / Technology</p> <p>Curricular Goal</p> <p>Demonstrate a chronological understanding of the changes to the fishing industry in Hull over time, giving reasons for these changes.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Know how the fishing industry changed in Hull over time • Know why the fishing industry changed in Hull. <p>Substantive Knowledge (<i>Sticky Knowledge</i>) <i>(To know and remember)</i></p> <p>Hull's fishing industry began in the 12th century. In 1160 a 'charter' was granted to the monks who lived in Hull by King Henry II which allowed them to fish in the Humber estuary, or just outside in the open sea. The fresh fish caught by the monks or local people were mainly sold locally. Roads in these times were narrow, uneven and in very poor condition which meant that transporting the fish would have taken a long time. A fish shambles was established in Hull in 1517. Hull had important links to Iceland and imported salted fish in return for butter, timber and cloth. Hull's fishing trade continued for centuries and fishermen moved further out to catch their fish, including to Norway and Russia as well as Iceland. Ships from Hull also went whaling in the Arctic. From the early 1600s there was a large ship building industry in Hull. By the 1700s Hull was also famous for its whaling industry. A new dock opened in 1778. It was the largest dock in Britain. Another new dock was opened in 1854, named the Queen’s Dock. Queen's Dock was used for over 150 years until it closed in 1930. In 1802 an Act of Parliament was passed for another new dock to be opened. It was called the ‘Humber Dock’ and opened in 1809 until 1969. This is now known as Hull Marina. Hull's trawling industry started in Victorian times, during 1837-1901. In 1885 Hull's first steam trawler was launched. Some trawlers were built and used for fishing from Hull but from 1887 they started to decline and by 1903 only steam trawlers went out from Hull. During the World Wars, the trawlers were used as a part of the war effort. By the 1960's, new trawlers powered by diesel had been developed. Any further development of the industry was hindered by disagreements over territorial fishing grounds around Iceland. A limit of 200 miles was agreed for the purpose of the conservation of fish.</p> <p>Disciplinary Knowledge <i>(Behaving like a historian)</i></p> <p><u>Begin to understand what the long arc of history means by making links between the historical periods studied (now & previously)</u></p> <p><u>Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources</u></p> <p><u>Know the difference between reliability and validity</u></p> <p><u>Begin to show a secure chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</u></p> <p><u>Know and identify connections, contrasts, continuity and trends over time of a range of historical periods</u></p> <p><u>Begin to select appropriate historical vocabulary to justify their points when explaining</u></p> <p><u>Begin to ask and answer historically valid questions about the changes within and beyond the time periods studied</u></p> <p><u>Begin to make choices about how to organise relevant historical information.</u></p> <p>Key Vocabulary</p> <p>Industry, charter, monks, shambles, whaling, trawling, decline, territorial, conservation</p>	<p><i>Know that the Vikings and Anglo-Saxons struggled for the power to rule the Kingdom of England between 793 – 1066 AD</i></p> <p><i>Know that the Vikings raided and invaded England</i></p> <p><i>Know about the Romanisation of Britain</i></p> <p>Period of History – The Anglo-Saxons & Scots (410 AD – 1066 AD)</p> <p>Key Concept – Settlement / Changes in daily life / Invasion</p> <p>Curricular Goal</p> <p>Compare, contrast and identify trends in the lifestyle of the Anglo-Saxons and life in Britain during the Roman rule.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Know where the Anglo-Saxons came from and when they first arrived in Britain • Know what life was like for the Anglo-Saxons and draw similarities and differences between life in this period and daily life during other periods studied • Know how the Anglo-Saxon occupation in Britain has impacted Britain today • Know how the Anglo-Saxon occupation of Britain ended, including the Battle of Hastings in 1066. <p>Substantive Knowledge (<i>Sticky Knowledge</i>) <i>(To know and remember)</i></p> <p><u>The Anglo-Saxons came in on ships across the North Sea from AD410.</u> They were a mixture of tribes from Germany, Denmark and the Netherlands. The tribes were called the Angles, Saxons and Jutes. The land they settled in eventually united and became known as ‘Angle-Land’ (names after the largest tribe) in 927, now known as England. Anglo-Saxons lived in villages. <u>Children had to work and only sons of wealthy kings or families went to school.</u> Schools were run by the Christian Church in monasteries. <u>Girls worked in the home and boys learned the skills of their fathers.</u> The Anglo-Saxons worked on farms, they cut down trees to clear land for ploughing and sowing crops. Many Anglo-Saxons were craftsmen. Metal workers made iron tools, knives and swords. The Anglo-Saxons had armies but didn’t fight all of the time. After a battle they returned home to look after their animals and crops. <u>Anglo-Saxons spoke their own language which lead to the English language that is spoken today.</u> <u>The Anglo-Saxon occupation ended in 1066 after a battle known as the Battle of Hastings, when the Normans fought with the Anglo Saxons.</u> <u>A new king, William of Normandy was crowned.</u></p> <p>Disciplinary Knowledge <i>(Behaving like a historian)</i></p> <p><u>Begin to understand what the long arc of history means by making links between the historical periods studied (now & previously)</u></p> <p><u>Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources</u></p> <p><u>Know the difference between reliability and validity</u></p> <p><u>Begin to show a secure chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</u></p> <p><u>Know and identify connections, contrasts, continuity and trends over time of a range of historical periods</u></p> <p><u>Begin to select appropriate historical vocabulary to justify their points when explaining</u></p> <p><u>Begin to ask and answer historically valid questions about the changes within and beyond the time periods studied</u></p> <p><u>Begin to make choices about how to organise relevant historical information.</u></p> <p>Key Vocabulary</p> <p>Tribes, monasteries, Battle of Hastings, Angles, Saxons, Jutes</p>	<p><i>Know that the Ancient Greeks and Ancient Egyptians believed in Gods and how this belief shaped their lives</i></p> <p>Period of History – The Mayans (2600 BC – 950 AD)</p> <p>Key Concept – Settlement / Technology / Beliefs</p> <p>Curricular Goal</p> <p>Compare, contrast and identify trends in the lifestyle of the Ancient Maya and Ancient Egyptians drawing conclusions about what makes a civilisation great.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Know about the impact that the ancient Mayans had on the world • Know why the Maya were considered an advanced society in relation to that period of time in Europe • Know when, where and how the Mayans lived. • Know what the ruins of Chichen Itza tell us about the lives of ancient Maya. • Know why historians know so much about ancient Maya society. <p>Substantive Knowledge (<i>Sticky Knowledge</i>) <i>(To know and remember)</i></p> <p><u>The ancient Maya believed that the actions of the Gods could be seen in the stars. Many important buildings were built with astronomy in mind. The Mayans built two calendar called the Calendar Round and the Long Count.</u> Most Mayan farmers grew their own crops in small fields. The Mayans had many jobs including weavers, farmers and architects. <u>The Mayans believed in many Gods and communities made regular offerings to them in the form of human and animal sacrifices. The Chichen Itza was the site of many ancient Mayan sacrifices.</u> The Mayans believed that the sky was made up of thirteen levels and that an underworld existed. Those who were sacrificed or those who died in battle went to one of the top levels of the sky and those who died of natural causes went to the underworld. Mayan society was rigidly divided into three classes.</p> <p>Disciplinary Knowledge <i>(Behaving like a historian)</i></p> <p><u>Have a thorough understanding of the long arc of British history – the developments and complexities</u></p> <p><u>Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources and be able to apply this</u></p> <p><u>Know, recognise and use the difference between reliability and validity</u></p> <p><u>Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</u></p> <p><u>Draw on secure knowledge of a range of historical periods to identify and explain connections, contrasts, continuity and trends over time</u></p> <p><u>Confidently selects and uses appropriate historical vocabulary to justify their points when explaining</u></p> <p><u>Devise and respond to historically valid questions about changes, causes, similarities and differences which are of significance</u></p> <p><u>Make conscious choices about how to organise relevant historical information.</u></p> <p>Key Vocabulary</p> <p>sacrifices, underworld, Mayan, astronomy, Chichen Itza, class, civilisation,</p>
Year 6		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
<i>Links to prior learning:</i>	<i>Links to prior learning:</i>	<i>Links to prior learning:</i>

<p><i>Know how life in Hull has changed over time</i></p> <p>Period of History – World War Two (1939 – 1945 AD) The Blitz in Hull</p> <p>Key Concept – Invasion / Technology</p> <p>Curricular Goal</p> <p>Assess how the second world war impacted the city of Hull. Investigate how the Battle of Britain was won.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Know how Hull was impacted by WWII • Know how the Battle of Britain was won <p>Substantive Knowledge (<i>Sticky Knowledge</i>) <i>(To know and remember)</i></p> <p><u>During the second world war Hull experienced the worst bomb damage of anywhere outside of London. The bombing of Hull was kept secret in the press for a couple of years because Hull was a main port and could be reached easily by Germany. 95% of houses were destroyed or damaged during this war. Hull had lots of periods of blackouts which meant that every trace of light had to be blacked out so that things could not be identified by invading forces or from the air. Most children who were aged 5 and above from Hull were evacuated from the city via train to the countryside. When children got to their destination, they were met at the train station by all the people in the village who had rooms and beds to take people in. The adults would choose the children they liked the look of best, and brothers and sisters weren't always kept together. Children who chose to stay in Hull continued to attend school. Over 1,200 people in Hull died during the second world war.</u></p> <p><u>World War Two was a global conflict which involved two large groups of countries. The countries formed two opposing military alliances known as the Allies and Axis powers. The main members of the Allies were the United Kingdom, USA, Soviet Union and France and the main members of the Axis were Germany, Italy and Japan. WWII began in September 1939 and ended in September 1945.</u></p> <p><u>The Battle of Britain (1940) happened when Germany tried to bomb Britain in order to try and destroy their air force and prepare for invasion.</u></p> <p>Disciplinary Knowledge <i>(Behaving like a historian)</i></p> <p><u>Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources and be able to apply this</u></p> <p><u>Know, recognise and use the difference between reliability and validity</u></p> <p><u>Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</u></p> <p><u>Draw on secure knowledge of a range of historical periods to identify and explain connections, contrasts, continuity and trends over time</u></p> <p><u>Confidently selects and uses appropriate historical vocabulary to justify their points when explaining</u></p> <p><u>Devise and respond to historically valid questions about changes, causes, similarities and differences which are of significance</u></p> <p><u>Make conscious choices about how to organise relevant historical information.</u></p> <p>Key Vocabulary</p> <p>Blitz, blackouts, evacuation, evacuees</p>	<p><i>Know about the lifestyles of the Anglo Saxons, Vikings and Romans and how this impacted on life in Britain at that time</i></p> <p>Period of History – The Vikings (793 AD – 1066 AD)</p> <p>Key Concept – Settlement / Changes in daily life / Invasion</p> <p>Curricular Goal</p> <p>Report on the impact of invasions drawing on the knowledge from the Battle of Britain, the Scot's invasion and Viking invasions.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Know about the impact that invasions have on society and make connections between the Battle of Britain, the Scot's invasion and Viking invasion. <p>Substantive Knowledge (<i>Sticky Knowledge</i>) <i>(To know and remember)</i></p> <p><u>In the Middle Ages, England faced a number of invasions from the Norse people living in Norway and Denmark. These raiders were known as Vikings. They attacked and invaded lands overseas to get riches and slaves which they brought back to their home countries. Some Vikings settled in the lands that they raided. In the AD400s, towards the end of Roman rule, Britain was being attacked by the Scots from the north, and the Anglo-Saxons from the sea. The Romans had built forts along the coast to fight off the sea-raiders and Hadrian's wall defended the north. In about AD410, the last Roman soldiers were ordered to leave. Britain no longer had the strong Roman army to defend it from the invaders. There were many battles between Anglo-Saxons and Britons. Over time, the Anglo-Saxons took control of most of Britain.</u></p> <p>Disciplinary Knowledge <i>(Behaving like a historian)</i></p> <p><u>Begin to understand what the long arc of history means by making links between the historical periods studied (now & previously)</u></p> <p><u>Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources</u></p> <p><u>Know the difference between reliability and validity</u></p> <p><u>Begin to show a secure chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</u></p> <p><u>Know and identify connections, contrasts, continuity and trends over time of a range of historical periods</u></p> <p><u>Begin to select appropriate historical vocabulary to justify their points when explaining</u></p> <p><u>Begin to ask and answer historically valid questions about the changes within and beyond the time periods studied</u></p> <p><u>Begin to make choices about how to organise relevant historical information.</u></p> <p>Key Vocabulary</p> <p>Allies, axis, military, surrender, invasion, forts, Anglo-Saxons, Scots, Britons, Norse, Vikings, overseas, raided</p>	<p><i>Know about the Romanisation of Britain</i></p> <p><i>Know about the lifestyles of the Anglo Saxons, Vikings and Romans and how this impacted on life in Britain at that time</i></p> <p>Period of History – Ancient Civilisations</p> <p>Key Concept – Settlement / Technology / Beliefs</p> <p>Curricular Goal</p> <p>Critically evaluate a period of British history when Britain could have been considered a great civilisation, drawing on their knowledge of what makes a civilisation great and the long arc of British history.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • To be able to use historical evidence to support a point of view • To be able to compare and contrast historical periods with a specific focus • To be able to critically evaluate, drawing on judgement from different perspectives to make a reasoned argument. <p>Substantive Knowledge (<i>Sticky Knowledge</i>) <i>(To know and remember)</i></p> <p><u>All prior learning from the long arc of British history (Victorian) and ancient civilisations (Romans).</u></p> <p>Disciplinary Knowledge <i>(Behaving like a historian)</i></p> <p><u>Begin to understand what the long arc of history means by making links between the historical periods studied (now & previously)</u></p> <p><u>Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources</u></p> <p><u>Know the difference between reliability and validity</u></p> <p><u>Begin to show a secure chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</u></p> <p><u>Know and identify connections, contrasts, continuity and trends over time of a range of historical periods</u></p> <p><u>Begin to select appropriate historical vocabulary to justify their points when explaining</u></p> <p><u>Begin to ask and answer historically valid questions about the changes within and beyond the time periods studied</u></p> <p><u>Begin to make choices about how to organise relevant historical information.</u></p> <p>Key Vocabulary</p> <p>Use confidently, prior key vocabulary.</p>
---	--	--

			History			
ASD	Working Memory	Dyslexia	SEMH	Speech Language & Communication	Physical Difficulties	Hearing Impaired
<p>ideas for visual learners include: " summarising ideas in pictures " modifying visual sources to show changes " comparing visual sources from different times " explaining patterns in graphs " using visual timelines " using or presenting information in tables or diagrams, rather than unbroken text " storyboarding text, and " demonstrations – eg illustrating the reason for the large number of casualties at the Somme by tapping out the five rounds per second of a machine gun compared to the much slower firing rate of a bolt-action rifle.</p> <p>summarising ideas in pictures</p> <p>modifying visual sources to show changes</p> <p>comparing visual sources from different times</p> <p>explaining patterns in graphs</p> <p>using visual timelines</p> <p>using or presenting information in tables or diagrams, rather than unbroken text</p> <p>storyboarding text, and " demonstrations eg illustrating the reason for the large number of casualties at the Somme by tapping out the five rounds per second of a machine gun compared to the much slower firing rate of a bolt-action rifle.</p>	<ul style="list-style-type: none"> written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils, eg: " Churchill's wartime speeches or the memories of those evacuated in WWII " WWI poetry " distinctive sounds such as sirens for 'take cover' and 'all clear' " songs, such as Billie Holiday's 'Strange Fruit' " spoken interviews, and " radio documentaries. Plan, for example: " The pre-tutoring of important history vocabulary, concepts and/or processes, where appropriate. " To 'scaffold' speaking or writing, eg using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, eg when working with sources pupils could use, for example: – This tells me... – In this picture I can see... – This suggests... – I think it was made/drawn/ written in... because... – Both sources say... – The sources are different in these ways.... " Modelling connectives to help prompt elaboration, eg 'and so' to help pupils link information, 'because' to encourage pupils to give reasons, and 'consequently' to prompt pupils to think of the results of actions. 	<ul style="list-style-type: none"> written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils, eg: " Churchill's wartime speeches or the memories of those evacuated in WWII " WWI poetry " distinctive sounds such as sirens for 'take cover' and 'all clear' " songs, such as Billie Holiday's 'Strange Fruit' " spoken interviews, and " radio documentaries. Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries. Explore recommended websites online, eg those for museums, to support and/or supplement other modes of research. Software, such as Widgit's Communicate: Webwide, allows the pupil to simplify the complexity of language and imagery on websites. Digital stills or video cameras can capture the stages of an activity, the final outcomes and/or the sights of a visit for later reference. Digital images can also be used, for example, after visits, to create multimedia accounts of what was done/found out. 	<ul style="list-style-type: none"> ideas for visual learners include: " summarising ideas in pictures " modifying visual sources to show changes " comparing visual sources from different times " explaining patterns in graphs " using visual timelines " using or presenting information in tables or diagrams, rather than unbroken text " storyboarding text, and " demonstrations – eg illustrating the reason for the large number of casualties at the Somme by tapping out the five rounds per second of a machine gun compared to the much slower firing rate of a bolt-action rifle. Use motivational initial stimuli to engage pupils in a history activity, eg mysteries, storytelling, visual puzzles. Support language learning by allowing adequate time afterwards for feedback and discussion 	<ul style="list-style-type: none"> written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils, eg: " Churchill's wartime speeches or the memories of those evacuated in WWII " WWI poetry " distinctive sounds such as sirens for 'take cover' and 'all clear' " songs, such as Billie Holiday's 'Strange Fruit' " spoken interviews, and " radio documentaries. Plan, for example: " The pre-tutoring of important history vocabulary, concepts and/or processes, where appropriate. " To 'scaffold' speaking or writing, eg using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, eg when working with sources pupils could use, for example: – This tells me... – In this picture I can see... – This suggests... – I think it was made/drawn/ written in... because... – Both sources say... – The sources are different in these ways.... " Modelling connectives to help prompt elaboration, eg 'and so' to help pupils link information, 'because' to encourage pupils to give reasons, and 'consequently' to prompt pupils to think of the results of actions. Revisiting a mind map of the same area of learning, say after three weeks of studying a history topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. 	<ul style="list-style-type: none"> Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. Supporting pupils using ICT with effective teacher intervention, eg: – using word processors to structure written work, cut and paste material into cause and effect tables, use bold, underlining or highlighting to identify fact and opinion, or make revisions easily – using spreadsheets and databases to handle large quantities of information so that patterns can be identified – using the internet to find sources and explore their accuracy, validity and reliability – using computer simulations to allow pupils to make decisions in a historical context and explore the results – software, such as KarZouche, allows pupils to create, think through and explore scenarios, and – using the interactive whiteboard to include pupils in whole-class activities – pupils with mobility difficulties can contribute using tablets or other electronic devices 	<ul style="list-style-type: none"> video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required