

Curriculum Intent

Key Stages 1 & 2

Subject long-term planning

Subject: History



Subject: History

Year: Reception

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Title	Marvelous Me!	Let's Celebrate!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!
Overall Intent – Rationale Why this? Why now?	History of ourselves- how we have changed. The children will be learning the concept 'same' and 'different' and will use the changes in themselves to support this understanding	Guy Fawkes-Link to Bonfire Night celebration The children will be learning about different celebrations. As part of this we will be finding out about why people celebrate Bonfire Night and who Guy Fawkes was and why he was significant	History/old, traditional stories – similarities and differences from the past- Cinderella The children will be reading a range of traditional stories. We will be looking for similarities and differences eg. Cinderella had a real fire with cinders and the dresses they wore will down to the floor	Dinosaurs- Mary Anning (Significant character from the past) As part of our topic 'Amazing Animals' We find out about Dinosaurs. The children find out how we know about them today and learn about Mary Anning.		Holidays in the past- similarities and differences using books/photos As part of this topic we find out about Holidays in the past. How they were the same and what was different to holidays today.
Key Concepts, knowledge and Skills	Students understand: <ul style="list-style-type: none"> Continuity and Change Similarity and difference Students know: <ul style="list-style-type: none"> They have grown and changed since they were born They have learned to do 	Students understand: <ul style="list-style-type: none"> Conflict Significance Students know: <ul style="list-style-type: none"> That some people celebrate Bonfire Night Who Guy Fawkes is What Guy Fawkes plotted to do 	Students understand: <ul style="list-style-type: none"> Evidence and artefacts Similarities and Difference Students know: <ul style="list-style-type: none"> There are similarities and differences when we compare 	Students understand: <ul style="list-style-type: none"> Evidence and artefacts Students know: <ul style="list-style-type: none"> Dinosaurs lives a very long time ago (prehistoric) People were not alive when the dinosaurs lived 		Students understand: <ul style="list-style-type: none"> Similarity and difference Evidence and artefacts Students know: <ul style="list-style-type: none"> Some things in the past were different We can use photos and books to help us learn about the past

	<p>many things since birth</p> <p>Students can:</p> <ul style="list-style-type: none"> Talk about how they have changed eg. bigger, more hair, can ride a bike Identify simple similarities and differences 	<ul style="list-style-type: none"> It happened a long time ago <p>Students can:</p> <ul style="list-style-type: none"> Talk about Guy Fawkes and what he planned to do Use some historical vocabulary – past, long time ago, history, King James, Houses of Parliament 	<p>now to the past</p> <p>Students can:</p> <ul style="list-style-type: none"> Talk about similarities and differences they can see in stories from the past 	<ul style="list-style-type: none"> We know about the dinosaurs because of fossils and bones found by paleontologists Who Mary Anning is <p>Students can:</p> <ul style="list-style-type: none"> Talk about how we know about the dinosaurs today Talk about Mary Anning- differences they notice in photographs 		<p>Students can:</p> <ul style="list-style-type: none"> Talk about similarities and differences in relation to holidays in the past Know that old photographs were black and white
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Key stage: 1 Subject: History Year: 1 School: Marshbrook First School

	Half term 1	2	3	4	5	6
	<i>Mary Anning – Significant Figure</i>	<i>The Gunpowder Plot</i>	<i>Victorian Times on a canal</i>			<i>Toys</i>
Overall Intent – Rationale	Students study Mary Anning as a significant figure and what she discovered to change historic thinking and help scientists explore the past.	Students study James 1 and how the rules about being a Protestant forced a group of Catholics to devise a plot to get rid of the King.	Students study how and why canals were built in Industrial Revolution and what it was like for children to live on a canal in Victorian times			Students study and compare toys in the past when their grandparents were alive and toys today

<p>Why this? Why now?</p>	<p>In Reception they learnt about dinosaurs so this follows on chronologically and so is the first unit of work in Key Stage 1.</p>	<p>In Reception students learnt about celebrations and Bonfire Night and this topic looks at reasons we have Bonfire Night in more depth and comes next chronologically after the dinosaurs</p>	<p>and compare with today.</p> <p>This follows Bonfire Night and the 1600 period as is the Industrial Revolution</p>			<p>This is the last unit as it is covering the most recent history in living memory and follows the Industrial Revolution chronologically</p>
<p>Key Concepts, Knowledge & Skills</p> <p>(must be all three)</p>	<p>Students understand:</p> <p>Chronology Historical Enquiry Cause & Consequences Continuity & Change</p> <p>Students know:</p> <p>Who Mary Anning is and what she discovered How this helped scientists find out about the past Know about dinosaurs and what a fossil is</p> <p>Students can:</p> <p>Chronologically order events of Mary Anning's life on a timeline Explain why she is a significant figure Use enquiry skills to find out about fossils Use Enquiry skills to find out about fossils Say how the cause of discovering fossils led to the consequence of being able to find out about dinosaurs and life in the past</p>	<p>Students understand:</p> <p>Chronology Historical Enquiry Cause & Consequence Inference</p> <p>Students know:</p> <p>Who James 1 is When he ruled England Why the Catholics wanted to plot to kill the King Who Guy Fawkes is What Guy Fawkes had to do Why the Gunpowder Plot didn't take place Why we celebrate Bonfire Night today</p> <p>Students can:</p> <p>Chronologically understand when James 1 ruled England Use historical enquiry to learn about Protestants and Catholics Debate reasons as a group for stopping James 1 making them become Protestants</p>	<p>Students understand:</p> <p>Chronology Historical Enquiry Similarities & Differences Continuity & Change</p> <p>Students know:</p> <p>Why canals were invented How canals were made What canals were used for in the Industrial Revolution What life was like for children living on a canal in Victorian times How life on a canal in the past is the same or different than today</p> <p>Students can:</p> <p>Chronologically learn about the Industrial Revolution Use historical enquiry to find out why we built canals Know the role of James Brindley</p>			<p>Students understand:</p> <p>Chronology Historical Enquiry Similarities & Differences Continuity & Change</p> <p>Students know:</p> <p>What toys their parents and grandparents played with How these toys compare with toys today How toys in the past worked How toys in the present work</p> <p>Students can:</p> <p>Chronologically place when their grandparents were children Use historical enquiry to name toys in the past</p>

	How Continuity and Change has affected our lives today	<p>Understand that James 1 wanting everyone to be a Protestant led to the Gunpowder Plot being planned</p> <p>Learn where, when and how the Gunpowder Plot was to take place</p> <p>Talk and write about the role of Guy Fawkes and what he would do and take with him</p> <p>Discuss how and why the Gunpowder Plot never took place</p>	<p>Describe the different stages in order of how a canal was built</p> <p>Describe what life was like for children in Victorian times</p> <p>Describe what life is like today</p> <p>Name similarities and differences</p>			<p>Use historical enquiry to describe how toys in the past worked</p> <p>Describe how toys have changed and name toys today</p> <p>Describe how toys work today (similarities and differences)</p>
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Key stage: 1

Subject: History

Year: 2

School: Marshbrook First School

	1	2	3	4	5	6
Title	<i>Knights and Castles</i>	<i>Amazing Artists</i>			<i>Izaak Walton</i>	
Overall intent – rationale	To develop children's historical understanding, critical thinking, cultural awareness, and language skills.	Studying the lives of artists in history can help students understand the historical and social contexts in which their art was created, and the impact their art had on society at the time.			Develops children's understanding of the concept of history, and the idea that the past is made up of real people who lived and experienced different things. Studying the life of a local historical figure can help to build a sense of connection to the community and the local area. By learning about someone who lived in the same place as them, students can begin to see the continuity between the past and present, and develop a sense of pride and belonging in their local area. Studying the life of a historical local person can also provide a rich source of learning across the curriculum.	
Why this?	Learn about significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	Learn about the lives of significant individuals in the past who have contributed to national and international achievements.			Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	
Why now?	In Y1 children have learn about the life of Mary Anning, Bonfire Night and canals in their locality.	In Y1 children have learn about the life of Mary Anning, James I and Guy Fawkes			In Y1 children have learn about the life of Mary Anning, James I and Guy Fawkes	
Key concepts knowledge & skills (Must be all three)	<p>Students understand:</p> <ul style="list-style-type: none"> • Chronology • Historical enquiry • Cause and consequence • Making connections and judgements • Historical vocabulary • Similarities and differences <p>Students know:</p> <ul style="list-style-type: none"> • That the Battle of Hastings happened. • The parts of a castle • Jobs at a castle in the past • What life would have been like in a castle • Know what motte and bailey castle is <p>Students can:</p> <ul style="list-style-type: none"> • Sequence events 	<p>Students understand:</p> <ul style="list-style-type: none"> • Chronology • Historical enquiry • Cause and consequence • Similarities and differences <p>Students know:</p> <ul style="list-style-type: none"> • The names, birth dates, places and style of art for influential artists from the past • What a timeline is • What historical events influenced one of Picasso's paintings <p>Students can:</p> <ul style="list-style-type: none"> • Use keywords in search engines to research • Teach peers simple facts about an artist • Order a timeline 			<p>Students understand:</p> <ul style="list-style-type: none"> • Chronology • Historical enquiry • Making connections • Historical vocabulary • Similarities and differences <p>Students know:</p> <ul style="list-style-type: none"> • That Izaak Walton was famous historical figure from Stafford • That a century is 100 years • Know what century Izaak Walton was born in and if this was before or after the artists and other historical figures they have studied • What a linen draper is and was. 	

	<ul style="list-style-type: none"> • Explain why castles were built • Use a variety of resources to identify parts of a castle • Label medieval weapons • Judge which weapon would be best for attacking/defending a castle • Match or write job descriptions to their job • Visit a place of local historical significance • Describe features of a motte and bailey castle • Explain why some features are not there today 	<ul style="list-style-type: none"> • Research a subject of a painting • Identify and compare the subject between the past and present • Explain why the subject looked different in the past • Rewrite learnt facts in their own words • Start to explain how paintings changed art history • Answer questions about the life of an artist • Explain what Picasso's painting represented based on history 		<ul style="list-style-type: none"> • What life would have been like during this time period <p>Students can:</p> <ul style="list-style-type: none"> • Research and explain why Izaak Walton was famous • Work out what centuries certain historical events took place that they have already learnt about or are going to learn about • Compare jobs in the past to now • Analyse which time period's job was harder • Visit a local historical place of significance • Write a biography about Izaak Walton 	
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Key stage: 2

Subject: History

Year: 3

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Unit Title	<i>Stone Age, Bronze Age, Iron Age</i>		<i>The Romans</i>		<i>The Anglo Saxons and the Vikings</i>	
Overall intent – rationale Why this? Why now?	<p>Students study the Stone Age, Bronze Age and Iron Age, and the changes this brought to life in Britain.</p> <p>Pupils study events and periods chronologically. This is the first unit of work in KS2 taught as it occurred first chronologically.</p>		<p>Students study the Romans and the changes this brought to life in Britain.</p> <p>Pupils study events and periods chronologically. This is the second unit of work in KS2 taught as it occurred second chronologically in our taught topics.</p>		<p>Students study the Anglo – Saxons and the Vikings and the changes this brought to life in Britain.</p> <p>Pupils study events and periods chronologically. This is the third unit of work in KS2 taught as it occurred third chronologically in our taught topics.</p>	
Key concepts knowledge & skills (Must be all three)	<p>Students understand:</p> <ul style="list-style-type: none"> Chronology Continuity and change Similarities and differences Enquiry skills Inference <p>Students know:</p> <ul style="list-style-type: none"> How Britain has changed during these time periods, including homes, clothes, food and a typical day in the life from one of these ages. About how stone age people hunted for their food and what they ate. <p>Students can:</p> <ul style="list-style-type: none"> Order events chronologically for the Stone Age, Bronze Age and Iron Age. Explain which Age they would have preferred to live in after 		<p>Students understand:</p> <ul style="list-style-type: none"> Chronology Continuity and change Similarities and differences Enquiry skills Inference <p>Students know:</p> <ul style="list-style-type: none"> What changes occurred in Britain from the Romans. About the lives of 2 famous Romans (Julius Ceaser and Emperor Claudius). That Rome was a very important place and many decisions were made there. <p>Students can:</p> <ul style="list-style-type: none"> Order events chronologically. Evaluate evidence to decide who was more significant, Julius Ceaser or Emperor Claudius. 		<p>Students understand:</p> <ul style="list-style-type: none"> Chronology Continuity and change Similarities and differences Enquiry skills Inference <p>Students know:</p> <ul style="list-style-type: none"> The link between Anglo-Saxons and Christianity. That Britain was invaded on more than one occasion. That the Anglo-Saxons and Vikings were often in conflict. <p>Students can:</p> <ul style="list-style-type: none"> Order events chronologically. Use enquiry skills to evaluate what village life was like for the Saxons. Use enquiry skills to evaluate why religious buildings were important to the Saxons. Evaluate why it was unfair for the Vikings to attack Lindisfarne priory. 	

	considering evidence from the different periods. <ul style="list-style-type: none"> • Use enquiry skills to consider what cave paintings teach us about the Stone Age. • Use enquiry skills to evaluate what Skara Brae tells us about life in the Stone Age. • Use enquiry skills to learn about Stone Henge and decide why it was built. 		<ul style="list-style-type: none"> • Use enquiry skills to explain what we can learn about Boudicca from written records. • Evaluate what was the most important thing that the Romans brought to Britain. 		<ul style="list-style-type: none"> • Evaluate why Alfred the Great was a 'great leader' • Evaluate who was the 'best' Saxon leader. • Evaluate similarities and differences about the current King and the Saxon king. • Evaluate how the legal system changed since the Anglo- Saxon times. • Use evidence to evaluate who were more significant, the Anglo Saxons or the Vikings? 	
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Key stage: 2 Subject: History Year: 4 School: Marshbrook First School

	1	2	3	4	5	6
Title	<i>Why was the Staffordshire Hoard buried?</i>			<i>Were the Tudors terrific or terrible?</i>	<i>Dig for Victory!</i>	<i>Time to celebrate!</i>
Overall intent – rationale <i>Why this? Why now?</i>	To devise and answer historically valid questions for a local history topic using evidence and artefacts. <i>As the children have previously studied Anglo-Saxon life in Britain, they will be able to draw on this knowledge in order to complete this enquiry based topic.</i>			Students study Tudor times in British history, including monarchy and life. <i>Pupils study events and periods chronologically. This is the first unit of work extending the children's understanding of chronology beyond 1066.</i>	Students study the events of World War 2 and the impact it had on children's lives at the time. <i>This is the second unit of work extending the children's understanding of chronology beyond 1066. It comes after the Tudors.</i>	Students study the events that led to end of WW2 and why it is such a significant event in British history. <i>This is the third unit of work extending the children's understanding of chronology beyond 1066. It comes after the events at the start of WW2.</i>
Key concepts knowledge & skills	Students understand: <ul style="list-style-type: none"> • Enquiry skills • Making connections and judgements • Inference 			Students understand: <ul style="list-style-type: none"> • Chronology • Continuity and change • Making connections and judgements • Cause and consequence 	Students understand: <ul style="list-style-type: none"> • Chronology • Continuity and change • Enquiry skills <i>Students know:</i>	Students understand: <ul style="list-style-type: none"> • Chronology • Cause and consequence • Making connections and judgements

<p>(Must be all three)</p>	<p>Students know:</p> <ul style="list-style-type: none"> What artefacts were discovered and the significance of the materials, and types of objects found. What everyday life was like for an Anglo-Saxon. About Anglo-Saxon crafts and designs. <p>Students can:</p> <ul style="list-style-type: none"> Use evidence and artefacts to make judgements and connections in order to suggest possible reasons for the burial of the Staffordshire Hoard. 			<ul style="list-style-type: none"> Similarities and differences Enquiry skills <p>Students know:</p> <ul style="list-style-type: none"> About the life of a significant Tudor monarch (Henry VIII). About the lives of wealthy and poor Tudors. About how crime and punishment has changed over periods in time. <p>Students can:</p> <ul style="list-style-type: none"> Explain how the Tudors created peace in England. Order periods in time chronologically. Evaluate why Henry VIII married so many times. Use primary and secondary sources of evidence to find out about the lives of rich and poor Tudors. Use artefacts to find out about crime and punishment in Tudor times. 	<ul style="list-style-type: none"> The key events of WW2. What life was like for children in WW2. <p>Students can:</p> <ul style="list-style-type: none"> Order key events in WW2 chronologically. Use evidence to research children's experiences of the Blitz and air-raids. Use evidence to research children's experiences of evacuation. Use evidence to research rationing and its impact on children's lives. Use evidence to research how people on the home-front contributed to the war effort. 	<ul style="list-style-type: none"> Similarities and differences Continuity and change <p>Students know:</p> <ul style="list-style-type: none"> How events from the past have shaped our lives today. <p>Students can:</p> <ul style="list-style-type: none"> Order events in the Battle of Britain chronologically. Use evidence to identify why the events of the Battle of Britain were so important. Use evidence to research the importance of the events of D-Day. Use evidence to research how everyday lives continued in Britain during the war. To analyse why WW2 is commemorated today.
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