

CYCLE A | TERM ONE | HISTORY | LOCAL

	<u>EYFS</u>	<u>KEY STAGE ONE</u>	<u>LOWER KEY STAGE TWO</u>	<u>UPPER KEY STAGE TWO</u>
FOCUS:	ELG: Past and Present <i>*Talk about the lives of the people around them and their roles in society.</i>	A local study of the villages of Eythorne Elvington – using Heritage Centre – COMPARISON – PAST TO PRESENT	A local study of the villages of Eythorne Elvington – using Heritage Centre – MINING	A local study of the villages of Eythorne Elvington – using Heritage Centre –MINING STRIKE
NATIONAL CURRICULUM LINKS:	<i>*Know some similarities and differences between things in the past and now.</i>	<i>changes within living memory</i>	<i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i>	<i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i>
END POINTS: What is the end goal at the end of this term?	<i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> Me and my family – Term 1 Being part of Discovery - Term 1 Why is Dover special? - Term 2 Talk about the lives of the people around them and their roles in society – Term 6 How have I changed? Term 6 My village – explore local mining history - Term 6	Chronological Awareness Sort objects into old and new. Recount changes in own life over time. Disciplinary knowledge Look at the periods of history studied and explain what is different and what is similar in the way of life.	Chronological Awareness Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Knowledge of significant aspects of the history of the wider world Starts to comment on historical changes, including suggestions about cause and effect. Disciplinary knowledge Use sources to identify the significance of events for the local area or the wider world Historical Enquiry Know that printed sources, the internet, databases, photos, art, artefacts and buildings can be used to collect information about the past	Chronological Awareness Establish clear narratives within and across periods studied Use timelines to place and sequence local, national and international events studied. Knowledge of significant aspects of the history of the wider world Start to suggest reasons for connections over time and across places and cultures. Gives own reasons why changes may have occurred, backed up with evidence. Explain how some changes affect life today. Compares and contrasts places, people and cultures, analysing their and others’ comparison, extrapolating from them justifying their ideas with evidence Disciplinary Knowledge Identify and explain trends over time Construct informed responses that involve thoughtful selection and organisation of relevant historical information Historical enquiry and interpretations Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways Forms own opinions about historical events from a range of sources. specific examples of how historians have approached this in particular contexts
PRIOR LEARNING: Where have there been prior links to this topic?		<i>EYFS – My village (term 6)</i>		Cycle A Term 1 – KS1/LKS2
PROGRESSION OVERVIEW:	In EYFS, pupils start off by learning that there is a past and identify their place in the present. Within this stage, they will begin to identify their place in the community and the role that family members have in the community. Key Stage One would take this understanding of community and begin to compare and contrast the different ways of living from past to present day particularly looking at how the community has changed using a range of sources. Moving into Key Stage Two, pupils begin to focus heavily on the rich mining heritage that comes with the local community. A range of sources will again be used to gain a greater understanding of life was in the past and then draw out similarities and differences to present day. The local focus intensifies in upper Key Stage Two where pupils delve deep into the understanding around the Mining Strike – particularly looking at how this impact the people and the place then and what the lasting affects are now. They will also look at similar present day events.			

CYCLE A | TERM THREE | HISTORY | BATTLES

	<u>EYFS</u>	<u>KEY STAGE ONE</u>	<u>LOWER KEY STAGE TWO</u>	<u>UPPER KEY STAGE TWO</u>
FOCUS:	ELG: Past and Present	Queen Victoria + Florence Nightingale (Crimean War)	Battles of WW2 and local links to these Eg, Battle of Britain (museum @ Capel)	Famous battles of Ancient Greece Eg, Siege of Troy.

	<i>*Talk about the lives of the people around them and their roles in society.</i>		Port of Dover as a landmark for British soldiers (Dunkirk).	
NATIONAL CURRICULUM LINKS:	<i>*Know some similarities and differences between things in the past and now.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>	<i>A significant turning point in British history, for example, the Battle of Britain</i>	<i>The legacy of Greek battles.</i>
END POINTS: What is the end goal at the end of this term?	<i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> When is Remembrance Day? What is Remembrance Day? Why do we mark Remembrance Day? How do we mark Remembrance Day? Term 2 Why is Dover special? Term 2	Chronological Awareness -Place events and objects in chronological order -Order the life experiences of a significant individual Knowledge of significant aspects of history of the wider world Independently identify similarities and differences between people, places, events and ways of life Disciplinary Knowledge Explain how the actions of a significant individual or how a major event had an impact on the world or key people Recognise why people did things. Historical Enquiry and interpretations Explain how we know about major events or the lives of significant individuals	Chronological Awareness Use a timeline to place events in order Knowledge of significant aspects of history of the wider world Explain the characteristics features of periods studies in terms of their way of life and legacy Disciplinary Knowledge Use sources to identify the significance of events for the local area or the wider world Make decisions about the significance of events Historical enquiry and interpretations Identify the differences within contrasting versions of the same event	Chronological Awareness Use timelines to place and sequence local, national, and international event studies Knowledge of significant aspects of history of the wider world Give reasons for the expansion and dissolution of empires Analyse the main events, situations and changes Comment on impact and legacy Disciplinary Knowledge Formulate simple hypotheses about the likely impact of a major event Explain how causes interrelate to cause an event or situation Identify historically significant people and events in situations Historical enquiry and interpretations Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Understand that the past has been represented in different ways and the specific reasons for this. Select the most appropriate source of evidence for particular tasks. Form own opinions about historical events from a range of sources. Explain why it is sometimes difficult to know the truth
PRIOR LEARNING: Where have there been prior links to this topic?		<i>Events beyond living memory that are significant nationally or globally</i>		Power of Julius Caesar in Cycle B WW2/Crimean War- Cycle A Term 3
PROGRESSION OVERVIEW:	Starting in EYFS, children begin their awareness of battles that have taken place in the past what they mean to us today. Through this, they learn about Remembrance Day, particularly how and why we mark it. Taking forward this understanding from EYFS, pupils in Key Stage One will then begin to look at important characters from the past and the significant roles that they have played in historical battles and will in particular pull on explanation skills to relay their understanding - both verbal and written. They will begin to gain an understanding of placing these events in chronological order. As pupils move into Key Stage Two, they begin by adding to their understanding of Remembrance Day from EYFS by looking at how World War II impacted our local area. Pupils will also continue links to significant characters learnt about in KS1 by finding out about key local personalities and the key role they played in this battle. Pupils in Lower KS2 will begin to make decisions about these battles and compare versions from the differing people involved. Key Stage Two sees pupils take their knowledge of battles further afield away from the UK and look at famous battles in Ancient Greece. By this stage, pupils will have to select from the most appropriate sources to form their own opinions about these key events .			
CYCLE A TERM FIVE HISTORY LAW AND JUSTICE				
	EYFS	KEY STAGE ONE	LOWER KEY STAGE TWO	UPPER KEY STAGE TWO
FOCUS:	ELG: Past and Present	Great Fire of London	Victorian Crime and Punishment	Benin and Mayan

NATIONAL CURRICULUM LINKS:	<p><i>*Talk about the lives of the people around them and their roles in society.</i></p> <p><i>*Know some similarities and differences between things in the past and now.</i></p> <p><i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>	<p><i>Events beyond living memory that are significant nationally or globally</i></p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p><i>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization; Benin (West Africa) c. AD 900-1300.</i></p>
END POINTS:	<p>Guy Fawkes – Compare and contrast character from stories, including figures from the past – Term 2.</p> <p>Why do we have Bonfire night? Term 2</p> <p>I can talk about significant events in my own experience – Term 3</p> <p>How have I changed? - Term 6</p> <p>ELG – Managing Self <i>Explain the reason for rules, know right from wrong and try to behave accordingly.</i></p> <p>Class rules: behavioural expectations in class / boundaries set – Term 1</p>	<p>Chronological Awareness Place events and objects in chronological order Recognise the difference between past and present Knowledge of significant aspects of history of the wider world Uses information to describe differences between then and now. Be able to talk about the characteristic features of the way of life in the periods studied Disciplinary Knowledge Explain how the actions of a significant individual or how a major event had an impact on the world or key people Talk about what is important in a historical account Historical Enquiry and interpretation When using a source ask why, what, who, where, how and when to ask questions about the past and find answers Understand that eye witness accounts, books, photos, artefacts and buildings can be used to give information about the past</p>	<p>Chronological Awareness Identify changes within and across the historical periods studied Note connections, contrasts and trends over time. Knowledge of significant aspects of history of the wider world Note connections, contrasts and trends across time but also between places and cultures. Identify and describe some of the greatest follies of mankind Disciplinary Knowledge For the periods studied, identify elements of change and elements of continuity Be able to explain how historians have reached opinions about the past Historical Enquiry and interpretation Reference evidence when explaining a past event Identify whether sources are primary or secondary</p>	<p>Chronological knowledge Identify changes within and across historical periods. Knowledge of significant aspects of the history of the wider world Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives own reasons why changes may have occurred, backed up with evidence. Compares and contrasts places, people and cultures, analysing their and others' comparison, extrapolating from them justifying their ideas with evidence Disciplinary Knowledge Reflect on whether change or continuity best characterise comparisons of the periods of history studied Historical enquiry and interpretations Understand that the past has been represented in different ways and the specific reasons for this.</p>
PRIOR LEARNING: Where have there been prior links to this topic?	<p>Why are rules important? Term 2</p>			
PROGRESSION OVERVIEW:	<p>In EYFS, children begin learning about significant people in society, in particular Guy Fawkes and how the Gunpowder plot has impacted upon society today. They will develop their understanding of the past through texts and this will enable them to make comparisons between the past and the present. As children move in to KS1, they will build upon this knowledge to deepen their understanding of significant aspects of history and they will become confident when discussing characteristics of life in given periods. Children will begin to gain a chronological awareness by placing key historical events in time order. Children will then ask questions when using a range of sources to find information and they will then interpret this to find answers. In KS2, children will begin to make connections across historical time periods studied and identify elements of change and continuity. Historical enquiry and interpretation will be consolidated by understanding how the past has been represented and reasons for this.</p>			

CYCLE B | TERM ONE | HISTORY | EARLY LIFE

	<u>EYFS</u>	<u>KEY STAGE ONE</u>	<u>LOWER KEY STAGE TWO</u>	<u>UPPER KEY STAGE TWO</u>
FOCUS:	ELG: Past and Present	Dinosaurs	Stone Age	Bronze Age
NATIONAL CURRICULUM LINKS:	<i>*Talk about the lives of the people around them and their roles in society.</i> <i>*Know some similarities and differences between things in the past and now.</i>	<i>Events beyond living memory that are significant nationally or globally</i>	<i>Changes in Britain from the Stone Age to the Iron Age - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i>	<i>Changes in Britain from the Stone Age to the Iron Age - Bronze Age religion, technology and travel, for example, Stonehenge</i>
END POINTS:	<i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> Me and my family – Term 1 How have I changed? - Term 6 Growth and change: butterfly life cycle – Term 5	Chronological Awareness Use words and phrases such as recently, before, after, now, later. Identify similarities and differences between periods Knowledge of significant aspects of history of the wider world Be able to talk about the characteristic features of the way of life in the periods studied Disciplinary Knowledge Recognise why people did things Make simple observations about different types of people, events and beliefs within a society Historical Enquiry and interpretation Understand what an archaeologist does and investigate some artefacts Select the source from a selection that will help to answer questions Explain why the chosen source is best to find specific information	Chronological Awareness Understand that the past can be divided into periods Identify changes within and across the historical periods studied Knowledge of significant aspects of history of the wider world Describe the periods studied in terms of their way of life, trade, achievements, legacy, beliefs and differences between the lives of the rich and poor. Describe some of the greatest achievements of the periods studied Disciplinary Knowledge Use causation diagrams to explain relationships between cause and consequence Explore how historians have found out about the periods studied Make links between main events, situations and changes within and across different periods/societies Historical Enquiry and interpretation Suggest which sources of evidence can be used to answer questions Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference	Chronological knowledge Use dates and terms such as modern, ancient, AD, BC, CE, BCE, century and decade Knowledge of significant aspects of the history of the wider world Analyse the main events, situations and changes in the periods studied. Makes links between some features of past societies. Disciplinary Knowledge Discuss why similar events differ in social memories and some gain greater prominence Form opinions about the extent of the significance of actions/events Explain how and why the techniques used by historians have changed and developed over time Historical enquiry and interpretations Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Construct historically valid questions about significance Recognise and explain the difference between primary and secondary sources and evaluate the usefulness and accuracy
PRIOR LEARNING: Where have there been prior links to this topic?				
PROGRESSION OVERVIEW:	Starting in EYFS, children begin to develop an understanding of the past; how they have changed over time and to recognise changes in the world around them. Taking forward this understanding from EYFS, pupils in Key Stage One develop their historical vocabulary to use more specific words to identify time periods and describe similarities and differences from the past to now. They will understand that we find out about the past from a range of sources. As pupils move into Key Stage Two, they will examine sources to explore how historians have found out about the periods studied and begin to make decisions about which source gives the most appropriate information to answer questions. This will enable them to more fully explore the past - making comparisons and understanding the cause of the changes that have occurred. In upper key stage two, children continue to develop their historical vocabulary to use more accurate terminology (AD, BC etc) and to plot events on more detailed timelines, to make links between different time periods studied and offer suggestions for cause and effect of those changes. Children use their skills and knowledge to evaluate sources for credibility and reliability.			
	<u>EYFS</u>	<u>KEY STAGE ONE</u>	<u>LOWER KEY STAGE TWO</u>	<u>UPPER KEY STAGE TWO</u>

CYCLE B | TERM THREE | HISTORY | SETTLEMENTS

FOCUS:	ELG: Past and Present <i>*Talk about the lives of the people around them and their roles in society.</i> <i>*Know some similarities and differences between things in the past and now.</i> <i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>	Castles (Deal and Dover)	Anglo Saxon Settlements	Iron Age Hill Forts
NATIONAL CURRICULUM LINKS:		<i>Significant historical events, people and places in their own locality.</i>	<i>Changes in Britain from the Stone Age to the Iron Age - Iron Age hill forts: tribal kingdoms, farming, art and culture.</i>	<i>Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i>
END POINTS:	Me and my family – Term 1 Being part of Discovery – Term 1 Why is Dover special – Term 2 What did farms used to look like? Term 4 Features of local environment – Term 4 My village – where are we in the world? Term 6	Chronological Awareness Place events and objects in chronological order Use words and phrases such as recently, before, after, now, later. Knowledge of significant aspects of history of the wider world Be able to talk about the characteristic features of the way of life in the periods studied Disciplinary Knowledge Recognise why people did things Look at the periods of history studied and explain what is different and what is similar in the way of life Historical Enquiry and interpretation Explain how we know about major events or the lives of significant individuals Understand what an archaeologist does and investigate some artefacts	Chronological Awareness Use a timeline to place events in order Identify changes within and across the historical periods studied Knowledge of significant aspects of history of the wider world Identifies themes within and between topics. Starts to comment on historical changes, including suggestions about cause and effect. Disciplinary Knowledge Use causation diagrams to explain relationships between cause and consequence Make links between main events, situations and changes within and across different periods/societies Explore how historians have found out about the periods studied Historical Enquiry and interpretation	Chronological knowledge Use dates and terms such as modern, ancient, AD, BC, CE, BCE, century and decade Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Knowledge of significant aspects of the history of the wider world Identify changes and links within and across the time periods studied. Makes links between some features of past societies. Makes links between some features of past societies. Disciplinary Knowledge Discuss why similar events differ in social memories and some gain greater prominence Explain how and why the techniques used by historians have changed and developed over time Historical enquiry and interpretations Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Construct historically valid questions about significance
PRIOR LEARNING: Where have there been prior links to this topic?				
PROGRESSION OVERVIEW:	Starting in EYFS children begin to learn about their own families and life in the village. They then learn about settings of the past through story telling and study how farms have changed overtime. Through this they gain an understanding of past and present. Key Stage One build on this knowledge through studying settlements located around castles in Dover and Deal. They learn the importance of these settlements and compare their use now to in the past. Through this they begin to learn about how historians find out about the past and recognise why people did certain things. Progressing into Lower Key Stage Two children begin to learn about the causes of these changes in the past and the effect it has on the present and future. They also have a greater understanding of the chronology of events previously studied and where they fit in historically with the periods being studied now. Moving in to Upper Key Stage Two the children make links between those features which are continuous throughout history such as trade, invasion and agriculture. They also discuss how memories may differ between groups of people depending on their place in history.			
CYCLE B TERM SIX HISTORY POWER				
	EYFS	KEY STAGE ONE	LOWER KEY STAGE TWO	UPPER KEY STAGE TWO

FOCUS:	ELG: Past and Present <i>*Talk about the lives of the people around them and their roles in society.</i> <i>*Know some similarities and differences between things in the past and now.</i> <i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>	Powerful People (Rosa Parks /Queen Elizabeth II etc)	Power of Julius Cesar in Rome	Power of Egyptians Pharaohs Power of the Nile
NATIONAL CURRICULUM LINKS:		<i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>	<i>The Roman Empire and its impact on Britain</i>	<i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following – Ancient Egypt</i>
END POINTS:	<p>Guy Fawkes – Compare and contrast character from stories, including figures from the past – Term 2.</p> <p>Why do we have Bonfire night? Term 2</p> <p>When is Remembrance Day? What is Remembrance Day? Why do we mark Remembrance Day? How do we mark Remembrance Day? Term 2</p> <p>Why is Dover special? Term 2</p>	<p>Chronological Awareness Place events and objects in chronological order Use words and phrases such as recently, before, after, now, later.</p> <p>Disciplinary Knowledge Explain how the actions of a significant individual or how a major event had an impact on the world or key people Recognise why people did things.</p> <p>Historical Enquiry and interpretation Explain how we know about major events or the lives of significant individuals</p>	<p>Chronological Awareness Use a timeline to place events in order</p> <p>Knowledge of significant aspects of history of the wider world Explain the characteristic features of periods through events, stories or the lives of significant individuals Explain how empires expanded and dissolved Identifies themes within and between topics.</p> <p>Disciplinary Knowledge Use causation diagrams to explain relationships between cause and consequence Make links between main events, situations and changes within and across different periods/societies Make decisions about the significance of events</p> <p>Historical Enquiry and interpretation Know that printed sources, the internet, databases, photos, art, artefacts and buildings can be used to collect information about the past Suggest which sources of evidence can be used to answer questions</p>	<p>Chronological knowledge Sequence historical periods.</p> <p>Knowledge of significant aspects of the history of the wider world Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Analyse why empires expanded and dissolved Explain how some changes affect life today.</p> <p>Disciplinary Knowledge Classify the causes into types or groups e.g. military or economic Reflect on whether change or continuity best characterise comparisons of the periods of history studied Identify historically significant people and events in situations Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Historical enquiry and interpretations Explain why it is sometimes difficult to know the truth</p>
PRIOR LEARNING: Where have there been prior links to this topic?		<i>Guy Fawkes (term 2 EYFS)</i>		
PROGRESSION OVERVIEW:	<p>Across the school, all pupils will focus on a range of powerful figures and events from our past and how they have impacted history and the present day. From EYFS, pupils will take their knowledge of looking at powerful people from history into Key Stage One where they will be expected to develop the skills and knowledge to explain how and why they are beginning to learn about the lives of significant individuals. As pupils move into Key Stage Two they will begin to develop their skills of understanding about significant individuals from the past and start to explore the cause and effect that their “power” had both then and the lasting impact today across the wider world. Key Stage Two will also begin to introduce a wider range of historical sources for children to use. As they move from lower to upper Key Stage Two, pupils will then begin to interrogate and ratify all historical sources of information as they begin to explain why it is sometimes difficult to know the truth from events beyond living memory. There is further knowledge based progression in Upper Key Stage as learning moves on from individuals to significant civilizations (Pharaohs) in groups and the power that comes with that. They will also look at the element of “power” within a non-human element of history (Nile) and the wider impact this can have making comparisons as they go.</p>			