History Subject Journey

EYFS - Historical beginnings

Minimum expectations for Nursery		Minimum expectations for Reception	Early Learning Goal
• Make connections between the features of their family and other families. • Notice differences between people.	• Begin to make sense of their own life-story and family's history. • Show interests in different occupations. • Continue developing positive attitudes about the differences between people.	• Talk about members of their immediate family and community. • Name people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	**Understanding the World** **Past & Present ELG** **Children at the expected level of development will:** • Know about the lives of the people around them and their roles in society. • Know 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.

History Subject Journey

Year 1 -3

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Autumn Year 1

What was life like for our grandparents?

In this unit pupils will begin to develop a greater understanding of changes over time. They will be able to order significant family events on a timeline and use vocabulary such as past and present to signify the passing of time. They will also investigate similarities and differences between the lives of their grandparents and the lives which they live today.

Spring Year 1

Have explorers changed the World?

In this unit pupils will gain knowledge around space exploration through the lives of significant individuals such as Neil Armstrong and Helen Sharman. They will gain a understanding of how space travel has changed over the decades and consider how things may change even further into the future.

Summer Year 1

How do we know so much about dinosaurs? (Mary Anning)

In this unit pupils will find out about the life of Mary Anning (the world's first palaeontologist) who was born in 1799 extending their understanding of the passing of time. They will discover how Mary changed how we know about pre-history through the discovery of an Ichthyosaurus skull on the Jurassic Coast.

Autumn Year 2

What is special about Kings and Queens and have any visited Hull?

Through this unit of work children will find out about the monarchy, and how different monarchs have ruled over Britain over many centuries. They will also find out about some significant events that have taken place during the reign of monarchs, including the Great Fire of London.

Spring Year 2

How did mankind learn to fly?

During this unit children will investigate the major events and discoveries made as man attempted to ascend into the air. From understanding the progress made towards the first powered flight, they will also learn about significant individuals including Amy Johnson, who originates from Hull.

Summer Year 2

What were holidays like for my granparents? (Seaside)

In this unit children will learn about how holidays became popular and how they have changed over time. They will compare and contrast seaside holidays from Victorian times with those which they themselves go on today, including transport, focusing on how the people of Hull used to visit the beach at Hornsea and Brid.

Autumn Year 3

What major changes took place between the Stone Age and the Iron Age?

In this unit will gain an understanding of prehistoric life and discover how we have evidence of how these people lived. They will extend their understanding of chronology to learn about the three distinct periods of the Stone Age – the Palaeolithic, Mesolithic and the Neolithic period.

Spring Year 3

What impact did the Romans have on Britain?

Through this unit children will learn how the prehistoric period of Britain came to an end with the arrival of the Roman invasion. They will discover how life changed in Britain and look at the legacy the Romans left behind. They will also find out about Queen Boudicca and the rebellion she led.

Summer Year 3

When did the Anglo-Saxons come to Britain and where did they live?

In this unit children will learn how the Angles, Jutes and Saxons arrived in Britain after the Romans had left to defend their own country. They will find out about the seven kingdoms and how villages in Anglo-Saxon times were built around their reliance on natural resources. They will also investigate the discovery at Sutton Hoo which told historians a significant amount of information about Anglo-Saxon life.

History Subject Journey

Year 4 -6

Autumn Year 4

What was life like in Ancient Egypt?

Following on from children gaining an understanding of British life through prehistoric, Roman and Anglo-Saxon times children will learn about another civilisation and how life in Ancient Egypt compared. They will find out about some significant aspects of Egyptian life such as their beliefs, their way of life and their culture. They will also find out about the advances in buildings, many of which still stand today.

Spring Year 4

Why did the Vikings invade Britain and what did this mean for the people who lived here?

In this unit children will extend on their knowledge of Anglo-Saxons by discovering why the Vikings invaded Britain and the impact this had on Britain, particularly locally in cities like York. They will also find out about how the Anglo-Saxons pushed back against the Vikings, through learning about Alfred the Great and the wide ranging reforms he introduced. Finally, they will consider the last Viking invasion in 1066, and the impact this had on British history.

Summer Year 4

Why did Henry VIII marry six times?

In this unit children will learn about the Tudor period through studying Tudor life and some of the major events during this period. They will consider how Christianity changed in this period and the events leading up to this. This will then help them understand why the Spanish armada tried to invade England during the reign of Elizabeth I.

Autumn Year 5

What legacy did the Ancient Greeks leave behind?

In this unit children will learn about the Ancient Greek civilisation and the legacy it left behind. They will consider the chronology and make comparisons with other places across the World during this period, particularly linked to the birth of democracy and some of the famous philosophers/ mathematicians who are still impacting on the world today.

Spring Year 5

Who were the Mayans?

Through the study of the Mayans children will expand on their knowledge of World History chronology. Again, they will look at key aspects of Mayan life including agriculture, astrology, architecture, beliefs and writing. They will understand the geography of the Mayan civilisation and consider how this impacted on how they lived.

Summer Year 5

What was life like during the Victorian period?

During this unit children will learn about some of the significant advances made during the reign of Queen Victoria, Britain's longest serving monarch. They will consider what life was like for children and recognise that the Victorian period was one of great industrial growth and invention.

Autumn Year 6

What were the major events of the World Wars and how did this imapct on Hull?

In this unit children will consider the two major conflicts of the 20th century and how these impacted on their own locality. They will find out about facism and Adolf Hitler and the impact he had on Europe, through studying the holocaust and concentration camps. On a local level, children will find out why Hull was the most bombed city, other than London, and the impact that this had on everyday life.

Spring Year 6

How has the fishing industry in Hull changed and what will the future be?

In this unit children will consider the chronology of Hull as a port, including its development from predominantly a whaling port, to becoming a major fishing port after the discovery of the rich Dogger Bank grounds. They will consider the future of the port and how the shore based infrastructure has changed to lead to the development of Green Port, Hull, something which could play a large part in their futures.

Summer Year 6

What was Hull's role in the abolition of slavery?

Within this unit children will gain a greater understanding of slavery and the legacy left behind including contextualising discrimination which still occurs. They will consider how William Wilberforce (MP for Hull) used his political and social influence to change the world for the better.

High end points in History

By the end of Y6 children will...

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Time, change, chronology

Understand links and contrasts within and across different periods of time, over both short term and long term scales.

Legacy and relevance

Know key dates of periods studied and the events which shaped the world in which they live.

Evidence and Sources

Explore and devise histroically valid questions and hypotheses and be able to bring evidence from several sources together.

Significance (people and events)

Create informed responses to historical questions justifying using evidence. Select the most appropriate way for communicating evidence.