



LOVE • COURAGE • COMMUNITY



History at Ropley Church of England Primary School



Ignite children's curiosity about the past in Britain and the wider world



Help children to understand what makes a good Historian



Use artefacts, trips, workshops and other resources to inspire children



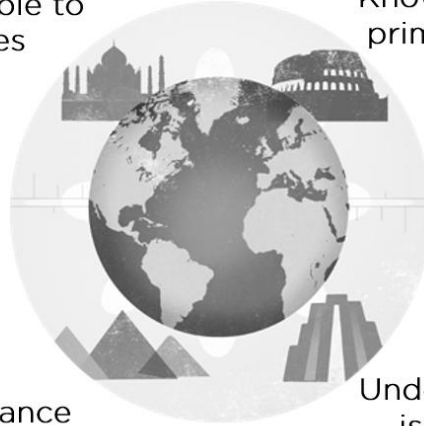
Support children with developing a good sense of chronology



What makes a good Historian?

Know what chronological means and be able to read timelines

Know the importance of primary and secondary sources



Know the significance of different aspects of History

Understand that History is an interpretation based on sources

EYFS




Objectives

- Daily discussions of what happened yesterday or today to themselves or their family
- Curiosity cube with objects from the past
- Stories including historical figures and events
- Role play to provide experiences of past times e.g. dinosaurs
- Visual timetables to show what has already been covered that day
- Children to discuss their family and say who is older
- Share photographs and pictures of families and encourage children to talk about them
- Understand how all families can be different (through books, stories, photographs, etc.)
- Explore people who the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, fire, nurses, dentists, doctors and teachers
- Reflecting on the children's past experiences in interacting with people in the community
- Understand that some stories have been around for a very long time and, because they have been retold by different people over time, there are different versions
- Children are shown pictures, stories and artefacts where they explain similarities and differences
- Reviews of the year. Looking at timelines of major events of the current school year and developing their chronological sequence

Sticky Knowledge

- Know some similarities and differences between things in the past and now
- Know what old, new, now and then means
- Be able to re-tell a story using pictures or objects
- Know there are different types of old

History Progression

 Chronological Awareness	 Knowledge and Understanding	 Historical Contexts
<ul style="list-style-type: none"> • Sequence some events of 3 related objects in order of time. • Use words and phrases: old, new, now, then, yesterday. • Remember part of stories and memories about the past. 	<ul style="list-style-type: none"> • Tell the difference between past and present in their own lives and other people's lives. • Listen to eye-witness accounts. • Begin to understand why items from different periods of history may be different 	<ul style="list-style-type: none"> • Begin to identify and recount some details from the past from pictures and stories. • Find answers to simple questions about the past using source material: photos and artefacts

Year 1

		
How have toys changed over time?	What is nursing, and what famous nurses have lived in Britain?	What was so special about the Titanic and what was life on board like?

Objectives

- Be able to sequence objects from oldest to new
- Know how to create a timeline
- Understand what is meant by nursing
- Know who Florence Nightingale was, and why she is well-known
- Know who Mary Seacole was, and why she is well-known
- Know who Edith Cavell was, and why she is well-known
- Be able to identify the similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell
- Understand what life was like for different people on board the Titanic
- Know some of the reasons why the Titanic sank

Sticky Knowledge

- Know that the toys their grandparents played with were different to their own AND why
- Organise a number of toys by age from oldest to newest
- Know what a number of older toys were used for
- Know who Florence Nightingale was
- Know who Mary Seacole was
- Know why the Titanic was important
- Know the date when the Titanic sank
- Be able to organise a number of artefacts by age

Ropley Words

Autumn	Toy, Console, Batteries, Electronic, Cog, Lever, Factory, Museum, Entertainment, Figurine, Pulley
Spring	Nurse, War, Soldiers, Hospitals, Medicine, Infection, Hygienic, Lantern, Honourable, Profession, Lamp
Summer	Bow, Hull, Stern, Port side, Starboard side, Maiden voyage

Year 2

		
<p>Could the Great Fire of London have been a positive event?</p>	<p>Who was the better explorer: Neil Armstrong or Christopher Columbus?</p>	<p>How were Victorian holidays different to today?</p>

Objectives

- Understand how life has changed between 1666 and now
- Know how London has changed since 1666
- Be able to retell the events of the Great fire of London
- Analyse a range of sources to discover more about the Great Fire of London
- Be able to explain the changes after the Great Fire of London
- Identify the positive outcomes from the Great Fire
- Understand what chronology means
- Know what a typical 1950s seaside holiday was like
- Know what Victorians did for a holiday
- Know what was the same and different for seaside holidays today, in 1950 and in the Victorian era
- Know some inventions and creations which were brought in through the Victorian era to bring more fun to the seaside holiday
- Know who Grace Darling was and explain why she should be remembered
- Know what it means to be an explorer
- Know what Christopher Columbus discovered
- Know who Neil Armstrong was
- Know what Neil Armstrong is remembered for



Sticky Knowledge

- Know The Great Fire of London started in 1666
- Know The Great Fire of London lasted for five days
- Know the fire started in a bakery on Pudding Lane
- Know reasons why the Great Fire of London was so challenging to put out
- Know what King Charles II did to help the fire
- Know who Samuel Pepys was and why he was important
- Know the old St Paul's Cathedral was destroyed in the fire and a new one was built afterwards
- Know who Grace Darling was and explain why she should be remembered
- Be able to explain the differences between holidays today compared to back in the Victorian times
- Understand how holidays first evolved from day trips to the seaside to spending longer there
- Know the word 'holiday' comes from the words 'holy day' because a long time ago holidays were based around religious festivals
- Know what a primary source means
- Know how the expansion of the railway allowed people to travel further and begin the start of the holidays
- Know some inventions and creations which were brought in through the Victorian era to bring more fun to the seaside holiday
- Know that children's lives today are different to those of children a long time ago
- Know what it means to be an explorer
- Know who Christopher Columbus was and what made him a great explorer
- Know who Neil Armstrong was and what made him a great explorer
- Know about an event or events that happened long ago, even before their grandparents were born

Ropley Words

Autumn	London, Buildings, Cathedral, Eyewitness, Diary, Trade, Transport, Bakery, Firebreak, Fire hooks, Flammable, Leather bucket
Spring	Explorer, Mission, Journey, Discover, Voyage, Port, Harbour, Astronaut
Summer	Pier, Railway, Lighthouse, Holiday, Invention, Expansion, Rock pooling

Year 3

	
<p>When did we begin and what were we like? A journey from Stone Age to Iron Age</p>	<p>What did the Romans do for Britain?</p>

Objectives

- Know how to use a timeline to understand periods of history
- Understand where historical information comes from and how reliable it is
- Understand when the Stone, Bronze and Iron ages were in comparison to us today
- Understand how food sources changed throughout the Stone, Bronze and Iron Ages
- Compare and contrast homes from different parts of the Stone, Bronze and Iron Ages
- Evaluate how art changed through the Stone, Bronze and Iron Ages
- Describe how we began and summarise the changes in how we lived during these time periods
- Know how Historians use artefacts and historical sources to help understand the past
- Understand what Britain was like before the Romans
- Know why the Romans invaded Britain
- Know what life was like in Roman Britain
- Understand some of the significant areas of Britain used to defend against the Romans
- Know what life was like within the Roman army
- Explore the lasting legacy the Romans had on Britain




Sticky Knowledge

- Know the term 'Stone Age' refers to a very long period of time that we can break into three sections
- Know BC stands for before Christ
- Know the early Stone Age was called the Paleolithic era
- Know people in the Paleolithic era were hunter gatherers and they found food by roaming from place to place in different seasons
- Know in the late Stone Age, which is called the Neolithic, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops
- Know an archaeologist is a person who studies the buildings, graves, tools and other objects that belonged to people who lived in the past, in order to learn about their culture and society
- Know pre-historic means anything relating to or existing in the time before written history began
- Know the main differences between the Stone, Bronze and Iron Ages
- Know what an Iron Age hillfort looked like
- Know the meaning of BC/BCE and AD/CE
- Know how the Roman empire expanded over time
- Know why the Romans invaded Britain
- Know Romans tried to invade Britain three times in 100 years
- Know who the Celts were and their involvement with the Romans
- Know how the Roman occupation of Britain helped to advance British society
- Know how there was resistance to the Roman occupation and know about Boudica
- Know about at least one famous Roman Emperor

Ropley Words

Autumn	Hunter-Gatherer, Tools, Change, Chronology, Neolithic, Palaeolithic, Characteristics, Artefacts
Spring	Empire, Invasion, Europe, Countries, Trade, Civilisation, Forts, Roads, Romanisation, Latin

Year 4

		
Were the Anglo-Saxons the ruin of Great Britain? (Also covering Celts)	Were the Vikings raiders or traders?	Local Study. Who was Alfred the Great?

Objectives

- Explore and explain how we know about the Anglo –Saxons
- Know why the Anglo-Saxons came to Britain
- Know what life was like for people in the Anglo-Saxon time period
- To understand why accounts from the Anglo-Saxon period may differ
- To give evidence to prove whether the Anglo-Saxons had a positive or negative effect on Britain
- Know where the Vikings originated from
- Explore why the Vikings invaded Britain
- Through sources, know about the Viking raids
- Know how the Anglo-Saxons responded to the Viking raids
- Know why the Vikings were feared
- Know how the Vikings and Anglo-Saxons co-existed
- Know who King Alfred The Great was and his legacy




Sticky Knowledge

- Know what happened in England before the Anglo-Saxons invaded
- Know about how the Anglo-Saxons attempted to bring about law and order into the country
- Know the impact of Christianity on the Anglo-Saxons
- Know that during the Anglo-Saxon period, Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Know how the lives of wealthy people were different from the lives of poorer people
- Use a time line and map to show when the Anglo-Saxons were in England
- Know where the Vikings originated from and show this on a map
- Know how and why the Vikings invaded Britain
- Know that the Vikings and Anglo-Saxons were often in conflict
- Know why the Vikings frequently won battles with the Anglo-Saxons
- Know the religious beliefs of the Vikings
- Know about the Kings and rulers of the Viking period

Ropley Words

Autumn	Dark Ages, Artefacts, Excavated, Venerable, Legend, Romano-Britains, Celts, Tribe, Barbarian, Rebellion, Settlement, Saxons, Cause, Consequence, Interpretation
Spring	Raiders, Traders, Settlers, Longships, Knarr, Valhalla, Pagan
Summer	Monarchy, Divine right of kings, Reform

Year 5

		
<p>A study of Ancient Sumer, Indus Valley and the Shang Dynasty. Which was the most significant civilisation for us today?</p>	<p>What was the greatest achievement of the Ancient Egyptians?</p>	<p>How could my life have been different 180 years ago?</p>

Objectives

- Know what is meant by an ancient civilisation
- Know and compare the four earliest civilisations
- Investigate the ancient civilisations and their importance
- Explore what each early civilisation is known for
- Be able to draw conclusions from a range of sources
- Understand what life was like in a Victorian workhouse
- Analyse the differences between school and workhouse life during the Victorian era
- Understand the difference between life for rich and poor children during the Victorian era



Sticky Knowledge

- Know about, and name, some of the advanced societies that were in the world about 3000 years ago (Ancient Sumer, Indus Valley, Shang Dynasty and Ancient Egyptians)
- Know about the lives of rich and poor Egyptians and how they differed
- Know about the lives, technology and invention of Egyptian people
- Know what is meant by an ancient civilisation
- Know how Britain has had a major influence on the world
- Know the dates of the Victorian period
- Know how poorer and working-class people were sent to workhouses
- Know, understand and can explain the conditions of the workhouses
- Know the differences between life as a poor child and a rich child and able to explain using evidence
- Know how children were educated in the Victorian classroom and how different it was to modern day

Ropley Words

Autumn	Ancient, Civilisation, Indus Valley, Sumer, Shang Dynasty, Egypt, Hieroglyphics, Duration, Overlap, Significance, Remembered, Relevant, Resonant, Remarkable, Result in Change
Summer	Victorian, Workhouse, Class, Social Status, Rich, Poor, Contemporary Source, Interpretative Source, Reliable, Unreliable

Year 6

	
Were the Mayans all just about chocolate?	What was the legacy of the Ancient Greeks?

Objectives

- Know some of the achievements of the Ancient Maya
- Be able to critically evaluate the importance of these achievements
- Be able to locate the Maya Empire on a map
- Using evidence of artefacts and paintings, explain what a potential Maya sacrifice may have looked like
- Using evidence of artefacts and paintings, explain what a Mayan Ball Game may have looked like
- Retell a traditional Maya folktale
- Compare Hero Twins story to other Ancient Civilisation stories
- Recall the daily lives of a Mayan
- Know when the height of the Ancient Greeks happened and can locate it on a timeline
- Know what else was happening around the world at the same time
- Know how to evaluate and analyse a range of evidence to prioritise the significance
- Know how to compare and evaluate artefacts and historical sources
- Know about the significant aspects of Greek life
- Know about the art, social customs, Gods and laws of the Greeks
- Know about the democracy and philosophy of the Greeks
- Know about the Olympic games originating from Greece

Sticky Knowledge

- Know about the impact that the Mayan civilisation had on the world
- Know how to place features of historical events and people from the past societies and periods in chronological framework
- Know the Maya people civilization developed in the south-east area of Mesoamerica
- Know the Maya community started around 2000 BC
- Know it was due to the arrival of the Spanish in the 16th century that their ancient cities fell to ruin
- Know exploration of the Maya continues to this day, and new discoveries of ancient cities and artefacts are still being made today
- Know some of the main characteristics of the Athenians and the Spartans
- Know about the influence the Gods had on Ancient Greece
- Know at least five sports competed in the Ancient Greek Olympics
- Know the impact Ancient Greece had on the world today

Ropley Words

Autumn	Collapsed, Ritual, Maize, Sacrifice
Summer	Mythology, Democracy, Philosophy, Citizen, Politics, Language, Architecture, Theatre, Performance, Ostracism