

WHOLE SCHOOL PROGRESSION PLANNING: HISTORY

The following document outlines the areas/units of History to be covered across this school year and the next one. Teachers should be flexible in making decisions about their specific choices of learning steps within lessons for their pupils, after studying an entire unit of work.

Embedding Inclusive Practice:

Provision for reading within History:

- allow thinking time before answering questions
- re-reading or re-visiting texts to recap key information
- start lesson with a 'safe' activity e.g. recap previous learning, re-read key text/extracts, review key vocabulary, open question to talk about
- pre-teaching of vocabulary or concepts
- word banks (wall/desk) with subject specific vocabulary
- use of drama, role-play and presentations to explore and convey meaning
- short, specific instructions / repeat as necessary
- break down complex tasks/instructions into smaller manageable steps
- incorporate movement breaks
- use visual images and film clips as well as written texts

Provision for writing within History:

- allow thinking time before writing
- oral rehearsal of sentences before writing
- stem sentences provided
- use of a multi-sensory approach - read it, draw it, act it before writing it
- encourage use of word banks (wall/desk) with subject specific vocabulary
- rehearse key vocabulary using different voices
- make explicit links to other subject areas e.g. science, maths, literacy
- think, pair and share (careful pairings)

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Cycle B 2023 - 2024 plan	Autumn	Spring	Summer
Elm	<p>Significant events and individuals Why do we remember Florence Nightingale?</p> <ul style="list-style-type: none"> Give two reasons why Florence Nightingale went to Crimea Explain how Florence Nightingale improved the lives of soldiers in the Crimean War Describe some key differences between Florence Nightingale & Mary Seacole <p>EYFS ref - Know some similarities and differences between things in the past & now (Yr 1s -Refer back to significant individuals)</p>	<p>Historical changes within living memory Significant events and individuals What are changes to Elizabeth II's family?</p> <ul style="list-style-type: none"> Study the life of Elizabeth II (our former queen) Explore modern royal family members and their roles Look at the castles and palaces to understand how monarchs live <p>EYFS ref - Understand the past through people & events encountered in books read to them. (Refer to reign of Queen Victoria when Florence Nightingale was alive)</p>	Geography focus
Ash	<p>Significant events and individuals The Great Fire of London and Samuel Pepys Keystage History unit</p> <ul style="list-style-type: none"> Describe how the fire started, using sources to aid them Explain how we know what happened Outline the changes needed to prevent this event happening again 	<p>Significant events and individuals Famous Queens - Elizabeth 1, Victoria & Elizabeth II</p> <p>Plan Bee unit +</p> <ul style="list-style-type: none"> Explain what a monarch is and where monarchs live Name three queens they have studied Compare and contrast (state similarities and differences) between them <p>(Refer to learning on Great Fire of London and Samuel Pepys, & knowledge of Gunpowder Plot)</p>	Geography focus
Oak	<p>Ancient History Roman Britain - How did the Romans change Britain?</p> <ul style="list-style-type: none"> Understand through explanation some motives for Emperor Claudius to invade and occupy Britain in AD 43 Identify & describe some features of the layout of typical Roman towns in Britain Identify and describe some design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction. 	Geography focus	<p>Ancient British History How did the lives of ancient Britons change during the Stone Age?</p> <ul style="list-style-type: none"> Describe some aspects of life typically associated with the Stone Age period Explain how archaeologists use a variety of artefacts to try to understand how ancient Britons lived Explain some of the important ways in which life for ancient Britons changed during the Stone Age

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			(Refer back and place Romans on a timeline in relation to Stone Age Britain.
Beech	<p>Ancient Civilisation - Shang Dynasty</p> <p>How did a pile of dragon bones help to solve a Chinese mystery?</p> <ul style="list-style-type: none"> Describe the bones bought by Wang Yirong (1899) & their significance. Explain the use of oracle bones by Shang rulers & say what they might have been used for in Shang society Compare & contrast the lives of people in different levels of Shang society & explain why we know so little about some sections of this structure <p>(Refer back and place previously taught eras on a class timeline & discuss them E.g. Stone Age</p>	Geography focus	<p>British and local history</p> <p>Why was winning the Battle of Britain so important? (reference to Exeter).</p> <ul style="list-style-type: none"> Evaluate primary & secondary sources to explain why Britain faced invasion in 1940 & how serious this threat was Explain and justify why Hitler needed to defeat the British RAF before launching an invasion in 1940 Identify and describe the relative importance of factors which led to Britain winning the Battle of Britain <p>(Refer back to ancient history work about battles - end of the Shang Dynasty)</p>
Willow	<p>Ancient Civilisation - Mayan</p> <p>Why did Maya change the way they lived?</p> <ul style="list-style-type: none"> Locate & describe the region of the world in which Maya people live and explain what the landscape, climate and natural vegetation is like there Describe the lost jungle cities of the Maya (such as Chichen Itza) and reach a judgement as to their purpose. Evaluate a range of ideas/sources to reach a judgement as to some likely causes of the gradual abandonment of the Maya jungle cities <p>(Refer back to ancient Greece 2020-21 and compare to ancient Mayans)</p>	Geography focus	<p>British and local history</p> <p>Why was winning the Battle of Britain so important? (reference to Exeter)</p> <ul style="list-style-type: none"> Evaluate primary & secondary sources to explain why Britain faced invasion in 1940 & reach a judgement about how serious that threat was Explain and justify why Hitler needed to defeat the British RAF before launching an invasion in 1940 Identify & describe the relative importance of some factors which contributed to Britain winning B of B. <p>Review this when the cycle comes around again.</p> <p>(Refer to and place all eras taught on a timeline and discuss)</p>

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Cycle A 2022 - 2023 plan	Autumn	Spring	Summer
Elm	<p>Local history focus - Whimble based enquiry Why is the history of where I live important?</p> <ul style="list-style-type: none"> Describe in simple terms why Britain went to war with Germany in 1914 Why is the war memorial important to people who live in Whimble? Explain some ways in which World War 1 affected people in our locality - focus on specific individuals <p>EYFS reference - Understand the past via people and events encountered in books read to them. (Yr1s - Refer back to local landmarks in Whimble - church, churchyard, war memorial etc.)</p>	Geography focus	<p>Historical changes within living memory How have toys changed through time? Keystage History unit</p> <ul style="list-style-type: none"> Explain what our toys are like today and what children of different ages play with. Describe the differences between old and new toys. Explain some differences between toys from 60 years ago and today. Demonstrate their understanding of old and new toys by creating a toy museum. <p>EYFS reference - Know some similarities and differences between things in the past and now. (Refer back old artefacts and toys displayed in Whimble Heritage Centre e.g. Muffin the Mule.)</p>
Ash	<p>Local history - Whimble based enquiry Why is the history of where I live important? Link to lives of local WW1 soldiers (people & event) & cider factory workers (place)</p> <ul style="list-style-type: none"> Describe in simple terms why Britain went to war with Germany in 1914 Give reasons why living and fighting in the trenches of the Western Front was so horrific for many soldiers Explain some of the ways in which the First World War affected people in their own locality - focus on specific individuals Study the cider factory and Henry Whiteways - why were both important to Whimble? 	Geography focus	<p>Historical changes within living memory How have seaside holidays changed over time? Keystage History scheme</p> <ul style="list-style-type: none"> Describe what a seaside resort was like 100 years ago? Explain how people spent their time at the seaside 100 years ago and how we know this? Talk about whether we go on seaside holidays for the same reasons people did 100 years ago or not? Articulate how seaside holidays have changed over time? (including 1920s, 1960s and now)

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	(Refer back to Q V's reign & how QE II is related to George V and how F Nightingale was important in the Crimean War)		(Refer back to the end of WW1 soldiers returning and needing to recuperate 1920s and Queen Elizabeth's reign 1960s)
Oak	<p>British history</p> <p>How do artefacts help us understand the lives of people in Iron Age Britain?</p> <ul style="list-style-type: none"> Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain Suggest how an Iron Age hill fort could have looked when first built, giving reasons to justify the choice of features that have been included Recognise the importance of Iron Age staters and explain how archaeologists suggest they were used by people over 2,000 years ago <p>((Refer back to Stone Age - key learning - and refer to Bronze Age (timeline) before then focussing on the Iron Age)</p>	Geography focus	<p>British history</p> <p>Who were the Anglo-Saxons and how do we know what was important to them?</p> <ul style="list-style-type: none"> Interpret both primary & secondary sources to describe & explain what occurred in AD 410 that led up to the Romans leaving Britain Explain why Anglo-Saxons created village communities in the countryside rather than living in towns & evaluate the advantages and disadvantages of living in this way. Recognise and describe some changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity <p>(Refer back to key learning from the Romans initially.)</p>
Beech	<p>British history</p> <p>What did the Vikings (Norsemen) want and how did King Alfred stop them getting it?</p> <ul style="list-style-type: none"> Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 and explain why 'Vikings' is not the correct name for them Identify key features of a longship and explain why it was an ideal vessel for Viking raids. Explain the two treasures that later groups of Norsemen wanted from Britain which we still value today Evaluate sources of evidence relating to King Alfred the Great and reach a judgement as to whether he is justifiably 'great' or not. <p>(Refer back to key learning about how the Romans changed Britain)</p>	Geography focus	<p>Broader & ancient history</p> <p>The Trojan Horse: historical fact, legend or myth?</p> <ul style="list-style-type: none"> Describe and explain the main events in the siege of the city of Troy during the Trojan War of Ancient Greece Evaluate and critique the visual, written and archaeological evidence that presently exists about the Trojan Horse, and begin to formulate conclusions Make a judgement regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision <p>(Refer back to the key learning in the previous Viking, Stone Age and Bronze Age units)</p>

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Willow	<p>British History</p> <p>Why did the British once rule over the largest empire the world has ever seen?</p> <ul style="list-style-type: none"> • Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony • Explain the main reasons why Britain wanted an empire and evaluate and the factors that they consider were most important • Interpret a range of evidence to reach a conclusion as to why the British Empire has all but disappeared • Interpret different sources to evaluate the causes and effects of the Falkland Islands war in 1982 and reach a judgement about the actions taken by Britain, justifying their views <p>(Refer back to previous key learning about the Romans & their empire)</p>	Geography focus	<p>Broader History</p> <p>What did King George VI mean when he said, “The history of Exeter is the history of England”?</p> <ul style="list-style-type: none"> • Explain why the Roman city of Exeter was a centre for trade. • Describe the key features and significance of the Norman cathedral in Exeter • Explore buildings of Tudor Exeter (the house that moved, the guildhall, St Nicholas Priory) and their importance. • Describe the impact of WW2 on Exeter and its surrounding area (link to Whimble) <p>(Refer back to previous studies of Roman Britain and WW2 events/leaders)</p>
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Next steps:

Golden Threads (EVF) for History

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Invasion and settlement	Legacy	Empire and Monarchy	Civilisation and Society