History at Eversley

"The more you know about the past, the better prepared you are for the future."
Theodore Roosevelt.

At Eversley Primary School we promote positive attitudes and enthusiasm for History by firing pupil's curiosity about the past in Britain and the wider world. We ensure children understand how the past influences the present and what past societies were like. Our aim is for all children to leave Eversley Primary School with a range of knowledge, skills and abilities, using historical terms to explain about the past and making comparisons to the present day.

Each study will be centred around a Big Question which will challenge children to use their skills, knowledge and understanding to freely answer the question to make judgements of their own with evidence that they have learnt. A local history study will give children an appreciation for where they live and see how the past has influenced the present.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Children will: 40 – 60 months PSED – Beginning to be able to negotiate and solve problems without aggression. C&L - use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Maths - Use everyday language related to time. Orders and sequences familiar events. Measure short periods of time in simple ways. Early Learning Goal - Children use everyday language to talk about time. UW - Look closely at similarities, differences, patterns and change. Early Learning Goal - Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.					
EYFS	Remembering nursery and things they did. Recognise the difference between the past and present in their own lives. Describing events that have happened in their own lives. Remembrance Day. Bonfire Night	Looking at changes from then to now. Discussing pictures e.g. baby/child/young person/old person Child initiated themes – History may appear in all themes as teachers teach according to children's interests: e.g. if a child is particularly interested in buses and transport that will be taken up as a particular theme.				
KS1 National Curriculum: Pupils should be taught changes within living memory, 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, significant historical events, people and places in their own locality.						
Year 1	**All About Me** Pupils begin to understand the passing of time linked to their own experiences. **Changes within living memory- Investigate old and new toys.**		**Elizabeth I, Queen Victoria and Elizabeth II** The lives of significant individuals who have contributed to national and international achievements - *Legacy and impact of their lives on the world today*		**The first flight- Wright Brothers** *Legacy and impact of their lives on the world today*	

	Ask questions such as: • What happened? How long ago? What was it like for people? • Use artefacts, pictures and stories to find out about the past. • Sequence events or objects in chronological order • Recognise the difference between past and present in their own and others lives • Describe memories of key events in lives **Local history study – Oakwood/ Southgate** Significant historical events, people and places in their own locality. **KEY QUESTIONS:** 1. **What are our toys like today?** 2. **What are other people's toys like?** 3. **How can we tell these toys are old?** 4. **What sorts of toys did our grandparents play with and how do we know?** 5. **Who played with these toys in the past and how can we know?** 6. **How can we set up our own toy museum?**	• Observe or handle evidence to ask questions and find answers to questions about the past. • Recount changes that have occurred in one's own life. • Label timelines with words or phrases such as; past, present, older and newer. • Know and recount episodes from stories about the past • Describe historical events **KEY QUESTIONS:** 1. **Which three queens of England are most remembered in history and why?** 2. **How different was life in England when the 3 queens were ruling?** 3. **How do we know about the queens who lived so long ago?** 4. **What important changes happened when each of the queens ruled?** 5. **How should we remember these famous queens?**	Events beyond living memory that are significant nationally or globally. • Ask questions such as: What happened? How long ago? What was it like for people? • Use artefacts, pictures and stories to find out about the past. • Sequence events or objects in chronological order • Recognise the difference between past and present in their own and others lives **KEY QUESTIONS:** 1. **What do you think the Wright Brothers did to make them famous?** 2. **How did the Wright Brothers manage to be the first to launch a man powered flight?** 3. **Why did the Wright Brothers succeed where others had failed?** 4. **How can we possibly know about the Wright Brothers first flight when there's nobody alive now who saw it?** 5. **How did flight change as a result of the Wright Brothers' work?**

			6. How should the Wright Brothers be remembered?
Year 2	**Study of The Great Fire of London.** Events beyond living memory that are significant nationally or globally. To place events and artefacts in order on a timeline (using dates where appropriate) • Compare 2 versions of a past event, compare pictures or photographs of people or events in the past • Use as source - observe or handle sources to answer questions about the past on the bases of simple observations • Describe historical events. • Identify some of the different ways the past has been represented **KEY QUESTIONS:** **1. How can we work out why the Great Fire started?** **2. What happened during the Great Fire and how do we know?** **3. Why did the Great Fire burn down so many houses?** **4. Could more have been down to slow the speed of the fire?** **5. How did people manage to live through the Great Fire?** **6. How shall we rebuild London after the Great Fire?**	**Study of Florence Nightingale and Mary Seacole.** • The lives of significant individuals in the past who have contributed to national and international achievements. • Recognise and explain that there are reasons why people in the past acted like they did and what happened as a result • Questions and find answers about the past • Label timelines with an increasingly broader vocabulary of everyday historical terms Identify differences between ways of life at different times **KEY QUESTIONS: MARY SEACOLE:** **1. How can we work out why Mary Seacole is so famous?** **2. What were the most important events in Mary Seacole's life?** **3. What was Mary Seacole's greatest achievement and how do we know?** **4. How did life change for Mary Seacole after the Crimean War?** **5. What made Mary Seacole so special?** **6. Why doesn't everyone agree that Mary Seacole deserves her statue at St Thomas' hospital?** **KEY QUESTIONS – FLORENCE NIGHTINGALE:** **1. Why do we think Florence Nightingale is remembered?** **2. Why did Florence Nightingale place herself in such danger by going to Crimea?**	The first moon landing. Events beyond living memory that are significant nationally or globally. • Ask questions such as: What happened? How long ago? What was it like for people? • Use artefacts, pictures and stories to find out about the past. • Sequence events or objects in chronological order • Recognise the difference between past and present in their own and others lives • Describe memories of key events in lives **KEY QUESTIONS:** **1. Has man ever been to the moon and how can we know for sure?** **2. Why did the astronauts risk their lives going to the moon?** **3. How were they able to get to the moon and back safely?** **4. What did they do on the moon?** **5. Would you take the Golden Ticket and travel to the moon?**

	Local history study – City of London Significant historical events, people and places in their own locality. • Suggest suitable sources of evidence for historical enquiries • Describe changes that have happened in the locality of the school throughout history. Use dates and terms to describe events.	**3. What did Florence Nightingale do to improve the lives of soldiers when she arrived in Crimea?** **4. What was Florence Nightingale's greatest achievement?** **5. How do we know so much about Florence Nightingale when she lived so long ago?** **6. Should Florence Nightingale rather than Mary Seacole have her statue at St Thomas' hospital?**	**6. How do you think we should remember the first man on the moon?**
KS2 National Curriculum: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. Pupils should be taught about changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, the achievements of the earliest civilizations, Ancient Greece and a non-European society that provides contrasts with British history.			
Year 3	**Study of Ancient Egypt.** The achievements of the earliest civilisations-an overview of where and when the first civilisations appeared. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. e.g. library and internet • Compare some of the times studied with those of other areas of interest around the world.	**Local history study** – Forty Hall Significant historical events, people and places in their own locality. • Suggest suitable sources of evidence for historical enquiries • Describe changes that have happened in the locality of the school throughout history. • Use dates and terms to describe events. **Significant Historical people in their own locality: Sir Nicholas Rainton.**	**Study of** **-The Stone Age** **-The Bronze Age** **-The Iron Age.** Changes in British history from Stone Age to the Iron Age • Use a range of sources to find out about a period. Observe small details- artefacts, pictures. • Begin to use the library and internet to research.

	• Describe the social, ethnic, cultural or religious diversity of past society. **KEY QUESTIONS:** 1. **So you think you know about Ancient Egypt?** 2. **How can we discover what Ancient Egypt was like over 5,000 years ago?** 3. **So who did build the pyramids?** 4. **What can an old clay model tell us about life in Ancient Egypt 5,000 years ago?** 5. **Embalming the dead in Ancient Egypt.** 6. **What did Ancient Egypt have in common with other civilisations at the time?**		• Identify reasons for and results of people's actions, understand why people may have wanted to do something. • Place events, artefacts and historical figures on a timeline using dates. • Find out about everyday lives of people in time studied and compare them with our lives today. • Look at representations of the period e.g. cartoons **KEY QUESTIONS:** 1. **Is it true to say that Stone Age man was just a hunter gatherer only interested in food and shelter?** 2. **How much did life change when man learned how to farm?** 3. **What can we learn about life in the Stone Age from a study of Skara Brae?** 4. **How should we remember the Bronze Age?** 5. **What was life like in the Iron Age and how do we know?** 6. **Who killed the 52 dead bodies at Maiden Castle?**
Year 4	**Study of The Roman Empire** The Roman Empire and its impact on Britain	**Study of The Anglo Saxons** Britain's settlements by Anglo Saxons and Scots. • Analyse a wide range of evidence to justify claims about the past. • Use dates and terms accurately in describing events.	**Study of The Vikings** • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

	Local history study Significant historical events, people and places in their own locality – St. Albans • Use sources of evidence to deduce information about that past. • Use the library and internet for research with increasing confidence. • Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events. • Describe the social, ethnic, cultural or religious diversity of past society. • Study different aspects of different people - rich and poor. **KEY QUESTIONS:** 1. **Why did Romans invade Britain?** 2. **Should the Celts take on the Romans?** 3. **How were the Romans able to keep control over such a vast empire?** 4. **Is this another Roman villa?** 5. **Why did the great 400-year Empire end?** 6. **What have the Romans ever done for us?**	• Describe the main changes in a period of history (social, religious, political, technological and cultural). • Examine causes and results of great events and the impact on people. • Place current study on timeline in relation to other studies. • Know and sequence key events of time studies using relevant terms and period labels. **KEY QUESTIONS:** **1a. Why did the Saxons invade?** **1b. Where did the early Anglo-Saxons live and how do we know?** **2. Who was the owner of the mystery ship burial at Sutton Hoo?** **3. How did people's lives change when Christianity came to Britain?** **4. How did the Vikings try to take over the country and how close did they get?** **5. Alfred the Great. How great was he?** **6. How effective was Anglo-Saxon justice?** **7. Were Saxon times really 'Dark' Ages?**	• Different 'English' kingdoms, King Alfred of the kingdom of Wessex, Viking navigation, Scandinavian settlements, Viking links to the rest of the world – Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted in diverse cultures. **KEY QUESTIONS:** 1. **What image do we have of Vikings?** 2. **Why have the Vikings gained such a bad reputation?** 3. **How did the Vikings try to take over the country and how close did they get?** 4. **How have recent excavations changed our view of the Vikings?** 5. **What can we learn about Viking settlement from a study of place-name endings?** 6. **Raiders or settlers: how should we remember the Vikings?**
Year 5	**Study of The Ancient Greeks.**	**Study of The Ancient Maya.**	**Crime and Punishment.**

	A study of Greek life and achievements and their influences in the western world • Give a broad overview of life in Britain from ancient until medieval times. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (e.g. Spartans vs Athenians) **KEY QUESTIONS:** 1. **How can we know so much about the Ancient Greeks who lived 2,500 years ago?** 2. **What can we work out about everyday life in Ancient Athens?** 3. **Why was Athens able to be so strong in the 5th and 6th century BC?** 4. **Would you have preferred to live in Athens or Sparta?** 5. **What can we tell about the Ancient Greeks from a study of their theatre and Olympics?** 6. **What did the Ancient Greeks do for us?**	A non-European society that provides contrasts with British history • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. e.g. library and internet • Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. **KEY QUESTIONS:** 1. **Why do we study the Maya in history?** 2. **How did the Maya manage to become so important?** 3. **What was everyday life in Mayan civilization?** 4. **How can we know what life was like for the Mayan people 1,000 years ago?** 5. **If the Maya were so civilized, why then did they carry put human sacrifice?** 6. **Why did the Mayan empire decline?**	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present. **KEY QUESTIONS:** 1. **How were criminals punished 800 years ago and how do we know?** 2. **What does the legend of Robin Hood tell us about medieval justice?** 3. **How did crimes and punishments change between 1500 and 1750?** 4. **Why did punishments become so bloody in the 18th century?** 5. **Why did so much crime happen in the 19th century?** 6. **Has the way we catch and punish criminals improved in the last 100 years?**

Year 6	**Study of World War II**. A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Sequence up to ten events on a timeline. • Compare beliefs and behaviour with another time studied • Identify periods of rapid change in history and contrast them with times of relatively little change. • Know key dates, characters and events of time studied **KEY QUESTIONS:** 1. **Why did Britain have to go to war in 1939?** 2. **Why was it necessary for children to be evacuated?** 3. **How was Britain able to stand firm against the German threat?** 4. **Which objects explain how Britain coped with the effect of war on the Home Front?** 5. **Why is it so difficult to be sure what life was really like on the Home Front?** 6. **What was VE day really like?**	**Black and British** A non-European society that provides contrasts with British history • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use dates and terms to describe events • Select suitable sources of evidence giving reasons for choices • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Bring knowledge gathered from several sources together in a fluent account **KEY QUESTIONS:** 1. **How shall we tell the story of the first Black people in Britain?** 2. **What does evidence tell us about the role of Black people in Tudor society?** 3. **What was the Middle Passage?** 4. **What difference did the slave trade make to the experience of Black people in Britain?** 5. **Why was the slave trade so important to certain people in society?** 6. **Why has Black peoples' role in World War One and Two rarely been celebrated?** 7. **From Windrush to 'Notting Hill': what was the experience of the first post-war Black immigrants?** 8. **How far has life improved for Black people living in Britain in the last 60 years?**