

# Marston Moreteyne VC School

## History Coverage and Progression

At Marston Moreteyne School, we believe that a high quality History education helps our pupils to gain a coherent knowledge and understanding of the past, which can be used to guide their beliefs and values for a brighter future.

Our History curriculum is designed to have concepts weaved throughout every year group in order to encourage purposeful repetition to ensure the progressive development of Historical concepts, knowledge and skills. This consistently builds on previous understanding so that our children are striving to become Historians who understand their own significance in the world in which will remain with them for the rest of their lives.

### Pre-School objectives linked to History

Children begin to make sense of their own life-story and family's history and comment on images of familiar situations in the past. Begin to compare and contrast characters from stories, including figures from the past.

### Reception objectives linked to History

**We have selected the Early Learning Goals that link most closely to the History National Curriculum.**

Understanding the World (People and Communities and The World)

This will involve children talking about the lives of people around them and their roles in society. They will start to know and understand some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will begin to understand the past through settings, characters and events encountered in books read in class and storytelling.

Strand	Year 1	Year 2	Year 3	Year 4
<b>National Curriculum for History (DfE 2013) shows coverage for the End of each Key Stage (LKS2 only)</b>				
<b>Chronological Understanding</b>	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	
<b>Historical Enquiry (Sources and Evidence)</b>	Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.		Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information and begin to undertake their own research.	
<b>Historical Interpretation (Compare and Contrast)</b>	Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Explain that there are different types of evidence and sources.		Pupils should understand how our knowledge of the past is constructed from a range of sources and begin to understand some of the ways in which historians and others investigate the past.	
<b>Knowledge and understanding of Historical change and impact</b>	Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.		Pupils should note connections, contrasts and trends over time and be able to describe them between aspects of history, people, events and artefacts studied.	

YEAR ONE

Strand	Children are taught to...	Topic	Lesson coverage
Chronological Understanding	Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework.	Memory Box	<ul style="list-style-type: none"> <li>Sequence childhood items from 0 - 5 years old and make a memory box of personal items from their childhood</li> <li>Draw children's family tree</li> </ul>
		Bright Lights, Big City	<ul style="list-style-type: none"> <li>Order and re-tell the events of the Great Fire of London</li> </ul>
		Dinosaur planet	<ul style="list-style-type: none"> <li>Time line of the dinosaurs up to extinction</li> </ul>
Historical Enquiry (Sources and Evidence)	Ask and answer questions, using other sources to show that they know and understand key features of events.	Memory Box	<ul style="list-style-type: none"> <li>Compare old and new toys</li> </ul>
		Dinosaur Planet	<ul style="list-style-type: none"> <li>How did the dinosaurs become extinct?</li> </ul>
Historical Interpretation (Compare and Contrast)	Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Explain that there are different types of evidence and sources.	Memory Box	Sort toys, physical and pictorial, into old and new
		Bright Lights, Big City	The story of Samuel Pepys in the Great Fire of London
Knowledge and understanding of Historical change and impact	Choose and use parts of stories and other sources to show that they know and understand key features of events.	Bright Lights, Big City	Great Fire of London, make replica of Pudding lane and bake some bread
		Superheroes	Listen to and re-tell, through drama, the lives of Edith Cavell, Aretha Franklin, Elizabeth Fry
		The Enchanted Woodland	Read all about the life of Beatrix Potter, create and draw own woodland animals The life of David Attenborough and his impact on the planet Local hero Sir Tom Moore, draw portrait and find out information
		Dinosaur Planet	Discover the life of Mary Anning, use drama to re-enact

YEAR TWO

Strand	Children are taught to...	Topic	Lesson coverage
<b>Chronological Understanding</b>	Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework.	<b>Towers, Tunnels and Turrets</b>	<ul style="list-style-type: none"> <li>Castles-discover the different part and purpose</li> <li>The Great escape and why it was so significant</li> <li>Isambard Kingdom Brunel and his impact on design and engineering</li> </ul>
		<b>Movers and Shakers</b>	<ul style="list-style-type: none"> <li>The moon landings, facts and information, use drama to re-enact</li> <li>Equal rights movement and Votes for women</li> <li>Improvements in medicine/nursing</li> <li>Developments in exploration</li> </ul>
		<b>Land Ahoy</b>	<ul style="list-style-type: none"> <li>Captain Cook - his achievements and discoveries</li> </ul>
<b>Historical Enquiry (Sources and Evidence)</b>	Ask and answer questions, using other sources to show that they know and understand key features of events.	<b>Towers...</b>	<ul style="list-style-type: none"> <li>How have castles developed over time and why? Asking specific questions to find answers</li> </ul>
		<b>Movers and Shakers</b>	<ul style="list-style-type: none"> <li>Find out about specific individuals - computer research, using non-fiction books, articles, comprehension packs</li> <li>Dawson's model/Diamond ranking</li> </ul>
<b>Historical Interpretation (Compare and Contrast)</b>	Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Explain that there are different types of evidence and sources.	<b>Towers, Tunnels and Turrets</b>	<ul style="list-style-type: none"> <li>Castles through the ages - non-fiction books, computer research, drawings/paintings -sorting/classifying activities</li> </ul>
		<b>Movers and Shakers</b>	<ul style="list-style-type: none"> <li>News articles from the time of the event - Moon Landings</li> <li>Video recordings - Moon landings, Martin Luther King speech</li> <li>Using photographs and first-hand accounts</li> <li>Memorials - statues, coins, stamps, buildings, money, plaques</li> <li>Dawson's Model - children compare their findings - do they agree on significance? Why not?</li> </ul>
		<b>Land Ahoy</b>	<ul style="list-style-type: none"> <li>Captain Cook vs Ellen McArthur - linked back to Movers and Shakers</li> </ul>
<b>Knowledge and understanding of Historical change and impact</b>	Choose and use parts of stories and other sources to show that they know and understand key features of events.	<b>Towers...</b>	<ul style="list-style-type: none"> <li>The Great escape - create a timeline of events leading up to the escape</li> </ul>
		<b>Movers and Shakers</b>	<ul style="list-style-type: none"> <li>Fact file on one historically significant individual and present to the class - what was their impact and why?</li> <li>Being Florence Nightingale - recalling the events from her arrival during the Crimean war and the affect she had on nursing</li> </ul>
		<b>Land Ahoy</b>	<ul style="list-style-type: none"> <li>The life of Captain Cook</li> </ul>

YEAR THREE

Strand	In LKS2 Children are taught to...	Topic	Lesson coverage
Chronological Understanding	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Tremors Tribal Tales	<ul style="list-style-type: none"> <li>• Create a time line of the Stone Age, Bronze Age and Iron Age.</li> </ul>
		Gods and Mortals	<ul style="list-style-type: none"> <li>• Ancient Greek Timeline</li> </ul>
Historical Enquiry (Sources and Evidence)	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Constructing informed responses that involve thoughtful selection and organisation of relevant historical information and begin to undertake their own research.	Tribal Tales	<ul style="list-style-type: none"> <li>• Research information via WWW of the Stone Age, Bronze Age and Iron Age period and how these civilisations of people in Britain developed</li> <li>• Stone Age Animals</li> <li>• Hunter-Gatherers to Farmers</li> </ul>
		Gods and Mortals	<ul style="list-style-type: none"> <li>• Look at Everyday Lives of Ancient Greeks, their achievements and influence on wider world</li> </ul>
Historical Interpretation (Compare and Contrast)	Understand how our knowledge of the past is constructed from a range of sources and begin to understand some of the ways in which historians and others investigate the past.	Tremors	<ul style="list-style-type: none"> <li>• Label a Roman village/town and describe everyday life</li> </ul>
		Tribal Tales	<ul style="list-style-type: none"> <li>• Research, design and make a Bronze Age weapon/tool</li> <li>• Woolly Mammoths: Create a 3-D form using malleable or rigid materials, or a combination of materials.</li> </ul>
		Gods and Mortals	<ul style="list-style-type: none"> <li>• Greek Artefacts: Explain how artefacts provide evidence of everyday life in the past.</li> <li>• Describe the achievements and influence of the ancient Greeks on the wider world.</li> </ul>
		Gods and Mortals	<ul style="list-style-type: none"> <li>• Greek Soldiers &amp; Battle Formations</li> </ul>
Knowledge and understanding of Historical change and impact	Note connections, contrasts and trends over time and be able to describe them between aspects of history, people, events and artefacts studied.	Mighty Metals	<ul style="list-style-type: none"> <li>• Sir Isaac Newton and the discovery of gravity</li> </ul>
		Tremors	<ul style="list-style-type: none"> <li>• Investigate artefacts from Roman times, what do they tell us?</li> </ul>
		Tribal Tales	<ul style="list-style-type: none"> <li>• The Lindow Man</li> <li>• Bronze Age Tensions</li> </ul>
		Gods and Mortals	<ul style="list-style-type: none"> <li>• Famous Greeks: Describe the achievements and influence of the ancient Greeks on the wider world, including design and technology</li> </ul>
		Gods and Mortals	<ul style="list-style-type: none"> <li>• Battle of Marathon</li> </ul>
		Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>• The life of James Lind</li> </ul>



YEAR FOUR

Strand	In LKS2 Children are taught to...	Topic	Lesson coverage
<b>Chronological Understanding</b>	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	<b>We'll meet again</b>	<ul style="list-style-type: none"> <li>• Outbreak of WW2, find out what WW2 was and where and when it took place. Includes map work and aircraft used.</li> <li>• VE day, battle of Britain and how the war ended</li> </ul>
		<b>I am Warrior</b>	<ul style="list-style-type: none"> <li>• How the Roman Empire began and expanded, use maps to support</li> </ul>
<b>Historical Enquiry (Sources and Evidence)</b>	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information and begin to undertake their own research.	<b>Potions</b>	Investigate and research ingredients used in historical potions and write a report.
		<b>Blue Abyss</b>	<ul style="list-style-type: none"> <li>• Jacques Cousteau and how our knowledge and exploration of oceans began and has progressed</li> <li>• Cornelius Dribble and the invention of the submarine</li> </ul>
<b>Historical Interpretation (Compare and Contrast)</b>	Understand how our knowledge of the past is constructed from a range of sources and begin to understand some of the ways in which historians and others investigate the past	<b>I am Warrior</b>	<ul style="list-style-type: none"> <li>• Find out what life was like for a Roman soldier, draw and label.</li> <li>• The Roman Empire began and expanded. Show on map.</li> <li>• Learn about how people became gladiators, what they wore, weapons they had, and what they did</li> <li>• Learn about the life of a gladiator and write a commentary on a gladiator fight.</li> <li>• Examine the legacy of Roman rule in Britain today - features and achievement</li> <li>• Hadrian's Wall, mosaics</li> <li>• Tactics and weapons used by Romans to attack the Celtic settlements in Britain</li> </ul>
		<b>We'll meet again</b>	<ul style="list-style-type: none"> <li>• WW2, including the Blitz, and why and how children were evacuated.</li> <li>• The role of women changed during WW2, make leaflets.</li> <li>• Pressure switched for a Morse code machine.</li> </ul>
<b>Knowledge and understanding of Historical change and impact</b>	Note connections, contrasts and trends over time and be able to describe them between aspects of history, people, events and artefacts studied	<b>I am Warrior</b>	<ul style="list-style-type: none"> <li>• Life for Roman soldiers in Britain, especially at Hadrian's Wall.</li> <li>• Write a (contemporary) magazine article, about the completion of Hadrian's Wall.</li> <li>• Why did Boudicca led a rebellion against Rome? Why other Celts followed her.</li> </ul>