



# HISTORY

## Vision & Aims

At Moorthorpe, History will help us to unlock the past.

Our History curriculum aims to ensure that all pupils:

- learn about a wide range of historical events; locally, nationally and internationally.
- develop inquisitive minds with regards to what has gone before
- appreciate and respect previous generations
- are skilled historians, able to learn about key periods from the past using source material to determine how and why events took place
- visit local sites of historical importance such as Pontefract Castle
- understand the importance of museums as curators of knowledge and artefacts
- experience history brought alive within the school through specially organised visitors and themed events



## High-quality provision for all

Thriving children. Engaged parents. Skilled staff. Remarkable outcomes.



# HISTORY

## LONG TERM PLAN

KSI	Cycle 1	Cycle 2
Autumn 1	N/A	Lives of Significant Individuals: Black British History
Autumn 2	Events Beyond Living Memory: The First Flight	N/A
Spring 1	N/A	N/A
Spring 2	History of Locality: Our Victorian School	History of Locality: South Elmsall Through the Years
Summer 1	N/A	N/A
Summer 2	Lives of Significant Individuals: Monarchs	Changes Within Living Memory: Pandemics

LKS2	Cycle 1	Cycle 2
Autumn 1	N/A	Early Civilisations: Ancient Egypt
Autumn 2	Aspect of British History: WW2	N/A
Spring 1	N/A	N/A
Spring 2	Local History Study: Pontefract Castle	Local History Study: Industries
Summer 1	N/A	N/A
Summer 2	Stone Age to Iron Age	Roman Empire

UKS2	Cycle 1	Cycle 2
Autumn 1	N/A	Non-European Study: The Mayans
Autumn 2	Ancient Greeks	N/A
Spring 1	N/A	N/A
Spring 2	Local History Study: Wars of the Roses	Local History Study: How Our Town Developed
Summer 1	N/A	N/A
Summer 2	Non-European Study: Early Islamic Civilisations	Vikings & Anglo-Saxons, including Settlements



# HISTORY

## WHOLE SCHOOL ENRICHMENT MAP

Term	Cycle 1	Cycle 2
Autumn 1		KS1: Black History Month event UKS2: Mayan art day
Autumn 2	KS1: South Yorkshire Aircraft Museum LKS2: History: World War Two Evacuees day UKS2: Greek masks performance	
Spring 1		
Spring 2	LKS2: Pontefract Castle	LKS2: Sweet Success workshop UKS2: How Our Town Developed workshop
Summer 1		LKS2: National Coal Mining Museum
Summer 2	LKS2: Stepping Into The Stone Age - Wakefield Museum	LKS2: Roman theme day UKS2: Anglo-Saxon theme day



# HISTORY

Year	Chronological Understanding
EYFS	<ul style="list-style-type: none"><li>- Talk briefly about past events at home e.g. 'yesterday'</li><li>- They use past, present and future forms accurately when talking about events.</li><li>- Talk about brief differences in the past. For example, they can find out about the childhood of their grandparents.</li></ul>
KSI	<ul style="list-style-type: none"><li>- Beginning to have an awareness of time and understand that time passes in years.</li><li>- Place events onto a timeline.</li><li>- Starting to put events and people in order relating to time.</li><li>- Beginning to have an awareness of past and future</li><li>- Understand the difference between events that happened in the distant past e.g. The Great Fire of London and events that happened in the recent past e.g. A family party at the weekend.</li></ul>
LKS2	<ul style="list-style-type: none"><li>- Understand that a timeline can be divided into BC and AD.</li><li>- Use a timeline to place historical events in chronological order using dates.</li><li>- Describe eras and order significant events from the period studied.</li><li>- Place certain eras on a timeline showing understanding of BC and AD.</li><li>- Identifying the main changes within the period of History.</li><li>- Chronological understanding is focused within the period studied.</li><li>- Ordering events within and across periods.</li></ul>
UKS2	<ul style="list-style-type: none"><li>- Identify and describe change and continuity within and across historical periods.</li><li>- Begin to understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li><li>- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term time scales</li></ul>



# HISTORY

Year	<i>Historical enquiry and interpretation</i>
EYFS	<ul style="list-style-type: none"><li>- Identify similarities and differences.</li><li>- Know that information can be retrieved from books, the internet and people.</li><li>- Begin to ask and answer 'how' and 'why' questions in response to stories or events.</li></ul>
KSI	<ul style="list-style-type: none"><li>- Compare small details from a range of artefacts, photographs and facts.</li><li>- Sort artefacts, photographs and facts using the terminology "then" "now" 'new' and 'old'</li><li>- Use a range of sources to find out about a period to describe differences between then and now.</li><li>- Be aware of other peoples' (and key individuals) opinions and values.</li><li>- Ask questions about how they are similar or different to each other.</li><li>- Express thoughts and feelings about different people and events in the past.</li><li>- Using stories to encourage children to distinguish between fact and fiction.</li></ul>
LKS2	<ul style="list-style-type: none"><li>- Recognise the difference between primary and secondary sources.</li><li>- Understand that there is often not a single answer to historical questions.</li><li>- Explore alternative points of view in history and compare different versions of the same story.</li><li>- Begin to suggest sources to answer questions.</li><li>- Use guided eLearning and begin to research independently.</li></ul>
UKS2	<ul style="list-style-type: none"><li>- Use a range of primary and secondary sources to build up a picture of the past and evaluate their usefulness.</li><li>- Understand that some sources of evidence are more reliable than others.</li><li>- Check the reliability of different sources of evidence by cross referencing.</li><li>- Understand different ways the past has been represented and why there are different versions of the past.</li><li>- Understand the limitations of eLearning.</li><li>- Suggest and use relevant sources to select appropriate evidence to answer questions.</li></ul>



# HISTORY

Year	Range and depth of historical knowledge
EYFS	<ul style="list-style-type: none"> <li>- Recall and recount significant past and present events of their own lives and think about how things have changed within their lifetime.</li> </ul>
KSI	<ul style="list-style-type: none"> <li>- To recall and recount events from before their living memory and discuss past and present events in their lives, and the lives of others.</li> <li>- To recount and understand the main events from a significant time in history.</li> <li>- Talk about why some things might be different in the past.</li> <li>- Look at evidence to explain reasons why people in the past may have acted as they did.</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>- Understand some of the main events, people and changes during the time period studied.</li> <li>- Describe features of past societies and periods, and offer a reasonable explanation for some of these.</li> <li>- Use evidence to describe lives of people and communities from the past, and compare this with our life today.</li> <li>- Describe similarities and differences between people, events and artefacts studied across periods.</li> <li>- Begin to identify the causes and consequences of people's actions.</li> <li>- Describe how some events of the past influence life today</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>- Begin to examine the wider causes and consequences of significant historical events, and the impact this had on others.</li> <li>- Examine the wider short and long term causes and consequences of significant historical events, and the impact this had on others.</li> <li>- Compare an aspect of life with the same aspect in another time period e.g. economic, religious, social, cultural, political and military.</li> <li>- Find out about beliefs, behaviours and characteristics of people, recognising that not everybody shared the same views, and compare these with that of another period.</li> </ul>



# HISTORY

Year	Vocabulary Progression by Skill		
	Chronological Understanding	Historical Enquiry & Interpretation	Range & Depth of Historical Knowledge
EYFS	Old New Past Baby	Look Find	
KSI	A Long time ago Same/different Tomorrow Yesterday Today	Lives Change People	
LKS2	History Timeline Order Compare Century Decade Chronological	Significant Similar/different Fact/opinion Artefact Event Source Evidence Changes Question Cause Consequences Reason Connections Different periods of time	Living memory Invention
UKS2	Millennium Century/decade BC/BCE AD/CE Era Time period Prehistoric Ancient Modern	Similarities/differences Evidence Primary/secondary Sources	Archaeologist Archaeology Contrasts Trends over time Influence Significance Impact



# HISTORY

Year	Vocabulary Progression by Topic	
	Cycle 1	Cycle 2
KSI	<p><u>Events Beyond Living Memory: The First Flight</u>  plight, hot air balloon, aeroplane, Wright brothers, Wright Flyer, helicopter, space shuttle, chronology, timeline, aviation, transport, ply, inventors, Amelia Earhart, forces, thrust, weight, lift, drag, rudders, propeller, fuselage, gold, instructions,</p> <p><u>History of Locality: Our Victorian School</u>  rules, child, class, strict, teacher, learning, punish, dunce, assembly</p> <p><u>Lives of Significant Individuals: Monarchs</u>  monarch, reign, king, queen, sword, crown, tiara, jewels, heir, rule, eldest, abdicate, prime minister, parliament, government, chronological order, timeline, William the Conqueror, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II.</p>	<p><u>Lives of Significant Individuals: Black History</u>  Civil Rights, racism, prejudice, inequality, Martin Luther King JR, Rosa Parks, Malcolm X, Mary Seacole, Barack Obama, segregation, freedom, slavery</p> <p><u>History of Locality: South Elmsall Through the Years</u>  local, buildings, shops, library, streets, memorial, church, industry, factory, mining</p> <p><u>Changes Within Living Memory: Pandemics</u>  Covid-19, SARS, disease, spread, quarantine, isolation, germs, sage, illness, lockdown</p>
LKS2	<p><u>Aspect of British History: WW2</u>  World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers, propaganda, evacuation, evacuee, Battle of France, Battle of Britain, The Blitz, D-Day, VE Day, atomic bomb, Luftwaffe, Blitzkrieg, docks, phoney war, Black Saturday, ration, dig for victory</p> <p><u>Local History Study: Pontefract Castle</u>  bailey, moat, gate, footbridge, tower, curtain wall, keep, chapel, Pontefract, Alice DeLacy, Key to the North, Nathan Drake, Civil War, siege, Royalist, Parliamentarian</p> <p><u>Stone Age to Iron Age</u>  Temporary/permanent, Palaeolithic, Hunter/gatherers Mesolithic, Neolithic, Early farmers/farming Depopulation, Skara Brae, prehistoric, dwelling, inhabited, extraordinary, clumps, magnitude, artefacts, Neolithic, Stonehenge, excavations, archaeological, livestock. Bronze Age, Stonehenge  Iron Age hill forts, Tribal kingdoms, flint, spear, axe, bow and arrow, mammoth, marrow,</p>	<p><u>Early Civilisations: Ancient Egypt</u>  Ancient, Egypt, Egyptian, BC/AD, artefacts, kingdoms, wealth, exhibit cultural, historical, riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, pyramids, canopic, natron, scarab, linen, sarcophagus, resin, Howard Carter, Tutankhamun</p> <p><u>Local History Study: Industries</u>  Mining, factories, industry, working, economy, Haribo, Frickley, quarry, railways, people, community</p> <p><u>Roman Empire</u>  Julius Caesar, Claudius, invasion, conquest resistance, Boudica, Romanisation, cycocaust viaduct/aqueduct, gladiator, Coliseum, Amphitheatre  Hadrian's Wall</p>
UKS2	<p><u>Ancient Greeks</u>  city state, democracy, democratic, ancient, modern, politics, ruling, ruler, dikasteria, boule, ekklesia, Polis, metis, city states, battle, Marathon, eye witness, Sparta(n), Athens(ian), Persia(n), battle formation, hoplite, defensive, strategy, retreat, Hercules, Hermes, Zeus, Poseidon, Artefact, archaeologist, Sparta, Troy, Trojan, Iliad, Western world, philosophy, Athens Parthenon, Acropolis</p> <p><u>Local History Study: Wars of the Roses</u>  civil war, House of York, House of Lancaster, Hundred Years War, Henry VI, Edward IV, Lancaster York (Yorkist) Tower of London, Shakespeare villain crime, traitor, opinion, Battle of Bosworth Field archaeologist Henry Tudor(Henry VII) Tudor Rose union Elizabeth of York Lancastrian Yorkist</p> <p><u>Non-European Study: Early Islamic Civilisations</u>  Baghdad, Islam, Prophet Muhammad, Muslim, Mosque, Caliphs, Golden Age, Astrolabes</p>	<p><u>Non-European Study: The Mayans</u>  Civilisation, Mesoamerica, sacrifice, worship, bloodletting, ritual, Xibalba, upperworld, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque, cacao, maize.</p> <p><u>Local History Study: How Our Town Developed</u>  Mining, factories, industry, working, economy, Haribo, Frickley, quarry, railways, people, community, Wakefield, links, Yorkshire, heritage, expansion, technology, modernisation</p> <p><u>Vikings &amp; Anglo-Saxons, including Settlements</u>  Raids, resistance, Danegeld, Alfreð the Great, Athelstan Edward the Confessor, Dark ages Christian conversion, Canterbury, Iona and Lindisfarne, Sutton Hoo</p>