



Topic Texts - some examples you may use

Literacy Tree units - to be used alongside your topic.

HISTORY : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Topics/Themes/Texts:	The key things we want children to know/be able to do
Sunflowers Class	
<p><i>These skills to be included through a thematic approach:</i></p> <p>Themes (or similar)</p> <ul style="list-style-type: none"> -All about me -Transport and travel -Seaside -Links to other cultures. 	
Daffodils Class	
<p style="text-align: center;"><u>Cycle one:</u></p> <p><i>Events beyond living memory that are significant nationally or globally</i> - Great Fire of London</p> <ul style="list-style-type: none"> ● Use vocabulary 'a long time ago, before and after' ● Use a timeline using events relevant to them e.g. I was born, I started school. ● Compare past and present London using photographs and videos: https://www.youtube.com/watch?v=SPY-hr-8-M0 ● How has the Great Fire influenced life today? Buildings are now made of brick. ● Timeline the events of the Great Fire 	<p><u>RECEPTION</u></p> <ul style="list-style-type: none"> ● remember and talk about significant events in their own experience. <ul style="list-style-type: none"> ○ e.g. talk about when they started school ● recognise and describe special times or events for family or friends. <ul style="list-style-type: none"> ○ e.g. talk about a holiday that they went on, or a birthday party ● talk about past and present events in their own lives and in the lives of family members. <ul style="list-style-type: none"> ○ e.g. talk about their pre-school, a family wedding ● know about similarities and differences between themselves and others and among families, communities and traditions.



- Hot seating - Samuel Pepyes - Who was he? Why was he significant?
- Create box 17th century houses possibly set on fire?

The Great Fire of London - Emma Adams and James Weston Lewis

Vlad and the Great Fire of London - Kate and Sam Cunningham

The Great Fire of London Unclassified - Nick Hunter

Significant historical events, people and places in their own locality -
British Kings and Queens - *The town of Selby, a sizeable town on the main route north from the Midlands, is the traditional birthplace of King Henry I, fourth son of William the Conqueror, in 1068/69;^[6] the connection is supported by William and his wife Matilda's unique joint charter of Selby Abbey, far to the north of their usual circuit of activities, which was founded for Benedict of Auxerre in 1069^[7] and subsequently supported by the de Lacy family. King Henry I is reputed to have been born there in either 1068 or 1069.*

- Ask questions about a monarch - What is a monarch? Why are they important?
- Significant British monarchs - Elizabeth II, Victoria, Henry VIII
- Family trees - talk about their families - possible link home to extend family tree
- Medieval banquet - what foods did the monarchs eat in Victorian times? Link to Victorians in Tulips.
- Compare Elizabeth II with another monarch look at photographs, portraits
- Horrible Histories monarch song:
<https://www.youtube.com/watch?v=vC6okzIKQvg>

The Paper Bag Princess - Robert Munsch & Michael Martchenko

- e.g. know about festivals and celebrations, stories and traditional tales

YEAR 1

- show an awareness of the past, starting to use common words and phrases relating to the passing of time.
 - e.g. talk about a long time ago, before and after
- talk about people and places beyond their own lifetime and experience.
 - e.g. talk about their parents and grandparents lifetimes, or a significant historical figure
- start to use ways to show the passage of time.
 - e.g. start to use a timeline to order events
- ask and answer questions about people and places beyond their own experience.
 - e.g. talk about a significant event or famous person
- start to use objects and pictures to identify differences in the past.
 - e.g. look at photographs of old toys or houses and compare them to the present day



Small Knight and George and the Royal Chocolate Cake - Ronda Armitage
and Arthur Robins

The Knight and the Dragon - Tomie de Paola

Cycle Two:

Events beyond living memory that are significant nationally or globally - Gunpowder plot

- Who was Guy Fawkes? Why is he significant?
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb> BBC class clips
- Virtual tour of Tower of London
<https://www.youvisit.com/tour/meadk>
- Role play - Events of the Gun Powder plot

Raven Boy - Pippa Goodheart

Mr Fawkes and the Gun Powder Plot - Tom and Tony Bradman

The Gun Powder Plot - Gillian Clements

Lives of significant individuals in the past who have contributed to national and international achievements - Explorers - *Christopher Columbus and Neil Armstrong*

Trailblazers: Neil Armstrong - Alex Woolf & Nina Jones

Field Trip to the Moon - Jeanne Willis & John Hare

A Picture Book of Christopher Columbus - David Adler

Christopher Columbus - Minna Lacey



<p>Changes within living memory - Transport</p> <p>Naughty Bus - Jan and Jerry Oke</p> <p>Lost and Found - Oliver Jeffers</p> <p>Amelia Earhart (Little People, Big Dreams) - Isabel Sanchez Vegara & Maria Diamantes</p> <p>Trip to Bradford industrial museum</p> <p>Children to create an information booklet comparing transport from the past to the present.</p>	
<p>Roses Class</p>	
<p style="text-align: center;"><u>Cycle one:</u></p> <p>Events beyond living memory that are significant nationally or globally - Great Fire of London</p> <p>The Great Fire of London - Emma Adams and James Weston Lewis</p> <p>Vlad and the Great Fire of London - Kate and Sam Cunningham</p> <p>The Great Fire of London Unclassified - Nick Hunter</p> <p>Significant historical events, people and places in their own locality - British Kings and Queens - <i>The town of Selby, a sizeable town on the main route north from the Midlands, is the traditional birthplace of King Henry I, fourth son of William the Conqueror, in 1068/69;^[6] the connection is supported by William and his wife Matilda's unique joint charter of Selby</i></p>	<p><u>YEAR 1</u></p> <ul style="list-style-type: none"> ● show an awareness of the past, starting to use common words and phrases relating to the passing of time. <ul style="list-style-type: none"> ○ e.g. talk about a long time ago, before and after ● talk about people and places beyond their own lifetime and experience. <ul style="list-style-type: none"> ○ e.g. talk about their parents and grandparents lifetimes, or a significant historical figure ● start to use ways to show the passage of time. <ul style="list-style-type: none"> ○ e.g. start to use a timeline to order events ● ask and answer questions about people and places beyond their own experience. <ul style="list-style-type: none"> ○ e.g. talk about a significant event or famous person ● start to use objects and pictures to identify differences in the past.



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Lives of significant individuals in the past who have contributed to national and international achievements - Explorers - Christopher Columbus and Neil Armstrong

Trailblazers: Neil Armstrong - Alex Woolf & Nina Jones

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Changes within living memory - Transport

Naughty Bus - Jan and Jerry Oke

○ e.g. look at photographs of old toys or houses and compare them to the present day

YEAR 2

- show an awareness of the past, using common words and phrases relating to the passing of time.
 - e.g. recall dates, use 'century'
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
 - e.g. use a timeline to compare an event to the present day
- use everyday historical terms.
 - e.g. use terms to describe housing construction in the past, comparing explorers
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 - e.g. talk about how the Great Fire of London started and spread, find out about the story of Grace Darling
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
 - Look at a picture of an event and compare it to a newspaper report or diary



<p>Lost and Found - Oliver Jeffers</p> <p>Amelia Earhart (Little People, Big Dreams) - Isabel Sanchez Vegara & Maria Diamantes</p>	
<p>Tulips Class</p>	
<p style="text-align: center;"><u>Cycle one:</u></p> <p>Changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>The First Drawing - Mordicai Gerstein</p> <p>Stone Age Boy - Satoshi Kitamura</p> <p>The achievements of the earliest civilizations - Ancient Egypt</p> <p>Cinderella of the Nile - Beverly Naidoo</p> <p>The story of Tutankhamum - Patricia Cleveland Peck</p> <p>Ancient Egypt: Tales of Gods and Pharaohs - Marcia Williams</p> <p style="text-align: center;"><u>Cycle two:</u></p> <p>The Roman Empire and its impact on Britain - Romans</p>	<p><u>YEAR 3</u></p> <ul style="list-style-type: none"> ● demonstrate a knowledge of events that extend beyond the local context and include British and world history. <ul style="list-style-type: none"> ○ e.g. recall the key features of Viking Britain ● place the events, people and places studied within a chronological framework, using the vocabulary related to the passing of time and historical periods. <ul style="list-style-type: none"> ○ e.g. put several events on a timeline; start to use terms relating to periods such as 'Romans' ● describe connections between the topics studied, and start to raise their own questions about the key features of events. <ul style="list-style-type: none"> ○ e.g. make a poster showing the differences between childhood in different eras ● start to use different sources of information to construct their view of the past. <ul style="list-style-type: none"> ○ use an artefact to identify a feature of life in the past; talk about the Vikings from a raider or trader perspective <p><u>YEAR 4</u></p> <ul style="list-style-type: none"> ● demonstrate a knowledge of a wider range of events that include British, local and world history. <ul style="list-style-type: none"> ○ talk about events that happened in different places at the same time; recall the key features of life in Britain during a certain period ● place a wider range of events, people and places studied within a chronological framework, using the vocabulary related to the passing of time and historical periods.



<p>Escape from Pompeii - Christina Balit</p> <p>The Thieves of Ostia - Caroline Lawrence</p> <p>Romans on the Rampage - Jeremy Strong</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -</p> <p>The Victorians</p> <p>Oliver Twist</p> <p>Son of the Circus</p> <p>Mill Girl</p>	<ul style="list-style-type: none"> ○ e.g. accurately place periods studied onto a timeline, including BC and AD; ● start to note connections, contrasts and trends over time ○ e.g. identify similarities and differences in religion and what people believed during different time periods ● ask and answer historically-valid questions, which demonstrate a secure understanding of key features of events <ul style="list-style-type: none"> ○ e.g. investigate in depth the answer to a specific question about a time period - what was food like in Ancient Greece? ● show that they understand that we find out about the past from a range of sources. <ul style="list-style-type: none"> ○ e.g. talk about how we know what life was like in a period studied, and how people found this out
<p>Lilies Class</p>	
<p style="text-align: center;"><u>Cycle one:</u></p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Vikings</p> <p>Beowulf - Michael Morpurgo</p> <p>Viking Boy - Tony Bradman</p> <p>Arthur and the Golden Rope - Joe Todd Stanton</p> <p>Viking Blood - Andrew Donkin</p>	<p><u>YEAR 5</u></p> <ul style="list-style-type: none"> ● demonstrate an increasingly chronologically secure knowledge and understanding of British, local and world history. <ul style="list-style-type: none"> ○ e.g. accurately extend a timeline to include greater lengths of time ● develop a more appropriate use of historical terms, including some more complex vocabulary. <ul style="list-style-type: none"> ○ e.g. use correct terms in their description of life in a time period ● address and sometimes devise historically-valid questions, and start to relate to change, cause, similarity and difference and significance.



A local history study - Selby - The town's origins date from the establishment of a **Viking settlement**.

<https://www.yorkshire.com/inspiration/heritage/yorkshire-battlefields/vikings>

A non-European society that provides contrasts with British history - Mayan civilization

Rain Player - David Wisniewski

Middleworld (Jaguar Stones) - J&P Voelkel

The Great Kapok Tree - Lynne Cherry

Cycle two:

The achievements of the earliest civilizations - Ancient Greece

Who Let the Gods Out?- Maz Evans

Greek Gods & Heroes - Sylvie Baussier & Almasty

A Visitor's Guide to Ancient Greece - Lesley Sims

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -

- *e.g. compare an aspect of society in a time period studied to another period*
- start to construct their own informed responses of relevant historical information.
 - *e.g. use evidence to create their own view of something in the past - creating a video, poem or picture*
- show that they understand that we find out about the past from a range of sources and will start to use sources to extract historical information.
 - *e.g. highlight sources of information and use them to prove a point*

YEAR 6

- demonstrate a chronologically secure knowledge and understanding of British, local and world history in the time periods that they have studied.
 - *e.g. pupils can place periods and events into a timeline and recall key dates etc*
- describe similarities and differences in the time periods that they have studied.
 - *e.g. describe how houses may have changed over time, or the difference between Victorian and 20th century schools*
- know and use a range of historical terms accurately.
 - *e.g. describe periods using century, decade, AD/BC, or period-related such as monarch, source, parliament*
- regularly address and sometimes devise historically valid questions about change, cause and consequence, similarity and difference, and significance.
 - *e.g. state why an event is worthy of historical study; describe how and why events are more important than others*
- create informed responses that involve thoughtful selection and organisation of relevant historical information.
 - *e.g. make a film or create an artefact that draws from information*



World War 1 and II

Understand, describe and explain the timeline of events of WW1:

- Piece together information and events by drawing a flow diagram of events, times (include pictures).
- Use a picture as a reference and describe what you see, in relation to WW1, by writing a paragraph.

What was life like for a WW1 soldier?

- Research and bullet point information. A table of different areas of research such as recruitment, life in the trenches, weapons and the Christmas truce, each with different facts and sources of information.
- Draw a soldier and list facts.

Compare WW1 and WW2:

- Draw pictures and label
- Divide in to different areas/categories and write information and facts about each for example, weapons, children and women etc. Don't forget start dates, end dates and other countries who are involved.
- do one for both WW1 and WW2 to compare easily.
- Ask and answer questions such as 'what I already know?' about WW1 and WW2 and then 'what do I want to know?'

Anne Frank - Josephine Poole

Letters from the Lighthouse - Emma Carroll

Goodnight Mister Tom - Michelle Magorian

Carrie's War - Nina Bawden

Boy in the Striped pyjamas - John Boyne

- understand how our knowledge of the past comes from a range of sources.
 - e.g. use diaries, buildings, artwork, letters, photographs to create a view of the past