



The History Curriculum

Year 2

Intent	<p>At Benjamin Adlard Primary School we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past, world history and the role of significant people that have influenced the world we live in today. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; changes in living memory and beyond living memory and learn about the lives of significant people of the past. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.</p>
Implementation	<p>At Benjamin Adlard we have chosen to use resources from Rising Stars to support the delivery of our History curriculum. We have chosen this scheme as it provides stimulating resources which support pupils to consider questions, as well as to acquire knowledge, and therefore to have a greater depth of understanding.</p> <p>In Key Stage 1 and 2 each year group undertakes three half-termly units in History and these are outlined in the long term plan.</p> <p>Each of these units is informed by a Medium Term Plan which outlines the key question, key learning and key vocabulary for each unit</p>
Impact	<p>Pupils will:</p> <ul style="list-style-type: none"> • Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. • Have excellent knowledge of people, events and contexts from a range of historical periods and of historical concepts and processes. • Have the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. • Have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. <ul style="list-style-type: none"> • Have the ability to think, react, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. • Have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Progression through the National Curriculum

Key stage 1

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- This could include:
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

- This could include:
 - Julius Caesar's attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
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- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - This could include:
 - Viking raids and invasion
 - resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066
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- a local history study
 - a depth study linked to one of the British areas of study listed above
 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
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- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
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- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 2 – Autumn	Unit 1 – Bonfire Night and The Great Fire of London
National Curriculum Objectives Covered	
<ul style="list-style-type: none"> • Study knowledge of and can recall key information and characteristic features of historical periods. • Develop awareness of the past, using common words and phrases relating to the passing of time. • Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect. 	
Cross Curricular links	
<ul style="list-style-type: none"> • Art: paintings scenes related to both events, collage • DT: making model houses from the Stuart period, comparisons with modern fire fighting • English: debating issues, reciting poetry, writing poems, non-fiction on the role of a modern fire fighter, descriptions related to the experience of people in the fire • Geography: map work • PSHE: treating people fairly, sharing differences and being positive and tolerant about them • RE: different forms of religion • Science: heat and light 	
Prior Learning – Year 1	
Historical Knowledge – Constructing the Past <ul style="list-style-type: none"> - Knows some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. - Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available. Historical Knowledge – Sequencing the past <ul style="list-style-type: none"> - Knows a range of common words relating to the passage of time, e.g related to a discussion of their grandparent’s pupilhood, e.g. now, then, new old, when, before, etc. - Demonstrate a secure understanding of the words used. History Concepts – Cause and effect <ul style="list-style-type: none"> - Knows at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways. 	
By the end of this unit, pupils will:	
Historical Knowledge – Constructing the Past <ul style="list-style-type: none"> - Knows and can accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. - Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion Historical knowledge – Sequencing the past <ul style="list-style-type: none"> - Knows a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods. - Demonstrate secure understanding of the terms used. History Concepts – Cause and effect <ul style="list-style-type: none"> - Knows several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. - Knows that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place 	
History Programme of Study	
Next Steps – Progression through the history curriculum	
Historical Knowledge – Constructing the Past	

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Knows some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection. 	<ul style="list-style-type: none"> - Knows a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections. - Will begin to make some reference to other societies, but their reasoning may be undeveloped. 	<ul style="list-style-type: none"> - Knows some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. - Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons. 	<ul style="list-style-type: none"> - Knows the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. - Will begin to make links and group them into themes, e.g. social, cultural. - Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.
Historical knowledge - Sequencing the past			
<p>Knows how to sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods.</p> <p>Knows valid reasons why they have chosen this time period for most of the images.</p>	<ul style="list-style-type: none"> - Knows how to accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied). - Knows valid reasons why they have sequenced the events/objects in this way. 	<p>Knows how to sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.</p> <ul style="list-style-type: none"> - Knows how to make some links between this sequence to the events and people within other time periods studied. 	<ul style="list-style-type: none"> - Knows how to sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. - Knows links between this sequence and the events of other periods studied.
History Concepts – Cause and Effect			
<ul style="list-style-type: none"> - Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. - Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period. 	<ul style="list-style-type: none"> - Knows the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. - Knows that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes. 	<ul style="list-style-type: none"> - Knows the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. - Knows how to place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. 	<ul style="list-style-type: none"> - Knows a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. - Knows how to order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. - Knows valid links between why certain

		<ul style="list-style-type: none"> - Knows how to make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain. 	<ul style="list-style-type: none"> events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. - Knows some of the causes as long or short-term triggers and how some effects can be immediate and others long term
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Unit Overview

In this unit, the children will explore two very different events within the Stuart period. Each event offers three weeks' teaching and learning. First, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences. Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether the sources are reliable. You may decide to incorporate a visit to a museum into the unit, and some ideas have been included on potential locations. Due to there being two opportunities for assessment within the unit, there is no Big Finish, however you may choose to include a Big Finish as part of your cross-curricular work.

Key knowledge acquired throughout this unit

- I know and understand key features of events.
- I know stories relating to that period in history.
- I know some of the ways in which we find out about the past
- I know different ways in which the past is represented
- I know and use a wide vocabulary of everyday historical terms.
- I know where events they study fit within a chronological framework.

Key skills acquired throughout this unit

- I can develop an awareness of the past, using common words and phrases relating to the passing of time

Subject knowledge and teaching guidance

Remember, remember the fifth of November,
Gunpowder treason and plot.
We see no reason why gunpowder treason
Should ever be forgot.

Guy Fawkes, 'twas his intent
To blow up king and parliament.
Three score barrels were laid below
To prove old England's overthrow.

By god's mercy he was caught
With a dark lantern and lighted match.
Holler boys, holler boys, Let the bells ring,
Holler boys, holler boys, God save the king!

And what shall we do with him?
Burn him!



© bauhaus1000 / iStock
Samuel Pepys



Four hundred years ago, Protestants and Catholics living in England did not get on. The monarch, Queen Elizabeth I, was a Protestant. She did not let Catholics practise their religion.



When Queen Elizabeth I died in 1603, Catholics hoped the new monarch, King James I, would treat them better. But things did not get any better for Catholics under King James I. Instead, they got worse.



In 1605, a Catholic called Robert Catesby, decided to do something about it. He gathered together a small group of friends and they plotted to blow up the Houses of Parliament on 5th November. This would kill King James I and all the members of his parliament.

Guy Fawkes was a Catholic and the King was a Protestant. It was illegal to worship any religion other than the Church of England. People who did could be fined or put in jail.

When King James I took the throne, Catholics thought he would make their lives better. This did not happen, so they plotted to get rid of him.



London



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John Evelyn



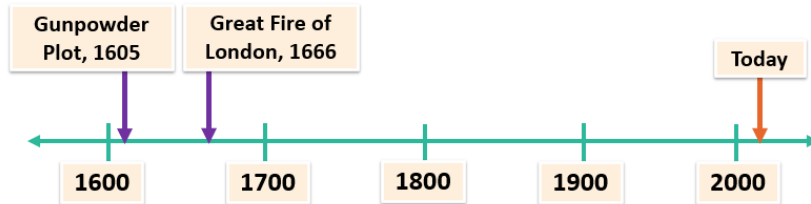
The plotters rented a house next to the Houses of Parliament, and secretly started moving barrels of gunpowder into the cellar, which was joined to the cellars under the Houses of Parliament.



On the night of 4th November, one of the plotters, Guy Fawkes, sneaked into the cellars under the Houses of Parliament. His job was to wait for the King and the Members of Parliament to arrive the next day, and then set light to the gunpowder.



What Guy Fawkes didn't know was that someone had sent a letter to Lord Mounteagle, a Member of Parliament, warning him to stay away from Parliament on 5th November. This letter reached the king, and he sent guards to search the cellars.



The guards caught Guy Fawkes and took him to the Tower of London.



The next day, news spread around London that the king had survived a plot to kill him, and Londoners lit bonfires to celebrate. This was the very first Bonfire Night!



In the Tower of London, Guy Fawkes soon gave away the names of the other plotters. They were all captured and put in prison. Eventually they were tried and executed.



Four hundred years later, we still celebrate the fact that the Gunpowder Plot failed. Every year on 5th November, we let off fireworks, build bonfires and set light to models of Guy Fawkes.

Before the fire	It has been a long, hot summer and London is very dry.
Sunday 2nd September	Fire starts in Thomas Farriner's bakery. People try to put out the fire with buckets of water, but it is too strong. The wind blows and the fire spreads quickly.
Monday 3rd September	People start to flee London in boats.
Tuesday 4th September	Samuel Pepys tells King Charles II that no one is in charge of fighting the fire.
	King Charles II rides around the city encouraging people to fight the fire.
Wednesday 5th September	King Charles II orders that houses be blown up to make gaps between buildings to stop the fire spreading.
Friday 7th September	The Great Fire finally stops.

Bonfire Night (Guy Fawkes Night) is celebrated every year in Great Britain on 5th November. Bonfires are lit and fireworks are let off on or around that date. Some people burn a human effigy (model) on their fire known as a Guy.

Bonfire Night commemorates the failure of the Gunpowder Plot on 5th November 1605. This was a conspiracy to 'blow up' the Houses of Parliament during its State Opening (the ceremony to mark the new parliamentary year), when King James I would have been in attendance.

In 1605, apart from a small Jewish community, most Britons were Christian. Before the reign of Henry VIII (1509–1547), there was only a single Christian denomination (religion) in Britain – the Catholic Church, led by the Pope. In 1534, Henry VIII established the first Protestant church in Britain – the Church of England – with himself as monarch at its head. Catholics and Protestants began fighting for control of the country and to be able to worship as they wanted.

When King James I came to power in 1603, it was illegal to belong to any denomination (religion) other than the Church of England. The Catholics hoped that King James I would make life better for them. When this did not happen, they planned to get rid of him.

The plot was organised by Robert Catesby, and took a number of months. The plotters rented a house near the Houses of Parliament, and a cellar that was directly below the House of Lords.

It is thought that an anonymous letter sent to Lord Monteagle warning him not to go to parliament led to the discovery of the plotters. Monteagle made sure that the King's advisers knew about the plot. Guy Fawkes is the best remembered of the 13 plotters. He was an explosives expert, and he was discovered in the cellars beneath the Palace of Westminster. This was just hours before he was due to light the fuse to ignite 36 barrels of gunpowder and blow up the palace. He was arrested and executed. Over the next few weeks, all of the plotters were caught and killed. James I became more popular after surviving the plot.

When James I came to power in 1603, it was illegal to belong to any denomination (religion) other than the Church of England. Anyone who did not go to church on Sundays could be fined. Anyone who followed a different denomination (religion) could be arrested and put in prison. Most Catholics continued to practise in secret. The Catholics hoped that King James I would make life better for them. When this did not happen, some planned to get rid of him.

A law called the Thanksgiving Act of 1605 was passed in the very same year as the Gunpowder Plot. This law declared that 5th November would be a national day to celebrate the failure of the plot and the fact that King James I's life was saved. People went to church and were encouraged to celebrate by lighting bonfires. The day was known as Gunpowder Treason Day. Early on, it was a very anti-Catholic day and effigies of the Pope were burned. The law was repealed in 1859, but annual celebrations are still very popular around the UK.

Food has played a prominent part in Bonfire Night traditions. Over the years, this has included bonfire (treacle) toffee, toffee apples, parkin (gingerbread) and potatoes roasted on the fire. In the past, fireworks were sold to children, but in 2004, a law was introduced to ban the sale to anyone under 18. Some popular fireworks from the past are now banned, including jumping jacks and bangers (which exploded when they hit the ground). It is now a criminal offence to throw a firework. In the past, people mainly had their own street bonfires, or even ones in their garden. Children would spend the weeks leading up to bonfire night collecting wood for the fire – this was known as chumping. Children would make guys and wheel them around door-to-door on wheelbarrows or stand on the street to collect money – this is where the expression, 'Penny for the guy' originates. This practice of begging goes back to the end of the 18th century.

There is an increasingly large group of people against Bonfire Night, due to the large number of injuries associated with the event. It has been recorded that at least 1,000 injuries a year are caused by fireworks and fires, and almost half of these injuries are eye related. Even though the health and safety laws concerning the event are much stricter than they used to be, some fires do cause damage to property. Pets and some people find the noise associated with the event distressing.

London was just recovering from the Great Plague, which had killed one-fifth of its population, when the Great Fire occurred. On the night of 2nd September 1666, a fire broke out at Thomas Farriner's, the King's baker, in Pudding Lane. It is believed that the fire occurred as the fire in the oven had not been put out properly. Possibly a hot coal or spark jumped out of the fire and caused piles of wood laying close by to burst into flame. Fortunately, Farriner was woken up by someone passing by the house who noticed the fire. Farriner ran upstairs with his family and they all managed to jump to safety. Sadly, a maidservant died in the fire.

Small fires were common in London and other towns and cities at this time. This was as a result of houses being primarily made from wood. As people used open fires for their cooking, heating and lighting, it was easy for the wooden buildings to catch alight. As the houses were built very close together, the fire would quickly spread.

In those days, firefighting was mainly done by destroying buildings to stop the fire spreading, and using water. One of the reasons why it was thought that the fire spread so quickly in 1666 was because the Lord Mayor was reluctant to destroy the properties around the bakery. He did not want to be unpopular with the people losing their homes or having to deal with the problem of what to do with them afterwards. The fire was also driven by a strong wind. Everything was very dry after a hot summer, and that meant the buildings burnt more easily. The fire raged for three days. Some people believed that the fire had been a French plot, and foreigners were attacked in the street. Many people lost their homes, and this caused huge housing problems. Many had to live in vast tented cities around the city, mainly in Islington, Moorfields and Highgate.

The fire lasted for just under five days. During this time, 400 streets burned to the ground. It is estimated that around 13,000 houses and 87 churches were burned. But, luckily, we think that only 10 people died.

Key vocabulary and definitions

Stuart Period	1603 - 1714
Treason	Crime of betraying your country
Protestant	A Christian who belongs to the branch of the Christian Church which separated from the Catholic Church
Catholic	A branch of the Christian Church that accepts the Pope as its leader
Parliament	A group of people who make or change its laws
Cause	A thing that makes something happen
Eyewitness	A person who sees an event happen and so can describe it.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand what the Gunpowder Plot was.	To understand why Guy Fawkes took the action he did in 1605.	To understand how Bonfire Night has changed over the years, and why it is still celebrated.	To know what happened during the Great Fire of London.	To understand why the Great Fire of London spread so quickly.	To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire.

Year 2 - Spring		Unit 2 - Holidays	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">Know where people and events fit within a chronological framework.Develop awareness of the past, using common words and phrases relating to the passing of time.Identify similarities and differences between ways of life in different periods/times.			
Cross Curricular links			
<ul style="list-style-type: none">Art: seaside artwork focusing on artists specialising in seascapesDT: using different materials to create features of a 1950s seaside, making puppets in the style of Punch and JudyEnglish: conducting interviews, story writingGeography: map work, transport, leisureMaths: compiling questionnaires and data handlingRE: religious festivals/holidays			
Prior Learning – Year one			
Sequencing the past			
<ul style="list-style-type: none">Knows how to depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.Begin to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent’s pupilhood, e.g. now, then, new old, when, before, etc.Demonstrate a secure understanding of the words used.Will require little prompting to use these words.			
History concept – Change and development/similarity and difference			
Knows a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.			
By the end of this unit, pupils will:			
Sequencing the past			
<ul style="list-style-type: none">Knows how to sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order.Knows why they have placed the items in this sequence.Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods.Demonstrate secure understanding of the terms used.			
History concept – Change and development/similarity and difference			
<ul style="list-style-type: none">Knows and can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today.May begin to demonstrate an understanding of which are the most important differences and why.			
History Programme of Study			
Next Steps – Progression through the History curriculum			
Year 3	Year 4	Year 5	Year 6

Sequencing the past






<ul style="list-style-type: none"> - Knows how to sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. - Knows valid reasons why they have chosen this time period for most of the images. 	<ul style="list-style-type: none"> - Knows how to accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied). - Knows detailed valid reasons why they have sequenced the events/objects in this way. 	<ul style="list-style-type: none"> - Knows how to sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline. - Knows some links between this sequence to the events and people within other time periods studied. 	<ul style="list-style-type: none"> - Knows how to sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. - Knows links between this sequence and the events of other periods studied.
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History Concepts – Change and Development/Similarity and Difference

<ul style="list-style-type: none"> - Knows valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. - Knows the links between changes, and begin to identify types of change. - Will demonstrate an awareness of the significance of change and its impact. 	<ul style="list-style-type: none"> - Knows why certain changes and developments were of particular significance within topics and across time periods. - Knows a comprehensive list of the changes of Crime and Punishment within the period studied. - Knows links between the changes. - Knows a clear rationale for why one change could be considered to be more important than others. - May provide insightful ideas about whether some things did not change very much within a period and why. 	<ul style="list-style-type: none"> - Knows a comprehensive list of the changes within the period studied. - Knows valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. - knows a range of links between the various changes. - Knows insightful ideas about whether some things did not change very much within a period and why this occurred. 	<ul style="list-style-type: none"> - Knows how to compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars. - Knows a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights. - Knows how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.
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Unit Overview

In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the 1950s and 1960s. They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. They will begin to consider the use of story as a source of evidence. The resources provided reference mostly the 1950s and 1960s and refer to grandparents, so you need to be aware that some of the children's grandparents will be older or younger than the average age, some may come from cultures where holidays are not the norm and some children may have recently lost their grandparents. You may need to adapt and edit the resources as appropriate. This unit is fully resourced, but you may wish to edit the materials and use examples of local resorts to provide links to your local history coverage. This unit's Big Finish is the construction of an indoor pop-up seaside from the 1950s. It can be adapted to fit in with the resources and support you have.

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> - I know about changes within living memory - I know and understand historical concepts such as - I know similarities and differences between ways of life in different periods - I know some of the ways in which we find out about the past - I know different ways in which the past is represented - I know and use a wide range of everyday historical terms - I know how to use parts of stories and other sources to show they know and understand key features of events - I know how to use sources to show they know and understand the past - I know reasons why changes took place. 	<ul style="list-style-type: none"> - I can ask historically valid questions - I can develop an awareness of the past, using common words and phrases relating to the passing of time
Subject Knowledge and teaching guidance	
   	<div data-bbox="943 563 1760 715"> <p>The first recorded picture postcard dates to 1894. With the arrival of the mobile phones and social media, the postcard has declined in popularity in recent years.</p> </div> <div data-bbox="943 719 1760 852"> <p>In 1900, the Box Brownie camera was invented, introducing the start of cheap photography. The development of the camcorder in the mid-1970s meant that more people made moving films of their holidays.</p> </div> <div data-bbox="1827 592 2040 815">  </div> <div data-bbox="983 1058 1798 1259"> <p>The word 'souvenir' comes from the French word for remembrance or memory. These objects are collected or purchased on holiday to help remember the experiences and emotions of the holiday. People may bring them home for themselves or sometimes as a gift for friends and family. This may encourage others to want to visit the same place.</p> </div>

The mid-1950s brought in a period of higher employment. Some of this extra money was spent on holidays. The government passed the Holidays with Pay Act in 1938, which meant that 40% of workers had a paid holiday, and by 1950, this increased to 90%. By the 1950s, workers had two weeks' paid holiday, and nine out of ten took this holiday in the UK.

In the mid-1950s, camping became very popular as a cheap way to spend a holiday. Holiday camps like Butlins and Pontins were still very popular in the 1960s. Billy Butlin had opened his first camp in 1936 in Skegness, and Fred Pontin in 1946. They offered families cheap half-board or self-catering accommodation in chalets or apartments.



The late-1940s was a time of austerity following the Second World War. and rationing was still in place until 1954. The mid-1950s brought in a period of higher employment, which led to wages increasing by 20% from 1951 to 1955. Some of this extra money was spent on holidays. The government passed the Holidays with Pay Act in 1938, which meant that 40% of workers had a paid holiday, and by 1950, this increased to 90%. By the 1950s, workers had two weeks' paid holiday, and nine out of ten took this holiday in the UK.

The arrival of cheap flights resulted in big changes in the way people spent their holidays, with many choosing to go abroad, particularly to Spain. The first package holidays were offered in 1950. By the mid-1960s, the number of people holidaying abroad led to a big decline in the UK seaside resorts. These resorts became neglected after the war, with many of the attractions dating back to Edwardian times. Skiing holidays became popular from the 1960s.

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In 1900, the Box Brownie camera was invented, introducing the start of cheap photography. The development of the camcorder in the mid-1970s meant that more people made moving films of their holidays.

The word 'souvenir' comes from the French word for remembrance or memory. These objects are collected or purchased on holiday to help remember the experiences and emotions of the holiday. People may bring them home for themselves or sometimes as a gift for friends and family. This may encourage others to want to visit the same place. Mass-produced souvenirs like fridge magnets, mugs or T-shirts often show the name of the destination, or contain an image or emblem of the place. Usually, these are not actually produced in the destination. There are many types of souvenir, including some that are edible – the most traditional being the sweet known as 'rock', which often contains the name of the place written on or in it. Sometimes people bring home local handicrafts, for example pottery, glassware and artwork which are made in the locality.

Key vocabulary and definitions

Accommodation	Buildings or rooms where people live or stay.
Twentieth century	1901-2000
Promenade	Road by the sea where people go for a walk.
Souvenir	Something which you buy to remind you of a holiday.
Fact	Something that is true.
Fiction	Something that is imaginary or made up or not true.
Research	Finding out facts about something.
Tourist	A person who is visiting a place on holiday.
Reconstruction	Showing what happened by acting it out.

Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know what seaside holidays were like when our grandparents were children.	To use photographs to provide information about seaside holidays in the recent past.	To use sources to provide information about seaside holidays in the recent past.	To use stories to provide information about seaside holidays in the recent past.	To understand the diversity of holiday experiences from when our grandparents were children.	To use our knowledge of the seaside in the past to create our own reconstruction.

Year 2	Unit 3 – Our Local Heroes
National Curriculum Objectives Covered	
<ul style="list-style-type: none"> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms. 	
Cross Curricular links	
<ul style="list-style-type: none"> Art: photography on visits DT: museum design English: interviewing skills Geography: map work 	
Prior Learning – Year one	
<p>History Concepts – Significance and Interpretations</p> <ul style="list-style-type: none"> Know the term 'significance'. Know some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. Know connections between significant events or people, e.g. the explorers studied. <p>Historical Enquiry – planning and carrying out a historical enquiry</p> <ul style="list-style-type: none"> Knows how to plan a small enquiry by asking relevant questions. Knows how to find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' Knows and can use appropriate historical vocabulary. <p>Historical Enquiry – Using sources of evidence</p> <ul style="list-style-type: none"> Knows how to extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment. 	
By the end of this unit, pupils will:	
<p>History Concepts – Significance and Interpretations</p> <ul style="list-style-type: none"> know a broad range of valid reasons why someone or something is significant. Demonstrate a secure understanding of the term significance. Know some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. Know valid connections and make judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another. <p>Historical Enquiry – planning and carrying out a historical enquiry</p> <ul style="list-style-type: none"> Can pose a range of valid questions independently. Knows how to find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' Knows and can use a range of appropriate vocabulary in both their questions and answers. <p>Historical Enquiry – Using sources of evidence</p> <ul style="list-style-type: none"> Knows how to select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Knows that some sources are more useful than others in providing information to answer a historical question. 	
History Programme of Study	

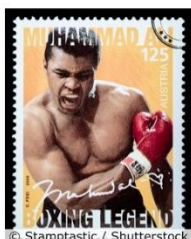
Next Steps – Progression through the History curriculum			
Year 3	Year 4	Year 5	Year 6
History Concepts – Significance and Interpretations			
<ul style="list-style-type: none"> - Know a number of ways in which two versions of the same account may differ. - Know a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. - Know a number of ways in which the interpretations are the same and also different. - Know a reason why the sources may differ, but this is undeveloped. 	<ul style="list-style-type: none"> - Know a range of ways in which two or more accounts of the same event differ. - Know and comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca. 	<ul style="list-style-type: none"> - Know the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. - Know and explain why there may be differing interpretations and will make reference to the differing types of representation. - Know why there may be some similarities in the interpretations. 	<ul style="list-style-type: none"> - Know the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ. - Know a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. - Demonstrate insight into why some aspects of the interpretation may be the same. - Will make reference to the differing types of representation.
Historical Enquiry – Planning and Carrying out a Historical Enquiry			
<ul style="list-style-type: none"> - Can independently devise a range of historically valid questions for a series of different types of enquiry. - Knows how to answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?' - Knows and will use a range of relevant historical terms. 	<ul style="list-style-type: none"> - Knows how to independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?' - Knows how to answer the questions in some detail using a range of relevant and varied sources to support points made. - Work will be clearly structured with contrasting viewpoints considered. - Knows and can use a broad range of relevant historical terms. - Will work independently and with confidence. 	<ul style="list-style-type: none"> - Knows how to confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?' - Knows how to answer the questions in detail using a broad range of relevant and varied sources to support points made. - Work is clearly structured with contrasting viewpoints considered. - Knows how to use the evidence to reach a valid and substantiated overall conclusion. - Knows and will use a broad range of relevant historical terms throughout. - Will follow a clear structure appropriate for presenting an argument. - Will work independently and with confidence. 	<ul style="list-style-type: none"> - Knows how to independently plan and produce quality, detailed responses to a wide range of historical enquiries. - Knows how to make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. - Knows how to reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. - Knows and will confidently use a broad range of challenging, relevant historical terms throughout.

		<ul style="list-style-type: none">- Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.	<ul style="list-style-type: none">- Will critically evaluate their enquiry and consider ways in which it could be improved or developed.
Historical Enquiry – Using Sources of Evidence			
<ul style="list-style-type: none">- Knows how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'- Knows that some sources may be more useful than others in answering certain historical questions.	<ul style="list-style-type: none">- Knows possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like.- Knows how to use the sources to compile a detailed description of what Dick Turpin was like.- Knows that some sources may be more useful than others by commenting on the importance of some of the sources.	<ul style="list-style-type: none">- From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?'- Can explain why they have made that selection, possibly with some references to utility and reliability.	<ul style="list-style-type: none">- Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit.- Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.
Unit Overview			
<p>In this unit, the children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant and will make links with the prior learning in Year 1 Unit 2: The Greatest Explorers. The children will use a range of sources of evidence, including oral history, visual images and written documents. They will also visit the locality to investigate places of interest related to the significant figures. It is recommended that this topic is taught in the summer to facilitate opportunities for off-site visits in good weather. The unit builds on the skills introduced throughout the other Key Stage 1 units, particularly the use of sources. It will revisit and embed some of the key vocabulary and concepts from previous topics, while introducing new and more challenging terms ready for study at Key Stage 2. The Big Finish in week 6 recommends that the children create a mini museum dedicated to the significant people they have studied. This opportunity will provide a memorable experience for children and parents to mark the end of the children’s time in Key Stage 1.</p>			
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
<ul style="list-style-type: none">- I know and use common words and phrases relating to the passing of time- I know where the people they study fit within a chronological framework- I know significant historical people and places in their own locality- I know some of the ways in which we find out about the past and identify different ways in which it is represented- I know a wide vocabulary of everyday historical terms.		<p>Ask and answer questions</p> <p>Choose parts of sources to show that they know and understand key features of events</p> <ul style="list-style-type: none">-	
Subject Knowledge and teaching guidance			



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Winston Churchill
1874–1955



© Stampastic / Shutterstock

Muhammad Ali
1942–2016



© catwalker / Shutterstock

Princess Diana
1961–1997



© Lanmas / Alamy



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Key Assessments

- Can the child explain what makes someone a hero?
- Can the child identify qualities of people who are considered to be heroes?
- Can the child locate people's lives on a timeline?
- Can the child use an image, object, document to give information about a person?
- Can the child reach conclusions from the information provided by the image?
- Can the child explain the limitations of using just one source?
- Can the child provide reasons why someone could be considered the greatest hero?

Key vocabulary and definitions

Significant	Very important
Hero	Someone who has done something brave, new or good and therefore is admired by lots of people.
Sequence	A number of events that come one after the other.
Chronological order	Shown in the order in which they happened.
Source	A person, document or object that provides information.
Evidence	Information used to prove something.
Exhibit	A painting, sculpture, object or information put in a public place such as a museum so that people can go and look at it.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>To understand what makes a hero, and identify some local heroes from the past.</p> <p>Thomas Gainsborough (1727-1788)</p> <p>Sweyn Forkbeard</p> <p>Dame Sybil Thorndike</p> <p>What is a hero?</p> <p>Make a list of words to describe a hero?</p> <p>What did these people do? How did they make a difference to our community?</p>	<p>To use an image as a source to find out about a person in the past.</p>  <p>Look at this drawing from the past.</p> <p>Who is it? Source work.</p> <p>How can we find out more about this person? What did he do? How do we know? Revisit primary and secondary sources.</p> <p>Who is Cnut?</p> <p>What did he try to do?</p>	<p>To use an object as a source to find out about a person in the past.</p> <p>Walk to the River Trent. Explore and use the plaques there.</p> <p>What did Cnut do?</p> <p>He attempted to turn back the tide. What does this mean? Why did he do this?</p>	<p>To use a document as a source to find out about a person from the past.</p> <p>https://www.bl.uk/people/cnut</p> <p>https://www.bl.uk/anglo-saxons/articles/the-danish-and-norman-conquests-of-anglo-saxon-england</p> <p>Explore these sources- what do they tell us?</p> <p>Make a King Cnut mini display- what do we know? What did he do? When did he live?</p>	<p>To be able to use a visit or visitor to find out about a local hero.</p> <p>Mrs Birkett as guest speaker from Gainsborough Heritage centre.</p> <p>Children to write questions for Mrs Birkett.</p> <p>Add to display on Cnut- what skills did he have?</p>	<p>To decide who the greatest local hero is.</p> <p>Create a local hero class museum to share findings.</p> <p>George Eliot</p> <p>Thomas Gainsborough (1727-1788)</p> <p>Sweyn Forkbeard</p> <p>Dame Sybil Thorndike</p> <p>In groups research each local person and feedback to the class answering q's</p> <p>Who were they?</p> <p>When did they live?</p> <p>What did they do?</p> <p>How do we know?</p> <p>Hold a class vote and discuss reasons why? Link back to what makes someone a hero. Key skills.</p>