



BECOMING A HISTORIAN



Essential Characteristics:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- 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.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics



Subject Leaders Skills and Concepts Layering Plan for History 2019

Key Stage One	National Curriculum Coverage	Keys Milestones	Key activities
Year A Topics			
Towers, tunnels and turrets	Significant historical events, people and places in their own locality.	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. 	Study famous castles and learn about who lived in them.

		<ul style="list-style-type: none"> • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	
Street Detective	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. <p>To understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. 	Study how our local area has changed in the past 5 years.

		<ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: recently and years to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. 	
Going for Gold	Look at the lives of significant individuals in the past who have contributed to national and international achievements.	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. 	Complete a biography of a famous sports person.

		<ul style="list-style-type: none"> Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. 	
Year B Topics			
Moon Zoom	Look at the lives of significant individuals in the past who have contributed to national and international achievements.	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. 	<p>A study of famous astronauts:</p> <ul style="list-style-type: none"> Tim Peaks Neil Armstrong Helen Sharman

		<ul style="list-style-type: none"> Describe significant people from the past. <p>To understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years and decades to describe the passing of time. Show an understanding of the concept of nation and a nation's history. 	
Fire, Fire!	Key events beyond living memory that are significant nationally or globally, for example, the Great Fire of London.	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<p>Historical Events</p> <ul style="list-style-type: none"> The Great Fire of London.

		<ul style="list-style-type: none"> Identify some of the different ways the past has been represented. <p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. 	
Lower Key Stage Two	National Curriculum Coverage	Keys Milestones	Key activities
Year A Topics			

<p>We Will Rock You</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Stone Age and Iron Age Britain • Study the life and achievements of Mary Anning. (Significant historical figure. Cross Curricular with Geography / fossils).
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		<p>To understand chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	
We are Inspirational	A Local history study: a depth study linked to one of the British areas of study.	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. 	<p>Local study</p> <ul style="list-style-type: none"> • Thirsk.

		<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	
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		<p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	
Year B Topics			
<p>Burps Bottoms and Bile (Incorporating Scrumdidlyumptious)</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A significant turning point in British history.</p>	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Suggest causes and consequences of some of the main events and changes in history. <p>To understand chronology</p> <ul style="list-style-type: none"> • Place historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. 	<p>Research the life of James Lind.</p>

		<ul style="list-style-type: none"> • Use dates and terms to describe events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	
Invaders	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> • Romans • Anglo Saxons/ Scots • Vikings

		<ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. <p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates 	
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		<ul style="list-style-type: none"> • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	
Upper Key Stage 2	National Curriculum Coverage	Keys Milestones	Key activities
Year A Topics			
Time travellers: Ancient Egypt Ancient Greeks, Mayan society and Tudors	<ul style="list-style-type: none"> • 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 - Mayan civilization c. AD 900. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Tudors 	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. 	<ul style="list-style-type: none"> • Ancient Egypt. • Ancient Greeks • Mayan society • Tudors. • Look at all aspects of each period. Timeline, wars, Gods, beliefs.

		<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology 	
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		<ul style="list-style-type: none"> • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
Out of this World/or Galactic	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • 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 	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. <p>To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms 	<p>Space Race</p> <ul style="list-style-type: none"> • Look at the reasons behind the need to go into space. • Look at the dates of rockets going into space and the dates.

		<p>such as: social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
Carnivals	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To investigate and interpret the past	Study of the origins of the Carnival vs Notting Hill Carnival.

- 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.

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

To build an overview of world history

- Identify continuity and change in the history of the locality of the school.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time,

		<p>representing them, along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
Year B Topics			
Sandbags and Sirens	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain.</p>	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. 	<ul style="list-style-type: none"> • World War Two and the Battle of Britain • All aspects of WW1 and WW2, including key dates, important people and how the wars changed our country for the better.

		<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<ul style="list-style-type: none"> • Study of the sacrifice that people gave to save the UK from the Germans and the devastating effect this had on their relatives in some circumstances. • Study of food rationing, evacuations, black outs, clothes or the period, everyone helping with the war effort.
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		<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
Wonderful World	A study of an aspect or theme in British history that extends pupils' chronological	To investigate and interpret the past	<ul style="list-style-type: none"> • British railways. • When did it start?

knowledge beyond 1066. A significant turning point in British history, for example, the first railways or the Battle of Britain.

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.

To build an overview of world history

- Identify continuity and change in the history of the locality of the school.
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology

- Describe the main changes in a period of history (using terms such as: social, religious,

- Study the development and the impact this had on the development of the UK in industry.
- Study this up to modern times and how life has changed.

political, technological and cultural).

- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

To communicate historically

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

<p>We can be heroes</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, 	<p>A significant study of key important people in the last 200 years and why.</p> <p>i.e.</p> <ul style="list-style-type: none"> • Alexander Graham Bell • The Wright Brothers • The Suffragettes
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political, technological and cultural).

- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

To communicate historically

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.