



History

Termly progression

Reception						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Substantive Knowledge	<u>Family and Guy Fawkes</u> Who is in your family? Able to talk about family members and community. Begin to make sense of their own life story and family's history. Why do we have fireworks? Able to talk about Guy Fawkes and firework night. What happened in the Nativity? Understand the past through settings, characters and events encountered in books read in class and storytelling.		Chinese New Year Understanding the past through settings and characters. Traditional Tales Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.		<u>Pirates</u> Who was Black Beard and what did he do? Talk about the lives of people around them and their roles in society. <u>Dinosaurs</u> Know some similarities and differences between things in the past and now. Greta Thunberg and David Attenborough. Talk about the lives of people around them and their roles in society.	
Disciplinary knowledge (Skills)	Begin to make sense of their own life-story and family's history.		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Vocabulary	Today, yesterday, tomorrow, past, now, day, old, long ago, mother, father, mum, dad, parents, brother, sister, grandmother, grandfather, baby, step, auntie, uncle, cousin, niece, neighbour, younger, community, fireworks, Guy Fawkes, bonfire, bang, firecracker.		Today, yesterday, tomorrow, past, now, day, old, long ago.		Past, long ago, Pirates, Black beard, famous, past, treasure, map, desert island, ship, sea.	

(Running theme throughout the year)	
Substantive Knowledge	<u>Similarities and differences</u> What is the same and different about the past? Looks at similarities and differences between things in the past and now.
Disciplinary knowledge (Skills)	Understanding of the world – Past and present.
Vocabulary	Today, yesterday, tomorrow, past, now, day, old, mother, father, mum, dad, parents, brother, sister, grandmother, grandfather, baby, step, auntie, uncle, cousin, niece, neighbour, younger, community.

Year 1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Substantive Knowledge	No History this term as the focus is Geography	Homes: Then and now What is a home? To know what a home is. To understand that a home is where someone lives. To know that there are many different types of home. How have houses changed over time? To know how houses have changed over time and how older houses compare to today's houses. To know the materials used to build houses today compared to in the past and be able to explain the differences. How have kitchens changed over time? To know how kitchens have changed over time. To know that before washing machines were invented, people would wash their clothes outside using washboards and mangles.	No History this term as the focus is Geography	Neil Armstrong 1969 – Neil Armstrong landed on the moon. Who is Neil Armstrong and what is he famous for? Know that Neil Armstrong loved flying. He flew fighter planes for the American Navy and later tested rocket-powered planes. All before becoming an astronaut. Know that on the 20 July 1969, he became the first man to walk on the Moon. Know that he later became a professor and taught others all about flying. Know that Neil Armstrong got his pilot's licence when he was just 16, before he could even drive a car!	No History this term as the focus is Geography	Local history: Castles. What are Medieval Castles? Know that Medieval castles are castles built from the time of the Norman Conquest, which began in 1066 , to the start of the Tudor period in 1485. What are Castles? Know that a castle is a large strong building, built in the past by a ruler or important person to protect the people inside from attack. They were both a home and a fortress. Where were Castles built and why? Know that Castles were often built on hilltops or surrounded by water to make them easier to defend. (Link to Dover castle and compare to Walmer and Deal castles).

		<p>To know that a kitchen would have heated a whole house using the fire from the stove.</p> <p>How have bathrooms changed over time? To know how bathrooms have changed over time. To know that people used to bathe in the kitchen where they could heat the water and sit in metal bath tins to wash. To know that toilets were not inside the house and were in outhouses in the garden. People would use chamber pots to go to the toilet at night rather than go outside.</p> <p>How have gardens changed over time? To know how gardens have changed over time. To know that gardens in the past would have been used by people to help them in their every day life.</p> <p>How did people relax at home in the past compared to today? To know how people relaxed at home in the past compared to today.</p>		<p>Know he is famous for being the first man on the moon.</p> <p>What was the mission? Know that on December 23, 1969 he went aboard Apollo 11 and became the first man to walk on the moon. Know that this would be the first manned landing on the moon. After months of practice and preparation, the Apollo 11 spacecraft launched from the Kennedy Space Centre in Florida on July 16th 1969. Know that Neil Armstrong, along with and Buzz Aldrin, landed on the moon. The astronauts arrived back on earth on July 24th 1969. Know that Neil Armstrong spent 21 hours and 36 minutes on the moon. Know that, after stepping onto the moon, Neil Armstrong was heard saying: "That's one small step for man, one giant leap for mankind." More than half a billion people watched Neil Armstrong walk on the moon</p> <p>Why was it significant that Neil landed on the moon? Know that Neil's footprints will be on the Moon for millions of years, because there is no wind to blow them away! Know that the moon landing taught us about the structure of the moon. It gave us the first perspective of the Earth from Space. Overall, there are many technologies that we now use in our daily lives that we would</p>		<p>What is the biggest castle in England? Know that the biggest castle in England is Windsor Castle, one of the three homes of the Queen. It is said to be the largest inhabited fortress in the world. (Link to Geography – Landmarks in UK).</p> <p>What are the features of a castle? Know that some castles had moats with water completely surrounded the castle. This made it hard for people to attack it. Know that they all were designed differently. Some castles had flat walls and corners, while others that round walls. Know it was important that the castle walls were very high as this made it harder for attackers to climb over the walls. Know that turrets are small towers built on top of a tower or wall in a castle. Know that at the top of the castle walls were the battlements. This is where soldiers stood behind the wall and tried to protect the people inside the castle. They looked through the gaps (called crenels) and shot arrows at any attackers. They shielded their bodies behind the raised sections (called merlons) to avoid being shot at themselves. The turrets gave great views from different angles. Know that some castles also had arrow slits. Soldiers could see and shoot arrows through these thin gaps in the wall, without getting shot. Know that lots of castles had a bridge over the moat, that led to the entrance. The drawbridge could be pulled up to stop enemies from</p>
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				<p>not have if scientists did not continue to explore space. For example, weather satellites, freeze dried food, communication satellites, TV satellite dishes, medical imaging devices, the in-the-ear thermometer, fire-resistant materials used in firefighting, smoke detectors, sunglasses, cordless power tools, the Space Pen, shock-absorbing materials used in helmets, joystick video game controllers and even golf balls.</p>		<p>getting across the water and reaching the castle.</p> <p>Know that at the entrance to the castle, there was a portcullis covering the door. This was made of metal or wood. It was there to protect the door from being set on fire or being bashed in by enemies. It could be lifted to let people in or out of the castle.</p> <p>Know that the entrance to the castle was protected by a thick, iron-studded wooden door. It was big and strong so that enemies could not break the door down and enter the castle.</p> <p>Know that the Inside of a castle walls was the bailey – the area where people lived and worked.</p> <p>What was it like inside a castle?</p> <p>Know that a castle was a home. Castles was much more than just a fortress. It was a was a home for its lord, his family and his followers. Inside the castle walls there might have been a magnificent hall, comfortable chambers and a beautiful chapel. Larger castles had their own fish ponds, orchards and vineyards, as well as gardens which supplied vegetables and herbs. Cattle sheep and pigs were kept on surrounding farm land.</p> <p>Know that the great hall was the heart of castle life. On special occasions magnificent banquets were held here. The lord, his family and important guests sat at the high table, which was raised above the other diners and covered with a table cloth of fine linen.</p> <p>Know that most castles had a small private chapel near to the lord's chambers. The walls were often painted and the windows made from stained glass. It was the castle's most</p>
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						<p>beautiful room. An indication of how important religion was to the owner. The lord and lady began each day by attending a short service.</p> <p>Know that the kitchens were built away from the Keep in case they caught fire. Food was cooked on open fires.</p> <p>Know that castles did not have toilets, instead people sat on wooden seats called 'garderobes'. These were built over a very long chute. Waste from the toilet fell down the chute into the moat. The garderobes (to 'guard' the 'robes') were so called because people kept their clothes in them. The foul smell kept moths away.</p> <p>Know that life in the early castles was far from comfortable. The wind whistled through the wooden shutters in the windows and most people slept on benches or on rough mattresses in the great hall. By 1200s, castles had well-furnished bed chambers and living rooms, heated by large open fires and lit by candles.</p> <p>What is special about Walmer castle?</p> <p>Know that Walmer Castle was built in 1539-40 by Henry VIII in response to threats of invasion from Europe. The castle was part of a 2.7-mile coastal barrier that included Deal and Sandown castles.</p> <p>Know that the Cinque Ports are a series of major ports on the south-east coast of England. They are Sandwich, Dover, Hythe, New Romney and Hastings.</p> <p>Know that Walmer castle has two bastions facing the sea at Walmer supported guns to fire at hostile ships.</p>
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Disciplinary knowledge (Skills)		<p>Understand the similarity, differences and significance of homes today and throughout history.</p> <p>Know about changes within living memory, and able to talk about/ recall these.</p>		<p>Know about events beyond living memory that are significant nationally or globally.</p> <p>Knows and can talk about key facts about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Able to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong.</p>		<p>Know about changes within living memory, and able to talk about/ recall these.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Knows and learns key facts about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Knows about significant historical events, people and places in their own locality.</p>
Vocabulary		<p>Long ago, past, present, modern, different, timeline, home, house, caravan, mobile home, flat, boat, chalet, kitchen, Washing machine, mangle, larder, pantry, refrigerator, freezer, fire, boiler, Bathroom, toilet, chamber pot, out house, wash, bath tub, water, garden, work, washing line, vegetable patch, relax, living room, toys, knitting, sewing, radio, television, reading, telephone, games consoles.</p>		<p>Past, before, after, timeline, order, memory, future, significant, famous, Armstrong, America, moon landing, fighter plane, astronaut, professor, launched, perspective, scientists.</p>		<p>Past, long ago, present, now, century, Normans, castles, battle, turret, ramparts, drawbridge, portcullis, fortress, chambers, tower, moat, shield, knight, garderobes, lance, dungeon, suit of armour, Motte Bailey, Dover, Warmer, Deal and Windsor.</p>

Year 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Substantive Knowledge	No history this term as the focus is Geography.	<p>Gunpowder plot</p> <p>Who is Guy Fawkes Know that he wanted to kill the king because he thought that Catholics might then have better lives. Know that after he was caught, he was put in the Tower of London. Know that Guy Fawkes took part in the Gunpowder Plot of 1605, which aimed to blow up the Houses of Parliament to kill King James I and his government.</p> <p>Why did the Gunpowder plot happen? Know that the Plot was a consequence of the continuing tensions between Protestants and Catholics in England and that in 1605 Catholics felt persecuted by James I, who had become king two years earlier. Know that there were two key plotters - Robert Catesby and Guy Fawkes.</p> <p>What happened during the plot? Know that Robert Catesby's initial plan was to tunnel under the Houses of Parliament and place the gunpowder there. But the plotters discovered they could actually rent a chamber directly under the House of Lords - so a tunnel wasn't necessary. Know that on the night of 4 / 5 November 1605 Guy Fawkes was in the chamber. He was surrounded by 36 barrels of gunpowder and had only a few short hours to wait before King James I - and several leading members of the Protestant establishment -</p>	No history this term as the focus is Geography.	<p>Queen Victoria/ Victorian schooling 1837 – 1901 - Queen Victoria reigned for 63 years. 1891 – Schools became free. Up to then, people had to pay.</p> <p>Who was Queen Victoria? (Link to British Values) Know that Queen Victoria was Queen of England for 63 years. Queen Victoria lived for 81 years, and Britain became a very different country during her time. When Victoria became queen, children had to go out to work. By the time she died, children went to school. A long period of history is named after her - the Victorian Age. Victoria was eighteen when she became Queen. Three years later she married Prince Albert. Because she was the Queen, he couldn't ask her to marry him, so SHE had to ask HIM! They were very in love and had nine children and 40 grandchildren. Some of their children married princes and princesses from countries across Europe, like Russia and Germany. This is why Victoria was called the Grandmother of Europe! When Albert died, aged 42, Victoria was extremely upset. She had loved him very much. She was so sad she decided to dress in black clothes for the rest of her life.</p> <p>What was Victorian schooling like? Know that at the start of the Victorian era, very few children actually attended school. Children from rich families would be educated at home by a governess (a female teacher). At the age of ten, boys would go to public schools, such as Eton or Harrow, and girls would continue their education at home.</p>	No history this term as the focus is Geography.	<p>Great fire of London</p> <p>What was the GFOL and how long did it last for? Know the Fire of London started on 2nd September 1666 and lasted for 5 days. Know that the GFOL started in a Bakery in Pudding Lane. Know that the fire spread throughout London.</p> <p>Why did the fire spread? Know that the weather in London was hot and it hadn't rained for 10 months. Know that houses in London were mainly built from wood, straw and pitch which are flammable, especially when it is dry (Link to Science- materials). The houses were also very close together, so the fire could easily spread. Know that people used fire to cook and for light.</p> <p>How did they try to stop the fire? Know that buildings were pulled down with fire hooks to create a fire-break. Know that people used simple firefighting equipment, including buckets of water. Know that the River Thames stopped the fire spreading to the south.</p> <p>What was the significance of the fire? Know that King Charles II decided he wanted to rebuild London and improve it. New rules were put in place that said buildings had to be made of stone and brick. (Link to Science - materials)</p>

		<p>would arrive for the opening of a new session of parliament.</p> <p>Know that suspicion that a plot was imminent had been aroused by a letter, assumed to be written by one of the plotters: it was a warning to keep away from parliament on 5 November. Searches were made of the building and Fawkes was discovered before he could carry out the plan. He was imprisoned in the Tower of London.</p> <p>What happened after the plot? Know that Guy Fawkes was discovered and arrested in the early hours of 5 November 1605 in a chamber under the House of Lords. He was surrounded by 36 barrels of gunpowder and had the fuses to detonate them on his person.</p> <p>Know that Fawkes initially gave his name as John Johnson to hide his identity. He was taken to the Tower of London where he revealed the names of his co-conspirators after three days of torture. Catesby died during his arrest and many of the other plotters were subsequently executed - their heads being put on display as a warning against acts of treason. Know that the events of 1605 are still commemorated each year on 5 November - Bonfire Night.</p>		<p>Know that poor children sometimes had the opportunity of attending a church school, but these schools had very poor facilities with class sizes of up to 100 children. However, from 1880 the law changed and all children between the ages of 5 to 10 had to go to school. Know that the school regime was extremely strict and the school day was very long, sometimes lasting until 5 p.m. Know that any windows in the classroom tended to be high up, making it impossible for pupils to see out.</p> <p>Know that teaching was monotonous with little variation. The children would sit in rows, in silence, and watch the teacher write on the blackboard. They'd then copy down what the teacher had written.</p> <p>Know that the main subjects that children learned were Reading, Writing and Arithmetic. Know that there was a huge emphasis on rote learning. For example, children had to chant the times tables until they knew them.</p> <p>Know that boys and girls were segregated for some subjects: girls would study needlework while boys studied woodwork.</p> <p>Know that children used a slate to write on, which could be wiped clean. They might also use a quill pen (like a feather), which was dipped in ink from an ink well on the desk.</p> <p>Know that classrooms were generally poorly equipped: there might be a map of the world or an abacus (an instrument with beads to help children learn to count).</p> <p>What did Victorian children wear to school? Know that girls would wear a knee-length woollen dress, usually in a dark colour. They also wore a white apron tied at the back to protect their dress, thick black stockings and black shoes or boots. Boys wore a shirt, trousers and ankle boots, or shorts with long socks, with a jacket with a waistcoat or a jumper underneath. Colours were dull, such as black, brown or grey.</p> <p>What were Victorian school punishments like? Know that Victorian school punishments were painful and humiliating by today's standards.</p>		<p>Know that the London Fire Brigade was set up. Know that there are still houses in Sandwich that have the fire brigade sign outside their houses. (Link to Sandwich local area).</p> <p>Know that a monument was built to remember what happened and the people who died.</p> <p>Know that it ended the Plague.</p> <p>Who was Samuel Pepys Know that Samuel started to write, around 1660, about the things he did and who he saw. He lived in London. Know that he kept his diary safe because he didn't want other people to read it. Some of his diary was written in a secret code. Know that Samuel wrote about two of the most important events to happen in London. The things he wrote about help us to understand everyday life at that time and what living through them was really like. First, there was the Great Plague of 1665, an illness which killed thousands of people living in the capital city of London. Pepys also saw the Great Fire of London in 1666. It destroyed 13,000 houses. He wrote about how it started and of watching it spread, hoping his own things didn't catch fire. His diary is one of most important sources of evidence about the fire (link to English and diary entries)</p>
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Disciplinary knowledge (Skills)		<p>Know about events beyond living memory that are significant nationally or globally.</p> <p>Develops an awareness of the past and able to identify similarities, including differences between ways of life in different periods of time.</p> <p>Develops an understanding of significant individuals in the past by learning about.</p>		<p>Know about events beyond living memory that are significant nationally or globally.</p> <p>Know about changes within living memory, and able to talk about/ recall these.</p> <p>Knows and learns key facts about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Able to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria].</p> <p>Knows about significant historical events, people and places in their own locality.</p>		<p>Know about events beyond living memory that are significant nationally or globally.</p> <p>Knows and learns key facts about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Able to compare aspects of life in different periods.</p>
Vocabulary		<p>Past, present, time, today, yesterday, now, national, remembrance, Guy Fawkes, Catholics, gunpowder, Houses of Parliament, government, plot, consequence, prosecuted, chamber, barrel, imprison, treason, King James.</p>		<p>Years, decade, Queen, King, Royal family, royal, past, crowned, reign, significant, famous, unpopular, era, governess, strict, monotonous, rote learning, quill, stockings, humiliating, punishment, Victorian, abacus, cup and ball, blackboard, chimney brush, dolly pegs, school teacher, Queen Victoria, cane, Dunce hat, Slate and chalk, yo-yo.</p>		<p>Chronological order, past, changes, What?, When?, Where?..., The Great Fire of London, Samuel Pepys, eye witness, recount, wood, straw, pitch, flammable, stone, brick, fire hooks, King, rebuild, fire brigade, monument, plague.</p>