

# Stanley Grove Primary and Nursery School

## Scheme of work for History



We are trusted with Parents' most precious possessions...  
... treasure them.

# What our children say about History.

Children at Stanley Grove School say they enjoy History because they like learning about events that happened in the past and learning about people who lived in the past, including the lives of famous people.

- “I liked learning about castles because it is interesting” (Year 2).
- “I enjoy finding out about things that happened in the olden days” (Year 6).
- “I like History because I learn about events that happened and objects that were created hundreds of years ago” (Year 5).
- “I like to find out things that happened before me” (Year 4).


## Stanley Grove essentials for this subject:

- To have a high level of English and Maths skills reinforced in History sessions, evidenced in books
- To display an end driver, high quality books and what children have learnt during the topic.
- To inspire in children a curiosity to know more about the past.
- To know and understand significant aspects of the history of Britain and the wider world including people, events and changes.
- To know how Britain has influenced and been influenced by the wider world.
- To put events, people, objects and changes in chronological order. To know their own place in time.
- To know how and why things have changed over time, understanding that actions have consequences.
- To know how different types of evidence are used to draw conclusions about the past and how evidence can be interpreted in different ways.
- To learn about local history, investigating significant people, events and changes in our local area over time.
- To experience and explore a wide range of secondary sources including stories, eye-witness accounts, pictures, photographs, artefacts and historic buildings.
- To enrich and deepen historical learning through visits to museums, galleries and sites and by welcoming visitors to school.

# History

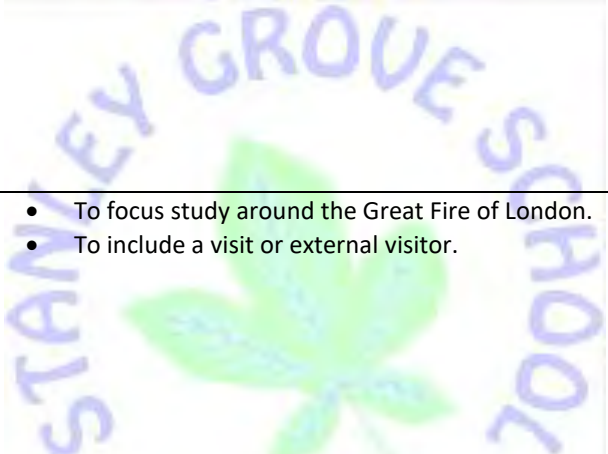
## Year 1

Statutory requirements ( National curriculum)	Stanley Grove's Essentials	Suggested activities
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>To 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.</li> <li>To use a wide vocabulary of everyday historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>To look at the period of History in chronological order.</li> <li>Use the school's History Timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Use timelines to place events and objects in chronological order.</li> <li>Use a wide historical vocabulary.</li> </ul>
<p><b>Knowledge and understanding of changes in the past</b></p> <ul style="list-style-type: none"> <li>To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>Interview and speak to parents grandparents and teachers.</li> <li>Visit a museum or gallery: Wakefield Museum workshop where there are exhibits of toys, homes and shops from the twentieth century.</li> </ul>	<ul style="list-style-type: none"> <li>To focus work around the topic of 'Toys'.</li> <li>Experience and explore a wide range of secondary sources to investigate changes in their own lives and the way of life of their family or others around them.</li> <li>Look at family trees and pictures, photographs from the past, including photographs from their own families.</li> <li>Choose as aspect to focus on, for example, toys or homes that reveal aspects of change in national life. What toys did my parents / grandparents have when they were children? How does this compare to the toys I play with today? What were homes like when my parents / grandparents were children? How does this compare to my home today?</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>

<p><b>Local History Study</b></p> <ul style="list-style-type: none"> <li>To know about significant historical events, people and places in their own locality.</li> </ul>	<p><b>Local Area Study</b></p> <ul style="list-style-type: none"> <li>Visit Stanley Marsh (linked to geography work).</li> <li>Local visit to Stanley Ferry</li> <li>Visit Standedge Tunnel</li> </ul>	<ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate the way of life of people in the more distant past who lived in the local area and significant historical events in the local area: Visit Standedge Tunnel</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the lives of significant individuals in the past who have contributed to National and International achievements and make links to local people from history where relevant.</li> </ul> 	<ul style="list-style-type: none"> <li>To study the life and impact of Queen Victoria.</li> <li>Find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures, photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]</li> <li>Ask and answer questions about the past.</li> <li>Select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].</li> </ul>

# History

## Year 2

Statutory requirements ( National curriculum)	Stanley Grove's Essentials	Suggested activities
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>To 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.</li> <li>To use a wide vocabulary of everyday historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use the school's History Timeline.</li> </ul> 	<ul style="list-style-type: none"> <li>Use timelines to place events and objects in chronological order.</li> <li>Use a wide historical vocabulary.</li> </ul>
<p><b>Knowledge and understanding of events in the past</b></p> <ul style="list-style-type: none"> <li>To know about 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].</li> </ul>	<ul style="list-style-type: none"> <li>To focus study around the Great Fire of London.</li> <li>To include a visit or external visitor.</li> </ul>	<ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate past events from the history of Britain: The Plague and the Great Fire of London</li> <li>Visit a gallery or museum - Sheffield Fire Museum or arrange for a visit from the Fire Service.</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>
<p><b>Knowledge and understanding of people in the past</b></p> <ul style="list-style-type: none"> <li>To know about 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]</li> </ul>	<p><b>Local Area Study</b></p> <ul style="list-style-type: none"> <li>To focus study around Mining in the local area (Wakefield)</li> <li>To invite local miners to talk to children in class – (link to Class 5 work on Mining in the local area).</li> <li>To understand learn about the 'Mining Wheel'</li> <li>See a local walk</li> <li>Study significant people from our locality where possible. For example, Bartholomew</li> </ul>	<ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate the lives of significant men, women and children drawn from the history of Britain and the wider world.</li> <li>To study mining in the areas of the Aire and Calder.</li> <li>Visit Wakefield Coal Mining museum with Class 5 (Year 2 to study above surface level and Year 5 below)</li> <li>Use these studies to compare aspects of life in different periods.</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>

### Historical interpretation and enquiry

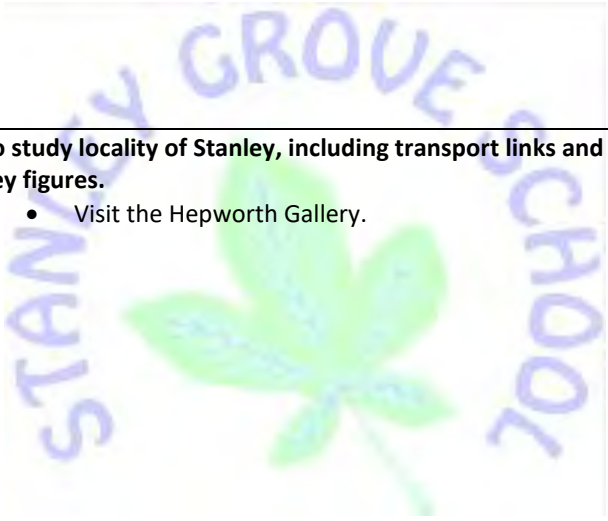
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.



- To study the life and work of Christopher Columbus, including his discovery of St. Lucia (linked to Geography).
- To understand Columbus's contribution to National and International achievements.
- To compare and contrast Columbus's achievements to Neil Armstrong's journey to the Moon.
- Find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures, photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]
- Ask and answer questions about the past.
- Select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].
- Produce work for the school's History Timeline.

# History

## Year 3

Statutory requirements ( National curriculum)	Stanley Grove's Essentials	Suggested activities
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To note connections, contrasts and trends over time.</li> <li>To develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use the school's History Timeline.</li> <li>To include a visit or external visitor.</li> </ul> 	<ul style="list-style-type: none"> <li>Use timelines to place events, people and changes in chronological order in relation to themes or topics studied. Create a timeline.</li> <li>Use a wide historical vocabulary.</li> </ul>
<p><b>Local History Study <i>combined with</i> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p>	<p><b>To study locality of Stanley, including transport links and key figures.</b></p> <ul style="list-style-type: none"> <li>Visit the Hepworth Gallery.</li> </ul>	<ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate the history of the local area.</li> <li>Study the impact of changes in work and transport on the lives of men, women and children from different sectors of society. For example, child labour in Victorian Britain in our locality (Stanley coal mines), the impact of the building of the Canal and new rail networks in Wakefield.</li> <li>To find out about important figures from the past in our local area, for example, Barbara Hepworth.</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>
<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <ul style="list-style-type: none"> <li>A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.</li> </ul>	<ul style="list-style-type: none"> <li>Wakefield Museum workshop for Ancient Greece (includes artefacts and timelines).</li> </ul>	<ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate Ancient Greece.</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> <li>Ancient Greece workshop.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<p><b>9. Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>Scarborough/Local Hero</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the themes and topics studied from a range of sources of information including ICT-based sources [for example, documents, printed sources, internet, databases, pictures,</li> </ul>

- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.


photographs, music, artefacts, historic buildings and visits to museums, galleries and sites].


- Ask and answer questions about the past in relation to the topics and themes studied.
- Use different types of evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.
- Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].



# History


## Year 4

Statutory requirements ( National curriculum)	Stanley Grove's Essentials	Suggested activities
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To note connections, contrasts and trends over time.</li> <li>To develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use the school's History Timeline.</li> </ul> 	<ul style="list-style-type: none"> <li>Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>Use a wide historical vocabulary.</li> </ul>
<p><b>The Roman Empire and its impact on Britain</b> An in-depth study of how British society was affected by Roman settlement.</p>	<ul style="list-style-type: none"> <li>Wakefield Museum Roman workshop in school.</li> <li>Experience and explore a wide range of secondary sources to investigate the Roman Empire and its impact on Britain.</li> </ul>	<p>Examples of aspects to study:</p> <ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate the Roman Empire and its impact on Britain.</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>The Roman Empire by AD 42 and the power of its army</li> <li>Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul>
<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> A study of Viking and Anglo-Saxon struggle for the Kingdom of England.</p>	<ul style="list-style-type: none"> <li>Visit the Jorvik Centre and The Dig.</li> <li>Experience and explore a wide range of secondary sources to investigate the Viking and Anglo-Saxon struggle for the Kingdom of England.</li> </ul>	<ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate the Viking and Anglo-Saxon struggle for the Kingdom of England.</li> <li>Use maps to look at Viking homelands and settlements.</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>

		<p>Examples of aspects to study:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><b>9. Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• Handle artefacts from Roman/ Viking times.</li> </ul> 	<ul style="list-style-type: none"> <li>• Use maps</li> <li>• Ask questions about what we would like to find out.</li> <li>• Range of sources for historical research to include books, the internet, pictures / photos plus visits to museums or visits from museums into class in order to study and handle real artefacts and learn what these artefacts tell us about the past.</li> <li>• Learn about archaeologists and how their job enables us to learn about the past.</li> <li>• Find out about the themes and topics studied from a range of sources of information including ICT-based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts]</li> <li>• Ask and answer questions about the past in relation to the topics and themes studied.</li> <li>• Use different types of evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li> <li>• Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].</li> </ul>

# History

## Year 5

Statutory requirements ( National curriculum)	Stanley Grove's Essentials	Suggested activities
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To note connections, contrasts and trends over time.</li> <li>To develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use the school's History Timeline.</li> </ul> 	<ul style="list-style-type: none"> <li>Use timelines to place events, people and changes in chronological order in relation to themes or topics studied [Maya, British timeline (linked to mining topic), First World War (includes an in depth study of the Battle of the Somme), Anglo-Saxons]</li> <li>Use a wide range of historical vocabulary.</li> </ul>
<p><b>Britain's settlement by Anglo-Saxons and Scots</b> An in-depth study of how British society was affected by Anglo-Saxons and Scots settlements.</p>	<ul style="list-style-type: none"> <li>Children to see Anglo-Saxon artefacts and link these to different Anglo-Saxon roles</li> <li>Experience and explore a wide range of secondary sources to investigate the Anglo-Saxons</li> <li>To be aware of Anglo-Saxon influence in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To study map work for Anglo-Saxon and Scottish invasion (links to Geography)</li> <li>To understand how some place names in the local area have been formed from the Anglo-Saxon language.</li> <li>To make links to Art work.</li> <li>Experience and explore a wide range of secondary sources to investigate how British society was affected by Anglo-Saxons and Scots settlements.</li> <li>Link to work on the text 'Beowulf' used a novel focus in English sessions.</li> <li>Make booklets, information texts and use ICT to present and communicate findings.</li> <li>Children to design and make Anglo-Saxon artefacts.</li> </ul> <p>Examples of aspects to study:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>Anglo-Saxon art and culture</li> </ul>

<p><b>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.</b> A study of the Mayan civilization c. AD 900.</p>	<ul style="list-style-type: none"> <li>• Visit a gallery or museum.</li> </ul>	<ul style="list-style-type: none"> <li>• Christian conversion – Canterbury, Iona and Lindisfarne.</li> <li>• To link Maya work closely across the curriculum (English and Maths links)</li> <li>• The Ancient Maya settled in South America. Closely link this to Geography (Place Knowledge)</li> <li>• To create a timeline for the Ancient Maya.</li> <li>• To study different aspects of the Maya: homes, clothing, women, children, jobs, nobles etc.</li> <li>• To include a Maths link, using Maya hieroglyphs.</li> <li>• Make booklets, information texts or use ICT to present and communicate findings</li> <li>• In English: Diary entries, non-fiction work on the ‘Mysterious Disappearance of the Maya’.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><b>Local Hero Study ‘Nellie Spindler’ linked to First World War.</b></p> <ul style="list-style-type: none"> <li>• Visit York Castle Museum for First World War to develop knowledge and understanding.</li> <li>• To link work closely to the local area – link to Geography.</li> <li>• To use the Topic of the First World War in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about the past in relation to the topics and themes studied.</li> <li>• To write diary entries in English from the First World War.</li> <li>• To create a non-chronological report about Nellie Spindler.</li> <li>• To create a timeline of British History from 1900-present day.</li> <li>• To use word/textease in ICT to create information posters and leaflets.</li> <li>• Find out about the themes and topics studied from a range of sources of information including ICT-based sources.</li> </ul>

# History

## Year 6

Statutory requirements ( National curriculum)	Stanley Grove's Essentials	Suggested activities
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To note connections, contrasts and trends over time.</li> <li>To develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use the school's History Timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>Use a wide historical vocabulary.</li> </ul>
<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p>	<ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate changes in Britain from the Stone Age to the Iron Age</li> <li>Wakefield Museum workshop for Stone Age and Iron Age (includes use of artefacts and timelines)</li> </ul>	<ul style="list-style-type: none"> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul> <p>Examples of aspects to study:</p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul>
<p><b>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</b></p>	<ul style="list-style-type: none"> <li>Experience and explore a wide range of secondary sources to investigate Ancient Egypt.</li> <li>Wakefield Museum workshop for Ancient Egypt (includes artefacts and timelines)</li> </ul>	<ul style="list-style-type: none"> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><b>Local Hero Study 'Charles Waterton'</b></p> <ul style="list-style-type: none"> <li>Analyse Charles Waterton's impact on the local area.</li> <li>Wakefield Museum workshop for Charles Waterton (includes, artefacts and timelines).</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the themes and topics studied from a range of sources of information including ICT-based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings]</li> <li>Analyse Charles Waterton's impact, using his diary entries as evidence.</li> <li>Ask and answer questions about the past in relation to the topics and themes studied.</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Use different types of evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li><li>• Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing at length, by using ICT].</li></ul> |
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