

David Weatherly – Connected History



Belton Primary School History Medium Term

Two year rolling programme for History KSI

We follow a two- year rolling programme for History which follows Collins Connected History. For Progression in skills please see separate document.

	Autumn	Spring	Summ
Cycle A	What does it take to be a great	Who is the Greatest History	Why
	explorer?	Maker?	prison
Cycle B	Why do we know so much	How do our toys and games	Why
	about where Sappho used to	compare with those of children	localit
	live?	in the 1960s?	

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was Charles sent to

n?

is the history of my

ity significant?

Key Stage 1: - Cycle A

Eliquity. What does it take to be a great explorer?					
What pupils will know	Historica	l sources that the pupils will interpret	End Po		
 What an explorer does both in the past and in modern times 	PhotographsFilms		 Pupils making a good level of pro Describe what an explorer does bo 		
 The achievements of Ranulph Fiennes and why he is recognised as the world's greatest living explorer The accomplishments of Amy Johnson Why Amy Johnson's achievements were particularly remarkable given the expectations of 	 Paintings Woodcut prints Letters Maps Disciplinary thinking skills the pupils will use to		 Describe the achievements of Ran recognised as the world's greatest Describe the accomplishments of a Suggest reasons why Amy Johnson given the expectations of women Describe some of the achievemen 		
women in society at that timeWhat Christopher Columbus succeeded in doing		understand what they know	 Suggest some reasons why Christo Describe who Neil Armstrong was a 		
during his expeditionsWhy Christopher Columbus was able to accomplish what he did	Recognise Identify	Name and point out who or what something is Distinguish something or someone from others that may be similar	 Recognise and describe some of the explorers to Mars in the future Compare and contrast explorers from the future 		
 Who Neil Armstrong was and what he achieved in 1969 What the 'space race' was during the 1960s The particular challenges that will be faced by explorers to Mars The personal qualities that most explorers must have in order to succeed 	Describe	'Say what you see'. Give an account in words of something or someone	the personal qualities they have in		
	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	 Pupils working at greater depth Describe and explain what the 'splain wha		
	Select	Decide upon and choose that information considered most suitable or relevant	 Describe and explain what is mear Describe what an empire is 		
National Curriculum Coverage	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Prior Learning		
Pupils should be taught about:	Sequence	Place a set of related events or things that follow each other into an order	In Nursery and Reception pupils:		
	Compare and contrast				
 changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who 	Recall Reason/speculate	Remember and recount something learned Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	 Were supported to make sense of Examined and talked about images Examined artefacts from the past of modern day equivalents 		
	Summarise	Outline or sum up briefly the main points about something	 Heard and discussed accounts of the storytelling and role play 		
have contributed to national and international achievements.	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	 Gained first-hand experience throu Were supported to organise events 		
		SEND	Recognised that things happened b		

Enquiry: What does it take to be a great explorer?

History: Unit 1

Points of Learning

rogress will:

- both in the past and in modern times
- anulph Fiennes and **suggest reasons** for why he is est living explorer
- f Amy Johnson
- on's achievements were particularly remarkable n by society at that time
- ents of Christopher Columbus during his expeditions stopher Columbus was able to accomplish so much as and what he achieved in 1969
- the particular challenges that will be faced by

from different times in the past and **identify** some of in common

will also:

space race' was during the 1960s eant by the 'Old World' and 'New World'

of their own life story and of past and present ges of familiar situations in the past at commenting on similarities and differences to

the past involving people, places and events through

rough visiting places locally of historic importance ents using basic chronology d before they were born

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.	 Compare and contrasted characte past.
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Key Stage 1 Cycle A:

		Enquiry: Who is the greatest history ma	ker?	
What pupils will know	Historica	l sources that the pupils will interpret	End P	
 Who Guido (Guy) Fawkes was and what he attempted to do in 1605 Why Guy Fawkes and his conspirators planned to blow up Parliament How this failed attempt is commemorated each year Why Guy Fawkes can be considered a significant person in history What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved in their life times 	-	ry thinking skills the pupils will use to understand what they know	 Pupils making a good level of pro Identify and describe who Guido (1605 Suggest reasons why Guy Fawkes Parliament Describe how this failed attempt i Suggest reasons why Guy Fawkes Describe what Malala Yousafzai, N O'Malley and Elizabeth I are reme Compare and contrast the accom Select in their view the most histor 	
 How the accomplishments of these people compare with each other 	Recognise	Name and point out who or what something is	choice	
 Which they consider having made the most significant contribution as a 'history maker' 	Identify	Distinguish something or someone from others that may be similar	Pupils working at greater depth	
 What perspective means when it comes to judging people and events in history 	Describe	'Say what you see'. Give an account in words of something or someone	Recognise what perspective mean	
	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	past Drier Leorning	
National Curriculum Coverage	Select	Decide upon and choose that information considered	Prior Learning	
Pupils should be taught about:	Categorise/Classify	most suitable or relevant Arrange information into particular groups according	Some children in KS1 will have:	
• the lives of significant individuals in the past who		to shared qualities or characteristics	Investigated a number of historica	
have contributed to national and international achievements	Sequence	Place a set of related events or things that follow each other into an order	achievementsWere supported to consider the p	
 events beyond living memory that are significant 	Compare and contrast	Find similarities and differences		
nationally or globally.	Recall	Remember and recount something learned	In Nursery and Reception pupils:	
	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Were introduced to people in stor are remembered today	
	Summarise	Outline or sum up briefly the main points about something	 Were supported to make sense of Examined and talked about image 	
	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	Examined artefacts from the past modern day equivalents	

ers from stories including important figures from the

History: Unit 2

Points of Learning

orogress will:

o (Guy) Fawkes was and what he attempted to do in

es and his conspirators planned to blow up

ot is commemorated each year

es can be considered a significant person in history i, Margaret Thatcher, Hatshepsut, Marie Curie, Grace

nembered in history for as 'history makers'

omplishments of these people

storically significant and suggest reasons for their

h will also:

eans when judging the significance of people in the

ical and modern explorers and compared their

e personal qualities required to be a great explorer

tories about the past who did important things and

of their own life story and of past and present ges of familiar situations in the past st commenting on similarities and differences to

SEND In line with our school policy, we ensure inclusion through constructing enquirie which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.	Gained first-hand experience thro
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Key Stage 1 Cycle A

		Enquiry: Why was Charles sent to	prison?		
What pupils will know	Historical	sources that the pupils will interpret	End Po		
 When the First World War happened and where the Western Front was in Europe The countries that made up the Allies The countries that made up the Central Powers Some of the ways that life changed for people living in Britain during the war The main methods of communication in Britain at the time of the First World War and how they compare with today Why messenger pigeons were so important to the Allies during the First World War 	 Photographs Posters Memorial sculptures Maps Telegrams Newspapers Pathe Newsreel films Disciplinary thinking skills the pupils will use to understand what they know		 Pupils making a good level of progress Identify when the First World War has in Europe Identify and locate the countries that Identify and locate the countries that Describe some of the ways that life che Identify and describe the main methor First World War and how they compa Describe and suggest reasons why me and the Central Powers during the First 		
 to the Allies during the First World War How horses were used during the First World War and why they were so significant to the war effort The ways in which many other animals were used as part of the war effort How animals are used in a variety of roles today in the military and in rescue and support services 	Recognise Identify Describe Observe Select	Name and point out who or what something is Distinguish something or someone from others that may be similar 'Say what you see'. Give an account in words of something or someone Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others Decide upon and choose that information considered	 Describe and suggest reasons for how why they were so significant to the were so so		
National Curriculum Coverage	Categorise/Classify	most suitable or relevant Arrange information into particular groups according	Prior Learning		
 events beyond living memory that are significant nationally or globally. 	Sequence Compare and contrast Recall Reason/speculate Summarise Empathise	to shared qualities or characteristics Place a set of related events or things that follow each other into an order Find similarities and differences Remember and recount something learned Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition Outline or sum up briefly the main points about something Placing yourself in another's position to better understand their motives, decisions and actions	 Some children in Key Stage 1: Learned why some people and events significant than others In Nursery and Reception pupils: Were introduced to people in stories a remembered today Were supported to make sense of thei Examined and talked about images of the sense of		
	L	SEND	 Examined artefacts from the past com day equivalents 		

- f the past involving people, places and events ay
- rough visiting places locally of historic importance ents using basic chronology
- ed before they were born
- cters from stories including important figures from

History: Unit 3

oints of Learning

ess will:

happened and **describe** where the Western Front was

- at made up the Allies
- at made up the Central Powers
- changed for people living in Britain during the war
- hods of communication in Britain at the time of the **pare** with today
- messenger pigeons were so important to the Allies First World War
- ow horses were used during the First World War and war effort
- her animals were used as part of the war effort
- are used in a variety of roles today in the military and

l also:

ed with the loss of horses during the war

ts in history are considered more important or

s about the past who did important things and are

- neir own life story and of past and present
- of familiar situations in the past
- mmenting on similarities and differences to modern

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.	 Heard and discussed accounts of the p storytelling and role play Gained first-hand experience through Were supported to organise events us Recognised that things happened before Compare and contrasted characters for
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Key Stage 1 Cycle B

	Enquiry: Wh	y do we know so much about where	Sappho used to live?	
What pupils will know	Historical so	urces that the pupils will interpret	End Poi	
 Where the remains of the ancient Roman city of Pompeii can be found today What the Roman empire was and the lands it once covered Why the Romans built a huge empire Why the city of Pompeii was important to the Romans What an archaeologist does Some important artefacts that have been discovered at Pompeii by archaeologists What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people Why the city of Pompeii was destroyed in AD 79 The difference between primary and secondary sources of evidence of this event How archaeologists and artists have gone about 	 Photographs Paintings Sculptures Maps Frescos Drawings Mosaics Animated films Artistic reconstructions Disciplinary thinking skills the pupils will use to understand what they know		 Pupils making a good level of progress Identify and locate where the remains of t Describe what an empire is and identify an Suggest reasons why the Romans wanted s Suggest reasons why the city of Pompeii w Explain what an archaeologist does Describe and compare and contrast some Pompeii by archaeologists Describe what these artefacts suggest about Empire for both rich and poor people Describe and suggest reasons for how the Describe the difference between primary and primary	
	Recognise Identify	Name and point out who or what something is Distinguish something or someone from others that may be similar	 Describe how archaeologists and artists before it was destroyed Suggest reasons why the bodies of many backbodies of many 	
 reconstructing what Pompeii looked like before it was destroyed Why the bodies of many people who died at Pompeii were preserved and how they have since been restored 	Describe Observe	 'Say what you see'. Give an account in words of something or someone Identify and distinguish with a degree of analysis some things that may potentially be more 	they have since been restored Pupils working at greater depth will	
National Curriculum Coverage	Select	noteworthy or important than others Decide upon and choose that information	Explain why some evidence about what or there is more trustworthy and reliable that	
 events beyond living memory that are significant nationally or globally. 	Categorise/Classify	considered most suitable or relevantArrange information into particular groupsaccording to shared qualities or characteristics	Prior Learning	
	Sequence Compare and contrast	Place a set of related events or things that follow each other into an order Find similarities and differences	 Some children in Key Stage 1: Learned why some people and events in his others – e.g., Marie Curie and the First Wo 	
	Recall Reason/speculate	Remember and recount something learnedThinking and forming ideas about somethingwithout necessarily firm evidence yet to back it	In Nursery and Reception pupils:	
	Summarise	up – conjecture, supposition Outline or sum up briefly the main points about something	Were introduced to people in stories about remembered today	
	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	 Examined and talked about images of fami Examined artefacts from the past comment equivalents 	

e past involving people, places and events through

- sh visiting places locally of historic importance
- using basic chronology
- fore they were born
- from stories including figures from the past.

History: Unit 1

oints of Learning

ress will:

of the ancient Roman city of Pompeii can be found today and locate the lands once covered by the Roman empire ed such a huge empire

- i was important to the Romans
- ne important artefacts that have been discovered at
- bout what life was like in Pompeii during the Roman
- ne city of Pompeii was destroyed in AD 79
- y and secondary sources of evidence of this event
- have gone about reconstructing what Pompeii looked like
- people who died at Pompeii were preserved and how

ll also:

occurred at Pompeii and the life of the people who lived han others

history are considered more important or significant than Norld War

out the past who did important things and are

miliar situations in the past enting on similarities and differences to modern day

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.	• • •	Heard and discussed accounts of the past and role play Gained first-hand experience through visi Were supported to organise events using Recognised that things happened before t
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Key Stage 1 Cycle B

What pupils will know	Historical so	urces that the pupils will interpret	End Po	
 Some of the ways in which historians divide up time Why dividing up time into periods helps in the study of History How to construct a simple timeline of significant events in British history Some of the important events which occurred during the decade of the 1960s How to construct a timeline of the main events of the 1960s Why some of these events were of great significance Which were the most popular games and toys of the 1960s How these toys and games compare with popular toys and games today Some of the reasons for the similarities and differences they observe How the invention of Tim Berners-Lee in 1989 led to a great change in toys and games What the term 'continuity and change' means in history 	Recognise Identify Describe Observe Select		 Pupils making a good level of progression Identify and describe some of the work of the suggest reasons why dividing up time Construct and describe a simple time Describe some of the important even Construct and describe a timeline of Suggest reasons why some of these Identify, observe and describe the me Compare and contrast these toys and Suggest reasons for the similarities at Describe what Tim Berners-Lee inversion Explain why this invention led to a greater depth with the term 'continuity at Describe some of the significant mereinterviewed about their experiences Pupils working at greater depth with the term 's continuity at the significant mereinterviewed about their experiences 	
 Some of the significant memories and experiences of adults alive today who lived through the 1960s 	Categorise/Classify Sequence	Arrange information into particular groups according to shared qualities or characteristics Place a set of related events or things that	Prior Learning	
 National Curriculum Coverage changes within living memory – where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements 	Compare and contrast Recall Reason/speculate Summarise	follow each other into an order Find similarities and differences Remember and recount something learned Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition Outline or sum up briefly the main points	 Some children in Key Stage 1: Studied people and events that lived Ancient Egypt and AD e.g., Pompeii a Learned why some people and event significant than others – e.g., Marie a In Nursery and Reception pupils: 	
	Empathise	about something Placing yourself in another's position to better understand their motives, decisions and actions	 Created their own personal timeline Were introduced to people in stories remembered today Examined and talked about images of 	

t involving people, places and events through storytelling

iting places locally of historic importance g basic chronology they were born

History: Unit 2

Points of Learning

gress will:

ways in which historians divide up time ime into periods helps in the study of History meline of significant events in British history vents which occurred during the decade of the 1960s of the main events of the 1960s se events were of great significance e most popular games and toys of the 1960s and games with popular toys and games of today s and differences observed vented in 1989 great change in toys and games y and change' means in history memories and experiences of adults that they have

es of the 1960s

will also:

ways in which the invention of the internet, wi-fi and beople's lives since the 1960s

ed and occurred in prehistoric periods (BC) e.g., ii and the First World War ents in history are considered more important or e Curie and the First World War

ne for their lives so far ies about the past who did important things and are

s of familiar situations in the past

SEND In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.	 Examined artefacts from the past commodern day equivalents Heard and discussed accounts of the storytelling and role play Were supported to organise events to Recognised that things happened be
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Key Stage 1 Cycle B

	E	nquiry: Why is the history of my loc	ality significant?	
What pupils will know	Historical sources that the pupils will interpret		End Poir	
 An historically significant place: Who Britain was fighting during the Napoleonic War 1803-1815 What happened at the Battle of Trafalgar in 1805 The achievements of Lord Horatio Nelson Why Dartmoor Prison was built during the Napoleonic wars The living conditions of the men who were imprisoned there 	 Photographs Paintings and Statues Letters Artefacts Maps Propaganda p Film 	l portraits posters	Pupils making a good level of progress v An historically significant place: Describe why Britain went to war with Napoleo Describe what happened at the Battle of Trafa Explain why Lord Horatio Nelson became a nat Describe what happened at the Battle of Wate Explain why the Duke of Wellington became a Explain why the Duke of Wellington became a	
		hinking skills the pupils will use to	Describe the living conditions of the men who	
 An historically significant event: What was discovered by archaeologist Arthur Ogilvy in 		lerstand what they know	 An historically significant event: Describe what was discovered by archaeologis 	
 Kents Cavern in Torquay in 1927 	Recognise	Name and point out who or what something is	• in 1927	
	Identify	Distinguish something or someone from others that may be similar	Explain why this artefact is so important	
 Why this artefact is so important Who Neanderthals were What the life of Neanderthals living around Kents 	Describe	'Say what you see'. Give an account in words of something or someone	 Describe who Neanderthals were Describe and suggest reasons for the kind of li 40,000 years ago 	
Cavern might have been like 40,000 years ago	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more	 An historically significant person Describe why Francis Drake was very important 	
 An historically significant person Why Francis Drake was very important to Queen 	Select	noteworthy or important than others Decide upon and choose that information considered most suitable or relevant	 Describe how Francis Drake managed to circur Explain why King Phillip of Spain sent the Span 	
Elizabeth I	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Describe the actions that Francis Drake took th	
How Francis Drake managed to circumnavigate the world 1577-1580	Sequence	Place a set of related events or things that follow each other into an order	Pupils working at greater depth will also	
Why King Phillip of Spain sent the Spanish Armada to	Compare and contrast	Find similarities and differences	 Understand the historical concept of significan events they have studied are so important to t 	
invade England in 1588	Recall	Remember and recount something learned		
 The actions that Francis Drake took that contributed to defeating the Spanish Armada 	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Prior Learning Some children in Key Stage 1:	
National Curriculum Coverage	Summarise	Outline or sum up briefly the main points about something	 Learned what becoming a 'history maker' invol Learned about the achievements of some great 	
 events beyond living memory that are significant nationally or globally 	Empathise	Placing yourself in another's position to better understand their motives, decisions and actions	 Learned why Pompeii is such an important arcl Learned why Britain fought the First World Wa 	
 the lives of significant individuals in the past who have contributed to national and international achievements 		SEND	In Nursery and Reception pupils:	

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commenting on similarities and differences to

he past involving people, places and events through

using basic chronology before they were born

History : Unit 3

ints of Learning

will:

- leon 1 in 1803 falgar in 1805 national hero after the battle terloo in 1815 a national hero after the battle ng the Napoleonic wars
- ho were imprisoned there

gist Arthur Ogilvy in Kents Cavern in Torquay

life Neanderthals would have lived around Kents Cavern

- ant to Queen Elizabeth I
- umnavigate the world 1577-1580
- anish Armada to invade England in 1588
- that contributed to defeating the Spanish Armada

so:

ance and explain why each of the places, individuals and the local area

olves/ eat explorers in the past rchaeological site

Var and how this affected people

significant historical events, people and places in their In line with our school policy, we ensure inclusion through constructing	
own locality.enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.•••	 Were introduced to people in stories about the Examined and talked about images of familiar si Examined artefacts from the past commenting of equivalents Heard and discussed accounts of the past involvious role play Were supported to organise events using basic of Recognised that things happened before they were supported to account the store they were supported to account the store they were supported to account the store they were supported that things happened before they were supported that things happened before they were supported to account the store the sto

ne past who did important things r situations in the past g on similarities and differences to modern day

olving people, places and events through storytelling and

ic chronology v were born