

# Nun Monkton Foundation Primary School

*"Be curious, be brave and believe"*



## HISTORY AT NUN MONKTON

Our History curriculum cover these five historical themes:

No.	Theme	What?	KEY TEACHING
1	<b>HISTORICAL CHRONOLOGY</b>	<i>A coherent knowledge of understanding of Britain's past and that of the wider world</i>	<i>A variety of history from ancient civilisations, non-Europeans society and their impact; Britain before 1066, Britain after 1066, Key people, key events and able to put historical content (including their own experience) into chronological order</i>
2	<b>HISTORICAL CONCEPTS</b>	<i>Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between as well as their own identity and the challenges of time</i>	<i>Change and continuity Similarities and differences</i>
3	<b>HISTORICAL INTERPRETATION</b>	<i>Think critically, weigh evidence, sift arguments and develop perspective and judgement</i>	<i>Evidence &amp; interpretation</i>
4	<b>HISTORICAL ENQUIRY</b>	<i>To inspire curiosity to know more about the past and ask perceptive questions</i>	<i>Cause and consequence</i>
5	<b>HISTORICAL COMMUNICATION</b>	<i>To create their own structured accounts including written narratives and analysis</i>	<i>Historical significance of events</i>

Through carefully chosen history study units (one per term, which are taught in blocks) our history curriculum fulfils the KS1 and KS2 curriculum requirements of:

1. **KS1:** studying significant famous people in History (**One in Year 1 and another in Y2**) personal and local history and significant events.
2. **KS2:** Local history
3. Ancient civilisation
4. British History Before 1066 (ideally taught chronologically)
5. British History After 1066 (ideally taught chronologically)
6. Broader history

Due to fluctuating composition of classes in our small school we cannot follow a strict 2, 3 or 4 year rolling programme. We have classes than span key stages and sometimes have two or three year groups in, so it isn't always possible to teach pupils the historical units chronologically

Our chosen themes are detailed below – with the theme key question, the historical skill progression, and possible resource support. Key vocabulary has been identified for each unit of history to be covered; opportunities for enhancement through visitors, visits to places or to use people as historical sources when studying local history are all planned in our History curriculum.

**RATIONALE FOR NMFPS HISTORY UNITS TO COVER N.C. REQUIREMENTS**

Class 1 (Year 1)			
3 themes – choose one (or other) for the three themes each year	<b>All about me</b> (changes in living memory) <ul style="list-style-type: none"> <li>Children’s own understanding of now, <b>their 5 years of history and before they were born</b> (the past)</li> <li>Done through own photos and life events alongside a theme like ‘<b>toys</b>’ from now and past or changes in technology)</li> <li>Local history ‘<b>My village</b>’</li> </ul>	<b>Significant person</b> <ul style="list-style-type: none"> <li><b>Florence Nightingale</b> (medicine, hospitals &amp; health)</li> <li><b>Brunel</b> or <b>George Stephenson</b> (transport)</li> <li><b>Christopher Columbus</b></li> <li><b>Kings, Queens and castles</b></li> <li><b>Rosa Parks</b></li> </ul>	<b>Significant event</b> <ul style="list-style-type: none"> <li><b>Great fire of London</b></li> <li><b>Gunpowder Plot</b> (Bonfire Night so do in Autumn term!)</li> <li><b>Remembrance Day</b> (autumn term)</li> </ul>
Class 2 (Years 2 and 3)			
Yr A (25 – 26)	<b>British History:</b> <b>History Heroes</b>	<b>Anc Civilisations:</b> <b>Ancient Egypt</b>	<b>BH pre 1066:</b> <b>Roman Empire &amp; its impact on Britain</b>
Yr B (26 – 27)	<b>Local</b> <b>Local History - Our School &amp; village</b>	<b>BH pre 1066:</b> <b>Stone Age – Iron Age</b>	<b>British History - Tudors</b> <b>Or World War 2 and Windrush</b>
Class 3			
Yr A (25 – 26)	<b>British History/ theme - Victorians</b> (transport)	<b>Anc Civilisations:</b> <b>Shang Dynasty of China</b>	<b>Anc Civilisations:</b> <b>Ancient Greece</b>
Yr B (26 – 27)	<b>Local</b> <b>What was Nun Monkton like in the past?</b>	<b>Non Euro Soc: choose one from</b> <b>Benin</b> (West Africa c900 – 1300) <b>Islamic Civilisation</b> (e.g. Baghdad) <b>Indus Valley</b> <b>Mayans</b> (use to compare e.g. history of chocolate making in York compared to Mayans)	<b>British History/ theme: Elizabethans</b> <b>(to include chgs in Monarchy and food)</b>
Yr C (27 – 28)	<b>Local /theme</b> <b>Beningbrough Hall or Nun Monkton Priory</b> <b>(history of the people there including impact of First and Second world war)</b>	<b>BH pre 1066:</b> <b>A-Saxons and Vikings</b>	<b>British History/ theme:</b> <b>World War 2 and Bristol Bus company (diversity of the UK from Stone Age Beaker – Windrush)</b> <b>Or . . . Crime &amp; punishment</b>

## HISTORY THEMES AS QUESTIONS (purple)

Class 1			
Year 1 <b>Choose one unit from each section each year.</b>	<p style="text-align: center;"><b>Changes in living memory</b></p> <p><b>All about me</b> Children's own understanding of now, <b>their 5 years of history and before they were born</b> (the past) Done through own photos and life events alongside a theme like 'toys' from now and past or changes in technology) Local history '<b>My village</b>'</p> <p style="text-align: center;"><b>How am I making History?</b> <b>How were toys in the past different to mine?</b></p>	<p style="text-align: center;"><b>Sig persons</b></p> <p><b>Florence Nightingale</b> (medicine, hospitals &amp; health) <b>Brunel</b> or <b>George Stephenson</b> (transport) <b>Christopher Columbus</b> <b>Kings, Queens and castles</b> <b>Rosa Parks</b></p> <p style="text-align: center;"><b>Who made a difference in the past?</b></p>	<p style="text-align: center;"><b>Significant events</b></p> <p><b>Great fire of London</b> <b>Gunpowder Plot</b> (Bonfire Night so do in Autumn term!) <b>Remembrance Day</b> (autumn term)</p> <p style="text-align: center;"><b>What happened in the past?</b></p>
Class 2			
Yr A (25 – 26)	<p style="text-align: center;"><b>History Heroes</b></p> <p style="text-align: center;"><b>Who would be your history hero?</b> <b>Which History hero would you like to meet?</b></p>	<p style="text-align: center;"><b>Ancient Egypt</b></p> <p style="text-align: center;"><b>How did life in Ancient Egypt compare to life in Britain at the same time?</b> <b>What did the Ancient Egyptians believe?</b></p>	<p style="text-align: center;"><b>Roman Empire &amp; its impact on Britain</b></p> <p style="text-align: center;"><b>How did life change in Britain after the Romans arrived? or Why did Romans settle in Britain and why did they leave?</b></p>
Yr B (26 – 27)	<p style="text-align: center;"><b>Local History - Our School &amp; village</b></p> <p style="text-align: center;"><b>How was school different in the past?</b></p>	<p style="text-align: center;"><b>Stone Age – Iron Age</b></p> <p style="text-align: center;"><b>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b></p>	<p style="text-align: center;"><b>Tudors</b></p> <p style="text-align: center;"><b>Or World War 2 and Windrush</b></p> <p style="text-align: center;"><b>What was life like in Tudor England?</b> <b>What was life like in Britain in World War 2 / after 1948?</b></p>
Class 3			
Yr A (25 – 26)	<p style="text-align: center;"><b>Victorians (transport)</b></p> <p style="text-align: center;"><b>What did the Victorians do for us?</b></p>	<p style="text-align: center;"><b>Shang Dynasty of China</b></p> <p style="text-align: center;"><b>How do we know about the Shang Dynasty?</b></p>	<p style="text-align: center;"><b>Ancient Greece</b></p> <p style="text-align: center;"><b>What is the legacy of the Greeks on us and Elizabethans</b> <b>(to include chgs in Monarchy and food)</b></p>
Yr B (26 – 27)	<p style="text-align: center;"><b>What was Nun Monkton like in the past?</b></p> <p style="text-align: center;"><b>What does the census tell us about our local area?</b></p>	<p><b>Benin</b> (West Africa c900 – 1300) <b>Islamic Civilisation</b> (e.g. Baghdad) <b>Indus Valley</b> <b>Mayans</b> (use to compare e.g. history of chocolate making in York compared to Mayans) <b>How did Benin / Baghdad/Indus/ The Maya compare to life in Britain at that time?</b></p>	<p style="text-align: center;"><b>What was life like in Elizabethan England and what was the impact of the Spanish Armada?</b></p>
Yr C (27 – 28)	<p><b>Beningbrough Hall or Nun Monkton Priory (history of the people there including impact of First and Second world war)</b></p> <p style="text-align: center;"><b>How were the lives of people nearby different to mine and how did they change?</b></p>	<p style="text-align: center;"><b>A-Saxons and Vikings</b></p> <p style="text-align: center;"><b>Were the Vikings raiders, traders or settlers?</b></p>	<p style="text-align: center;"><b>World War 2 and Bristol Bus company (diversity of the UK from Stone Age Beaker – Windrush)</b></p> <p style="text-align: center;"><b>Or . . . Crime &amp; punishment</b></p> <p style="text-align: center;"><b>What was the impact of WW2/ the Windrush generation on the people of Britain?</b></p>

### EYFS Progression Steps

	Nursery 1	Nursery 2	Reception
Early Years Development	Developmental Steps linked to History:	Developmental Steps linked to History:	Developmental Steps linked to History:

<p>Journal Steps</p>	<ul style="list-style-type: none"> <li>Shows awareness of daily routines</li> <li>Anticipates familiar events</li> <li>Talks about significant experiences (e.g., birthday)</li> <li>Recognises familiar people from photographs</li> <li>Uses language linked to time (e.g., now, next)</li> <li>Begins to talk about what happened</li> </ul> <p><b>What this looks like in provision:</b></p> <ul style="list-style-type: none"> <li>Talking about “what we did yesterday”</li> <li>Looking at baby photos</li> <li>Sequencing simple daily routines</li> </ul> <p>Focus: <b>Personal experience and immediate past</b></p>	<ul style="list-style-type: none"> <li>Talks about past events in their own life</li> <li>Begins to sequence events</li> <li>Recognises that things happened before they were born</li> <li>Notices changes over time (baby → now)</li> <li>Talks about family traditions and celebrations</li> <li>Uses past tense with growing accuracy</li> </ul> <p><b>What this looks like in provision:</b></p> <ul style="list-style-type: none"> <li>Creating simple timelines</li> <li>Comparing baby photos with current photos</li> <li>Discussing festivals celebrated in the past</li> </ul> <p>Focus: <b>Personal history and family history</b></p>	<ul style="list-style-type: none"> <li>Talks about the lives of people around them and their roles</li> <li>Knows some similarities and differences between things in the past and now</li> <li>Understands the past through stories, characters and events</li> <li>Sequences events more confidently</li> <li>Uses language such as yesterday, today, before, after, long ago</li> </ul> <p><b>What this looks like in provision:</b></p> <ul style="list-style-type: none"> <li>Comparing old and new toys</li> <li>Exploring artefacts</li> <li>Learning about significant figures through stories</li> <li>Discussing how homes or transport have changed</li> </ul> <p>Focus: <b>Beginning to understand broader historical concepts</b></p>
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### Learning Objectives for HISTORICAL SKILLS

Year	HISTORICAL CHRONOLOGY	HISTORICAL CONCEPTS	HISTORICAL INTERPRETATION	HISTORICAL ENQUIRY	HISTORICAL COMMUNICATION
1	<ul style="list-style-type: none"> <li>Find out about the past and present events in their life and</li> </ul>	<ul style="list-style-type: none"> <li>Show appreciation that some famous people have helped make our lives better, e.g. <i>Christopher</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognise that the special nights we celebrate are because of famous events in history e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about old and new objects</li> </ul>	<ul style="list-style-type: none"> <li>Talk about something that has happened when they were younger</li> </ul>

	<p>in those of their families (and other people that they know)</p> <ul style="list-style-type: none"> <li>Put 2 or 3 events or objects in the order in which they happened e.g. for themselves ( I was born, I went to Nursery, I went to school) and other key events objects in a timeline</li> <li>Understand that some objects belonged a long time</li> <li>Know that the past is different from today</li> <li>Talk about changes that have happened to them since being born (e.g. walking, talking etc)</li> </ul>	<p><i>Columbus discovered the new world now known as America</i></p> <ul style="list-style-type: none"> <li>Recall simple facts</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire night and the Gunpowder plot.</li> <li>Begin to give their own view on why something happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions using pictures and writing</li> <li>Begin to understand that their local area was different in the past</li> </ul>	<ul style="list-style-type: none"> <li>Begin to talk about the similarities and differences between old and new objects</li> <li>Know the location of their school</li> <li>Give plausible explanations to what something was used for in the past</li> <li>Understand and use words and phrases such as old new, and a long time ago</li> </ul>
2	<ul style="list-style-type: none"> <li>Know where the people and events studied fit on a basic timeline</li> <li>Understand that life changing events happened before they were born</li> <li>Name a few people from the past who have contributed to national and international achievements</li> </ul>	<ul style="list-style-type: none"> <li>They can compare the lives of at least two famous people from different time frames and say what significant changes they made to our lives and to their profession e.g. Florence Nightingale</li> <li>Sequence the life of a famous person</li> <li>Can give examples of things that are different in their life from that of their grandparents when they were young</li> <li>Can compare the differences and similarities between some artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the past by asking an older person</li> <li>Answer questions using resources such as an information book</li> <li>Research the life of a famous person using different sources of information to help them</li> <li>Research the life of someone who used to live in the local area using the internet and other sources of information to help them</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions using stores and other sources of information to show an understanding of key events</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases such as before, after, past, present, before, after, then and now with accuracy</li> <li>Begin to talk about a time before they were born and then compare aspects of their life to that of different time periods linked to significant people studied (e.g. <i>childhood/transport/houses/clothes/medicine/schools then and now</i>)</li> </ul>
3	<ul style="list-style-type: none"> <li>Describe events and periods using the words BCE, CE and decades (BC / AD)</li> <li>Describe events using the words ancient and century</li> <li>Use mathematical knowledge to work out how long ago events would have happened</li> <li>Have a sense of chronology and use a timeline to set out the order of when events happened</li> </ul>	<ul style="list-style-type: none"> <li>Show some awareness and appreciation that the way of live in early Britain was different to ours today (i.e. housing, diet, communication,</li> <li>Have an understanding of what life was like for early settlers</li> <li>Know the successes of some ancient civilisations</li> <li>Begin to give a few reasons for and the results of a studied event</li> </ul>	<ul style="list-style-type: none"> <li>Understand how and where some ancient civilisations appeared in time</li> <li>Understand the influences and achievements of the Ancient Romans/ Egyptians</li> <li>Show an understanding of the part archaeologists have had in helping us understand more about what happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and suggest answers to why certain events happened and why certain people acted like they did</li> <li>Begin to use one or more sources of information to support their questions</li> <li>Know that Britain has been invaded by many different groups over time</li> </ul>	<ul style="list-style-type: none"> <li>Use sentences to describe the main events, people and changes in history information about a period in history</li> <li>Identify some differences and similarities between given periods in history.</li> </ul>
4	<ul style="list-style-type: none"> <li>Understand that the past is divided into differently named periods of time</li> <li>Use some dates to explain local, British and world history</li> <li>Place the period studied and events on a timeline using dates</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explain how events from the past have helped to shape our lives</li> <li>Recognise the lives of wealthy and the poor were very different</li> <li>Show appreciation that items from the past that are found help us to</li> </ul>	<ul style="list-style-type: none"> <li>To know that the way people lived in the past is different to the way we live now e.g. cooking, travelling, use of weapons, etc</li> <li>Show appreciation and understanding that wars in the past are often associated with invasion, conquering and religious reasons</li> </ul>	<ul style="list-style-type: none"> <li>I can answer and sometimes devise my own historical questions</li> <li>I can use one or more sources of information to help me answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Write in sentences and paragraphs to describe some of the main events, people and changes in history.</li> <li>I can use historical language to present</li> </ul>

		build a picture of how people lived in the past e.g. Being a servant day at Beningbrough hall		<ul style="list-style-type: none"> <li>I can compare two versions of an event and see how they differ</li> <li>I can answer and sometimes devise my own historical questions</li> </ul>	recalled or selected information
5	<ul style="list-style-type: none"> <li>Can place events, people and changes in local, British and world history on a timeline</li> <li>Begin to tell a story of events within and across the time periods studied</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that significant events have helped shape the country we live in today</li> <li>The decisions made for our country have been made through Parliament for a long period of time</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make comparisons between historical periods explaining things that have changed and things that have stayed the same then begin to say how they have made an impact on themselves and their life</li> <li>Have a good understanding of how a theme like crime and punishment, food, transport or power of monarchs has changed over time</li> <li>Understand that the past can be represented and interpreted in many different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Select relevant information from a range of sources showing awareness of different viewpoints and understanding of bias.</li> <li>Think of their own historically valid questions to ask</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and historical language in their work e.g. centuries, decades, etc</li> <li>Use various sources of evidence to answer questions and piece together</li> </ul>
6	<ul style="list-style-type: none"> <li>Can place events, people and changes in local, British and world history on a timeline using appropriate dates and chronological conventions e.g. BC, BCE &amp; AD, CE</li> <li>Place features of historical events and people from past societies and periods in chronological order</li> <li>Can tell a story of events within and across the time periods studied</li> </ul>	<ul style="list-style-type: none"> <li><i>Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time</i></li> <li><i>Discuss trends over time and recognise the relationship between different periods and the legacy or impact for them and their identity</i></li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main events from a specific period in history explaining the order and the key events that happened</li> <li>Summarise how Britain has had a major influence on world history</li> <li>Summarise what Britain has learnt from other civilisations and countries through time e.g. Ancient Greece, Benin, Mayans*</li> <li>Select relevant historical information considering different viewpoints or thinking and possible bias</li> <li>Explain that the past can be represented and interpreted in many ways</li> </ul>	<ul style="list-style-type: none"> <li><i>Devise their own historically valid questions</i></li> <li><i>Know how our knowledge of the past is constructed from a range of sources</i></li> <li><i>Carefully select and organise relevant historical information from a range of historical sources of information</i></li> </ul>	<ul style="list-style-type: none"> <li>Use historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g. within a century, decade or reign</li> <li>Begin to select and organise information to produce structured writing</li> </ul>

## HISTORY THEMES RESOURCES

Class 1			
Year 1	<u>All about me</u> (changes in living memory) <b>Toys</b> <b>My village</b>	<u>Sig persons</u> <b>Florence Nightingale (medicine, hospitals &amp; health)</b>	<u>Sig event</u> <b>Great fire of London</b>

		<b>Brunel or Stephenson (transport) Christopher Columbus Kings, Queens and castles Rosa Parks</b>	<b>Gunpowder Plot (Bonfire Night so do in Autumn term!) Remembrance Day</b>
<b>RESOURCES AVAILABLE:</b>	<i>Plan Bee Y1/2 Toys past and present Plan Bee Y1/2 The history of transport Plan Bee Y1/2 Childhood then and now Grammarsaurus – Toys Grammarsaurus – technology how it's changed over the last 50 years Hist Assoc – Local   History</i>	<i>Plan Bee Y1/2 Florence Nightingale Grammarsaurus – hospital and healthcare (incl Edith Cavell) Grammarsaurus – Famous explorers Hist Assoc – Brunel Hist Assoc – George Stephenson Hist Assoc - Explorers</i>	<i>Plan Bee Y1/2 The Great Fire of London Plan Bee Y1/2 Guy Fawkes and the Gunpowder Plot Grammarsaurus – The great fire of London Hist Assoc - Remembrance</i>
<b>Class 2</b>			
<b>Yr A (25 – 26)</b>	<b>History Heroes</b>	<b>Ancient Egypt</b>	<b>Roman Empire &amp; its impact on Britain</b>
<b>RESOURCES AVAILABLE:</b>	<i>Plan Bee Y3/4 British History Heroes – 7 lessons Plan Bee Y2 – Mary Seacole</i>	<i>Plan Bee Y3/4 What can we find out about Ancient Egypt (7 lessons) Grammarsaurus – Ancient Egypt Hist Assoc – Ancient Egyptian Civilisations</i>	<i>Plan Bee Y3/4 Who were the Romans (5 lessons) Plan Bee Y3/4 Invaders and Settlers – Romans (7 lessons) Grammarsaurus – How did the Roman Empire impact Britain Hist Assoc -Roman Britain</i>
<b>Yr B (26 – 27)</b>	<b>Local History - Our School &amp; village</b>	<b>Stone Age – Iron Age</b>	<b>Tudors Or World War 2 and Windrush</b>
<b>RESOURCES AVAILABLE:</b>	<i>Hist Assoc – local history</i>	<i>Grammarsaurus – Stone Age to Bronze age Hist Assoc -Stone Age to Iron Age in Britain</i>	<i>Plan Bee Y3/4 The Tudors (6 lesson) Plan Bee Y3/4 World War 2 (7 lessons) Plan Bee Y3/4 The Windrush Generation (5) Grammarsaurus – World War 2</i>
<b>Class 3</b>			
<b>Yr A (25 – 26)</b>	<b>Victorians (transport)</b>	<b>Shang Dynasty of China</b>	<b>Ancient Greece</b>
<b>RESOURCES AVAILABLE:</b>	<i>Plan Bee Y5/6 Who were the Victorians (5 lessons) Hist Assoc - transport</i>	<i>Plan Bee Y5/6 The Shang Dynasty (6 lessons) Hist Assoc – The Shang Dynasty</i>	<i>Grammarsaurus – What were the greatest achievements of Ancient Greece (Y3/4) Hist Assoc -Ancient Greece</i>
<b>Yr B (26 – 27)</b>	<b>What was Nun Monkton like in the past?</b>	<b>Benin</b> (West Africa c900 – 1300) <b>Islamic Civilisation</b> (e.g. Baghdad) <b>Indus Valley</b> <b>Mayans</b> (use to compare e.g. history of chocolate making in York compared to Mayans)	<b>Elizabethans (to include <u>chgs in Monarchy and food</u>)</b>
<b>RESOURCES AVAILABLE:</b>	<i>Use Census 2021, 1941, 1921, 1901, &amp; 1881; Church records school log book, pupil book and phots (available from County hall records) # Hist Assoc – local history</i>	<i>Plan Bee Y6/5 – Early Islamic Civilisations (6 lessons) Plan Bee Y6 – The Kingdom of Benin (7 lessons) Plan Bee Y3/4 The Indus Valley (6 lessons) Grammarsaurus – Ancient Maya Hist Assoc – Benin Hist Assoc – Early Islam including Baghdad Hist Assoc – the Maya</i>	<i>Plan Bee Y5/6 Elizabethan England (7 lessons) Hist Assoc – The Elizabethans</i>
<b>Yr C (27 – 28)</b>	<b>Beningbrough Hall or Nun Monkton Priory (history of the people there including impact of First and Second world war) <u>Or</u></b>	<b>A-Saxons and Vikings</b>	<b>World War 2 and Bristol Bus company (<u>diversity of the UK from Stone Age Beaker – Windrush</u>) <u>Or</u> . . . <u>Crime &amp; punishment</u></b>

	<b>Crime and Punishment</b>		
<b>RESOURCES AVAILABLE:</b>	<i>Plan Bee Y5/6 Crime and Punishment (7)</i> <i>Grammarsaurus – Crime and Punishment</i>	<i>Plan Bee Y3/4 Anglo-Saxons, Picts and Scots (7)</i> <i>Plan Bee Y5/6 Vikings vs Anglo Saxons (7)</i> <i>Grammarsaurus – Anglo Saxons and Vikings</i> <i>Hist Assoc -A-s, Vikings &amp; Scots: settlement in Britain</i> <i>Hist Assoc – Anglo Saxons &amp; Vikings</i>	<i>Plan Bee Y5/6 World War 1 (7 lessons)</i> <i>World War 2 (7 lessons)</i> <i>Bristol Bus Boycott (5 lessons)</i> <i>Hist Assoc -The Blitz and World War 2</i>
<b>SOURCES:</b>	<a href="#">Primary Curriculum Schemes of Work / Primary / Historical Association</a>	<a href="https://planbee.com/">https://planbee.com/</a>	<a href="#">Grammarsaurus</a>

## HISTORY THEMES ENRICHMENT suggestions

Class 1			
Year 1	<p><b>All about me</b> (changes in living memory)  <b>Toys</b>  <b>My village</b>  <u>Historical interpretations</u> (hands on History John)                      Toys  <u>History to Life</u> – half day workshop where children play with range of traditional toys and games  <u>Castle Museum</u> – workshop and museum visit</p>	<p><b>Sig persons</b>  <b>Florence Nightingale</b> (medicine, hospitals &amp; health)  <b>Brunel or Stephenson</b> (transport)  <b>Christopher Columbus</b>  <b>Kings, Queens and castles</b>  <b>Historical interpretations</b> – (Hands on History (John) for sig people (range of including Florence Nightingale  <u>History to Life</u> – arrives in character as Florence Nightingale</p>	<p><b>Sig event</b>  <b>Great Fire of London</b>  <b>Gunpowder Plot</b> (Bonfire Night so do in Autumn term!)  <b>Remembrance Day</b>  <u>Historical interpretations</u> (hands on History John)– Great Fire of London  <u>History to Life</u>: A servant to Pepys tells the story</p>
Class 2			
Yr A (25 – 26)	<p style="text-align: center;"><b>History Heroes</b></p> <p><u>Historical interpretations</u>  <u>History to Life</u></p>	<p style="text-align: center;"><b>Ancient Egypt</b></p> <p><u>Historical interpretations</u> - Hands on History (John) :                      Ancient Egyptians</p>	<p style="text-align: center;"><b>Roman Empire &amp; its impact on Britain</b></p> <p><u>Murton Park</u> –Roman History Activity Day                      Battlefields,  <u>Historical interpretations</u> - Hands on History (John)  <u>History to Life</u> – arrives in character as Flavia with artefacts, armour and equipment</p>
Yr B (26 – 27)	<p style="text-align: center;"><b>Local History - Our School &amp; village</b></p> <p><u>Archivist</u> from Northallerton / University to talk about census records &amp; other historical information.  <u>Villagers</u> who remember key parts of Nun Monkton history.  <u>Vicar</u> re church records</p>	<p style="text-align: center;"><b>Stone Age – Iron Age</b></p> <p><u>Historical interpretations</u> - Hands on History (John)</p>	<p style="text-align: center;"><b>Tudors</b>  <b>Or World War 2 and Windrush</b></p> <p><b>Historical interpretations</b> - Hands on History (John)_                      WW 2  <u>Eden Camp</u> (Near Malton)  <u>History to Life</u> – Mary Rose, portraits, dancing, code breaking and writing</p>
Class 3			
Yr A (25 – 26)	<p style="text-align: center;"><b>Victorians (transport</b></p> <p><u>History to Life</u> – arrives in character as Victorian school teacher</p>	<p style="text-align: center;"><b>Shang Dynasty of China</b></p> <p><u>Altru: (The Shang Dynasty Ancient Civilisations Workshop)</u></p>	<p style="text-align: center;"><b>Ancient Greece</b></p> <p><u>Historical interpretations</u> - Hands on History (John): The Greeks</p>
Yr B (26 – 27)	<p style="text-align: center;"><b>What was Nun Monkton like in the past?</b></p> <p><u>Archivist</u> from Northallerton / University to talk about census records &amp; other historical information.  <u>Villagers</u> who remember key parts of Nun Monkton history.  <u>Vicar</u> re church records</p>	<p><b>Benin</b> (West Africa c900 – 1300)  <b>Islamic Civilisation</b> (e.g. Baghdad)  <b>Indus Valley</b>  <b>Mayans</b> (use to compare e.g. history of chocolate making in York compared to Mayans)  <u>Historical interpretations</u> - Hands on History (John) –                      Islamic Civilisation &amp; Maya  <b>History to Life</b> – artefacts investigation</p>	<p style="text-align: center;"><b>Elizabethans</b>  <b>(to include changes in Monarchy and food)</b></p> <p><u>University visitor</u> to talk about evidence documents  <u>History to Life</u></p>

Yr C (27 – 28)	<p><b>Beningbrough Hall or Nun Monkton Priory (history of the people there including impact of First and Second world war)</b></p> <p><u>Historical interpretations</u> - Hands on History (John) WW one</p> <p><u>History to Life</u> – arrives in character as World War 1 nurse + bayonet practice</p>	<p><b>A-Saxons and Vikings</b></p> <p><u>Historical interpretations</u> - Hands on History (John)</p> <p><u>History to Life</u> – arrives in character as Aelfled to explore invasion of Angles, Saxons and Jutes And/or Astrid to consider Vikings as raiders, trader and Settlers</p> <p><u>Murton Park</u> – Ang – Sax or Viking round house etc</p>	<p><b>World War 2 and Bristol Bus company (diversity of the UK from Stone Age Beaker – <u>Windrush</u>)</b></p> <p><u>Eden Camp (near Malton)</u></p> <p><u>History to Life</u> – arrives in character as 1940s civilian for morning &amp; ATS for afternoon</p>
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## HISTORY THEMES Vocabulary

Year:	1	2	3	4	5	6	
	old new past present change difference yesterday tomorrow before after then now long ago	BC BCE timeline archaeologist artefact settlement years decade century invade recent	BC / AD BCE CE chronological order artefacts sources of evidence primary source secondary source invaders raider settlers chronology significant	invade settle chronological eyewitness accounts BC AND AD BCE CE artefacts evidence primary source secondary source invasion justice beliefs evidence monarch	Emperor Conquest Empire Monarchy Reliable sources of evidence consequence civilisations BC AND AD BCE CE primary source secondary source	analyse viewpoints legacy invasion analyse memorial dynasty accounts conflicts contrasts	Impact Legacy Hierarchy Century Democracy accounts conclusion bias conclusion interpretation resolution

### History unit specific vocabulary:

Class 1			
Year 1	<a href="#">All about me toys</a> <a href="#">My village</a>	<b>Significant person</b> <ul style="list-style-type: none"> <li><a href="#">Florence Nightingale</a> (medicine, hospitals &amp; health)</li> <li><a href="#">Brunel</a> or <a href="#">George Stephenson</a> (transport)</li> <li><a href="#">Christopher Columbus</a></li> <li><a href="#">Kings, Queens and castles</a></li> <li><a href="#">Rosa Parks</a></li> </ul>	<b>Significant event</b> <a href="#">Great fire of London</a> <a href="#">Gunpowder Plot</a> (Bonfire Night so do in Autumn term!) <a href="#">Remembrance Day</a> (autumn term)
Class 2			
Yr A (25 – 26)	<b>History Heroes</b> Person and place specifics	<b>Ancient Egypt</b> Pharaohs mummification tombs hieroglyphics sarcophagus scarab afterlife papyrus pyramid	<b>Roman Empire &amp; its impact on Britain</b> mosaic Emperor invade settle conquest
Yr B (26 – 27)	<b>Local History - Our School &amp; village</b>	<b>Stone Age – Iron Age</b> Palaeolithic Neolithic Mesolithic shelter artefact Beaker people archaeologist excavate timeline settlement bronze iron	<b>Tudors</b> <b>Or World War 2 and Windrush</b> Tudor King Queen portrait hero heir villain WW2 / Windrush Blitz rationing evacuation Windrush migrant
Class 3			
Yr A (25 – 26)	<b>Victorians (transport)</b>	<b>Shang Dynasty of China</b>	<b>Anc Civilisations: Ancient Greece</b>

	workhouse servant punishment criminal justice trial propaganda Acts of Parliament reign	civilisation jade empire monarchy oracle bones human sacrifice	hierarchy memorial legacy dynasty cowrie shells	slaves citizens myths Sparta democracy empire civilisation
Yr B (26 – 27)	<b>What was Nun Monkton like in the past?</b>  century decade census records eye witness	<b>Benin</b> (West Africa c900 – 1300) <b>Islamic Civilisation</b> (e.g. Baghdad) <b>Indus Valley</b> <b>Mayans</b> (use to compare e.g. history of chocolate making in York compared to Mayans) <b>Mayan</b> beliefs kingdom cacao religion temple empire hierarchy sacrifice	<b>Benin</b> legacy conquer invasions merchants empire	<b>Elizabethans</b> <b>(to include <u>changes in Monarchy and food</u>)</b> monarch Tudor invasios circumnavigate succesion heir protestant catholic martyr
Yr C (27 – 28)	<b>Beningbrough Hall or Nun Monkton Priory</b> <b>(history of the people there including impact of First and Second world war)</b>	<b>A-Saxons and Vikings</b> long ship Norse runes monasteries Danelaw raid enemies religious rituals and beliefs invade / invasion	conflicts accounts saga settle enemies pagan allies Scandinavia longhouse	<b>World War 2 and Bristol Bus company</b> <b>(<u>diversity of the UK from Stone Age Beaker – Windrush</u>)</b> Luftwaffe Blitz rationing evacuation Windrush migrant racism immigration prejudice