

Helsby Hillside Primary School

History Essential Learning



With kindness, respect and gratitude, together we aim high in all we do.

Year Group	Unit of Work	History - Essential Learning
Year 1	My Family History, Has childhood always been the same?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Be able to describe similarities and differences between their own childhood and a Grandparent's childhood. • Be able to describe similarities and differences between their home and a home in the 1950s/1960s. • Understand that children have played with toys throughout history and some toys their Grandparents played with and still played with by children today. • Learn how some toys remain the same but are made out of different materials that are no longer available or now have a different appearance. • Understand that a variety of sources help the children to be able to explain what shopping was like when Grandparents were children compared to the shopping experiences the children have today.
	<p>The Greatest Explorers</p> <p>Who were the greatest explorers?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Know what an explorer is, what they do and why their achievements are important. • Learn about the life of Ibn Battuta and why his exploration was important. • Know key events in the life of Captain Cook, his achievements and why there are differing views about him deserving the title of a great explorer. • Understand the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott and understand why Roald reached the South Pole before Captain Scott. • Learn about the achievements of Sunita Williams as an explorer and understand why her achievements are significant.
	<p>Great Inventions – Transport</p> <p>How did the first flight change the world?</p> <p>Why were the Rainhill Trials important?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Know and understand why the Wright brothers wanted to fly and be able to retell the story of the first flight. • Identify similarities and differences between a modern aeroplane and the Wright's Flyer. • Understand the importance of the aeroplane, the roles that an aeroplane plays today and how these tasks were carried out before the aeroplane was invented. • Learn what the Rainhill Trials were and some of the key events that took place. • Understand why the Rainhill Trials was an important event in railway history.

Year 2	<p>Bonfire night & The Great Fire of London</p> <p>Should we still celebrate Bonfire Night?</p> <p>Did the Great Fire make London a better or worse place?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn about Guy Fawkes and why he planned to assassinate the King and the members of Parliament. • Describe the main events of the Gunpowder plot in 1605. • Understand why Bonfire Night is celebrated to commemorate the anniversary of Guy Fawkes' Gunpowder Plot. • Learn how The Great Fire of London of 1666 started in a bakery in Pudding Lane, caused by a spark from an oven and lasted for 5 days. • Be able to explain that the fire spread quickly because: <ul style="list-style-type: none"> - Houses were made of wood and built close together. - It was very hot. There was no rain. - There was no trained fire brigade. • Understand the changes made to prevent and improve London following The Great Fire of London. • Explain how we know what happened due to sources of evidence such as diaries written by eyewitnesses Samuel Pepys and John Evelyn.
	<p>Holidays</p> <p>How have holidays changed over time?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Know some of the features of a seaside holiday when their Grandparents were children. • Understand how souvenirs, photographs etc provide information about seaside holidays in the past. • Know similarities and differences between a seaside holiday in the past with one today.
	<p>Our Local Heroes</p> <p>Who are our local heroes?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Understand the term hero and what makes someone a hero. • Identify some local heroes from the past and identify qualities of these people who are considered heroes. • Learn how to use images as a source to find out information about a person from the past and appreciate the limitations of using just one type of source. • Learn how to use an object as a source to find out about a person in the past and reach conclusions from information provided by the object. • Learn how to use a document as a source to find out about a person from the past and understand the limitations of using just one type of source.

Year 3	<p>The Stone Age</p> <p>What was new about the New Stone Age?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn when the Stone Age happened and how it lasted approximately 3.5 million years. • Be able to name and sequence the three periods of the Stone Age: The Palaeolithic, Mesolithic and Neolithic eras. • Know that The Stone Age gets its name from the stone (flint) used to make weapons and tools. • Be able to explain and distinguish between the different periods of the Stone Age and their significance. • Be able to talk about Skara Brae and Stonehenge and why their remains are important.
	<p>The Bronze Age & The Iron Age</p> <p>Which was more impressive – the Bronze Age or the Iron Age?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn where to locate the Bronze Age on a timeline, describe some key features of the Bronze Age and why changes impacted people's lives. • Learn where to locate the Iron Age on a timeline, describe some important features about the Iron Age and how the changes impacted people's lives. • Understand how burials of the Amesbury Archer are useful in finding out how people lived and what they thought was important. • Be able to compare and contrast between home life in the Bronze Age and the Iron Age and some of the dangers people faced. • Know that Hillforts were built for defence and as places for tribes to meet and trade.
	<p>Local History</p> <p>What makes a historical site special?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Understand why some buildings/structures are listed and why it's important to preserve them. • Learn the architectural features of the local Anderton boat lift. • Be able to make links between the Anderton boat lift and the history of the locality. • Be able to explain whether or not they think the Anderton boat lift is worth saving and why.
Year 4	<p>The Ancient Egyptians</p> <p>How much did the Ancient Egyptians achieve?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Be able to give an overview of where and when the first civilizations appeared and their achievements. • Know why the Ancient Egyptians are considered to be a successful civilization due to their achievements in farming, building, religion, medicine, writing, mathematics and crafts. • Know that the river Nile was important because it made the land fertile, crops could grow, water source for people and animals and the river was used for transport. • Understand how society was structured with a Pharaoh at the top and enslaved people at the bottom and the diverse job roles undertaken. • Understand that Ancient Egyptians worshipped over 2000 gods and goddesses and believed in an afterlife. The process of mummification was part of their religion. • Explain how Howard Carter discovered the tomb of Tutankhamun in November 1922.

	<p>Roman Britain</p> <p>What happened when the Romans came to Britain?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn reasons why the Romans wanted to invade and settle in Britain. • Describe some of the details about Roman invasions and why the Romans were able to defeat the Celts. • Explain why the Vindolanda tablets are such an important piece of evidence. • Describe changes that the Romans introduced and how some are still of significance today. • Be able to present a valid argument on whether life was hard for a Roman soldier on Hadrian's wall.
	<p>Crime & Punishment</p> <p>How has Crime and Punishment changed over time?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Understand how and why laws and punishments have changed over time. • Understand how attitudes and values about what a crime is and how it should be punished have changed over time. • Know when and why the police force was introduced and how it has changed over time. • Learn about the suffragettes and understand why they took action and why attitudes towards the suffragettes' action have changed over time. • Be able to give examples of crimes and the punishments given in the past and compare with the crime and punishment system used today.
Year 5	<p>The Anglo-Saxons</p> <p>Was the Anglo-Saxon period really a Dark Age?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Know who the Anglo-Saxons were and why and when they chose to settle in England. • Learn about the discovery of the Sutton Hoo ship burial and its importance. • Learn about the Staffordshire Hoard and why it was so significant. • Understand the importance of the Lindisfarne Gospels, Beowulf and Bede's History. • Be able to discuss whether this period deserves to be called a 'Dark Age' or not, using evidence to provide their viewpoint.
	<p>The Vikings</p> <p>Would the Vikings do anything for money?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn the meaning of the term Vikings and know when, where and why the Vikings left their homeland to settle in Britain. • Know about the events at Lindisfarne on 8th June 793AD. • Know that not all Viking people were raiders, many were farmers, traders and craftspeople. • Learn what Viking settlements were like and understand that they were varied. • Know the key events in King Alfred's life and be able to present a valid argument for whether he deserved the title 'Great'.

	<p>Journeys</p> <p>What makes people go on a journey?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Learn about Walter Raleigh and understand why he and others made voyages of exploration in Tudor times and the positive and negative impact these voyages had on people. • Learn about the journey of the ship Titanic and understand the different classes for passengers and why the Irish 3rd class passengers travelled on the Titanic. • Know and understand why the Kindertransport took place and the positive and negative aspects of Kindertransport. • Know and understand why people travelled on the Empire Windrush and what life was like for the passengers.
Year 6	<p>The impact of War</p> <p>Why was the Battle of Britain a significant turning point in World War 2?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Be able to place key events of the Battle of Britain into chronological order. • Know that the evacuation of Dunkirk (operation Dynamo) in May-June 1940 immediately preceded the Battle of Britain. • Understand that the prolonged bombing of London gave Britain an advantage in the conflict as it allowed opportunity for radar and RAF airfields to be repaired. • Know that The Battle of Britain was an aerial conflict fought between the RAF and the German Luftwaffe. Britain had an advantage over Germany with radar and use of the spitfire. • Know that Germany continued to bomb London at night until May 1941. This series of bombings was called the Blitz. • Understand that The Battle of Britain was a significant turning point because it was the first major defeat for the Germans and showed they could be stopped. It also meant that Britain could stay in the war and continue to fight.
	<p>The Maya Civilisation</p> <p>Why should we remember the Maya?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Know that Maya people lived in Meso-America (Central America) in the area called Mexico and Guatemala. • Learn that the Maya civilisation formed a society of city states. • Understand that Maya people made many technological advances and established a huge trading empire. • Know that the Maya people built pyramids to worship their gods and offer sacrifices. • Understand that there are many theories why the population of Maya cities disappeared around 900AD. • Learn where and how the Maya live today compared to in the past.

	<p>The Ancient Greeks</p> <p>What did the Greeks do for us?</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Know the location and time period of Ancient Greece and be able to draw comparisons with other civilisations and present day. • Learn about the lives led by the Spartans and the Athenians, understand what is meant by democracy and make links to government in the 21st century. • Understand the importance of the Olympic Games to the Ancient Greeks and be able to make a valid comparison with the modern games. • Understand the importance of religion and the gods to the Ancient Greek people. • Learn why the Ancient Greeks fought so many wars and why they were successful. • Be able to explain the impact of the legacy of the Ancient Greeks on the world today.
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