



Sutton Bonington  
Primary School

## Sutton Bonington Primary School

### History Coverage



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#### Key Ideas taught through History

Disciplinary Knowledge (see progression document)

- Cause and consequence – asking questions about why things happened and their results (includes a focus on everyday life, hierarchy and power and civilisations)
- Change and continuity within and between periods of history – asking questions about developments over time within and between periods of history
- Similarity and differences – asking questions about the different experiences of groups or individuals within a period of history
- Historical significance – asking questions about how events or people brought about significant change
- Chronological understanding – developing an understanding of different periods of history and within a period of history
- Historical evidence – using and critically engaging with sources of information so that they become evidence for a specific enquiry
- Historical interpretation – use and critically engaging with a range of historical interpretations relevant to an enquiry

Substantive Knowledge (see knowledge documents)

- Substantive historical knowledge - the who, what, when, where and how much of history
- Topic specific vocabulary – the language and terminology of history
- Substantive historical concepts – concepts such as power, conflict, invasion, freedom etc that can have different meanings within different historical and non-historical contexts

#### Early Years Foundation Stage – Understanding The World: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The skills and knowledge that allow children to achieve the Early Learning Goal are taught within focused tasks and the continuous provision throughout the Reception year.

#### Key Stage 1 – National Curriculum History

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- Significant historical events, people and places in their own locality

Year 1 Autumn

What was life like for my grandparents and great grandparents?

- How do we change from children to adults?
- Who are our grandparents and great grand parents?
- What toys did our grandparents play with and how are they different?
- How can we find out about houses in the 1950s?

Year 1 Spring

What happened in London in 1666?

- How long ago was 1666?
- What was life like in London in 1666?
- What happened during the Great Fire?
- Who was Samuel Pepys and what can we learn from him?

Year 1 Summer

What was our school and village like in the past?

- Who were the Victorians and when did they live?
- What was Sutton Bonington like in Victorian times?
- What was it like to attend a Victorian school?
- Who was Samuel Wilderspin and how did he change things?

<ul style="list-style-type: none"> <li>- How was everyday life different in the 1950s?</li> <li>- Would you prefer to live in the 1950s or now?</li> </ul>	<ul style="list-style-type: none"> <li>- What changed following the Great Fire?</li> </ul>	<ul style="list-style-type: none"> <li>- How has our school changed over time?</li> <li>- Would you prefer to attend school nowadays or in Victorian times?</li> </ul>
<p>Year 2 Autumn</p> <p>What makes someone famous?</p> <ul style="list-style-type: none"> <li>- What does it mean to be significant?</li> <li>- Which people from the past were significant and when did they live?</li> <li>- How was life different for Christopher Columbus and Neil Armstrong?</li> <li>- What is a memorial?</li> <li>- Are there any local significant people?</li> <li>- Who is having an impact on our lives today?</li> </ul>	<p>Year 2 Spring</p> <p>What was it like to visit the coast in the past?</p> <ul style="list-style-type: none"> <li>- When did people first start visiting the coast?</li> <li>- What can photographs tell us about seaside holidays in the past?</li> <li>- How have seaside holidays changed?</li> <li>- Who was Thomas Cook?</li> <li>- Who was Grace Darling and why is she significant?</li> <li>- What impact has Grace Darling had on the coast today?</li> </ul>	<p>Year 2 Summer</p> <p>Who were our mightiest monarchs?</p> <ul style="list-style-type: none"> <li>- What is a monarch?</li> <li>- Who is our monarch and how did they come to have this role?</li> <li>- Who were significant monarchs of the past? (Victoria, Henry VIII, William the Conqueror)</li> <li>- Where does a monarch live and how has this changed over time?</li> <li>- How has the role of a monarch changed over time? (compare two)</li> <li>- Which monarch has most impacted on our lives today?</li> </ul>
<p align="center"><b>Key Stage 2 – National Curriculum History</b></p>		
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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.</li> </ul>		
<p>Year 3 Autumn</p> <p>Who first lived in Britain?</p> <ul style="list-style-type: none"> <li>- When was the Stone Age?</li> <li>- What was life like in the Stone Age and how did it change over time?</li> <li>- When was the Bronze Age and what was life like?</li> <li>- How did life change in the Iron Age?</li> <li>- How have archaeologists helped us to find out about prehistoric life?</li> <li>- How has prehistory impacted on our lives today?</li> </ul>	<p>Year 3 Spring</p> <p>Why are the Romans remembered in history?</p> <ul style="list-style-type: none"> <li>- When and how was the city of Rome founded?</li> <li>- Who ruled Rome and what was the city like? How do we know?</li> <li>- Why was the Roman army so successful at growing an empire?</li> <li>- When and why did the Romans come to Britain?</li> <li>- Who was Boudicca?</li> <li>- What impact did the Romans have on Britain and on life today?</li> </ul>	<p>Year 3 Summer</p> <p>Who were the Anglo Saxons?</p> <ul style="list-style-type: none"> <li>- When and why did the Romans leave Britannia?</li> <li>- When did the Anglo Saxons invade England and where did they settle?</li> <li>- How do we know what everyday life was like in Anglo Saxon times?</li> <li>- What did the Anglo Saxons believe in?</li> <li>- What impact have the Anglo Saxons had on life today?</li> </ul>
<p>Year 4 Autumn</p> <p>Who were the Vikings?</p> <ul style="list-style-type: none"> <li>- When and where did the first Viking raids take place?</li> <li>- How did the Anglo Saxons resist the Vikings?</li> <li>- What was everyday life like for the Vikings and how do we know about this?</li> <li>- Who was King Alfred and what was Danelaw?</li> <li>- How did England become a unified country?</li> <li>- What happened as a result of the Norman invasion?</li> </ul>	<p>Year 4 Spring</p> <p>Who were the Ancient Sumerians?</p> <ul style="list-style-type: none"> <li>- What were the Great Ancient Civilisations?</li> <li>- When and where did the Ancient Sumerian civilisation begin?</li> <li>- Where did the Ancient Sumerians live and why?</li> <li>- What was the hierarchy of Ancient Sumer?</li> <li>- How we know about the Ancient Sumer?</li> <li>- How has Ancient Sumer contributed to life today?</li> </ul>	<p>Year 4 Summer</p> <p>Who were the Ancient Egyptians?</p> <ul style="list-style-type: none"> <li>- What were the great ancient civilisations?</li> <li>- When and where did the Ancient Egyptian civilisation begin?</li> <li>- Where did the Ancient Egyptians live and why?</li> <li>- What was the hierarchy of Ancient Egypt?</li> <li>- How do we know about the Ancient Egyptians?</li> <li>- How have the Egyptians contributed to life today?</li> </ul>

<p>Year 5 Autumn</p> <p>What do we know about the Shang Dynasty?</p> <ul style="list-style-type: none"> <li>- What is a dynasty and when did the Shang dynasty rule China?</li> <li>- How do we know about the Shang dynasty?</li> <li>- What was everyday life like and how did this compare to other civilisations?</li> <li>- What did people believe?</li> <li>- How did the dynasty come to an end?</li> <li>- What is the lasting legacy of the Shang dynasty?</li> </ul>	<p>Year 5 Spring</p> <p>Who were the Ancient Greeks?</p> <ul style="list-style-type: none"> <li>- When and where did the Ancient Greeks live?</li> <li>- What were the features of the Ancient Greek city states?</li> <li>- What was the hierarchy of Ancient Greece and how did this compare to other civilisations?</li> <li>- What was everyday life like and how do we know?</li> <li>- Who were the most significant Ancient Greeks?</li> <li>- What is the lasting legacy of Ancient Greece?</li> </ul>	<p>Year 5 Summer</p> <p>What's the story of Sutton Bonington?</p> <ul style="list-style-type: none"> <li>- What do we know about the chronology of Sutton Bonington?</li> <li>- What are the oldest parts of Sutton Bonington?</li> <li>- How have the building in Sutton Bonington changed over time?</li> <li>- Who are the Paget family?</li> <li>- What is the significance of the Midland Railway?</li> <li>- What's the history of the university campus?</li> </ul>
<p>Year 6 Autumn</p> <p>What happened in the Kingdom of Benin?</p> <ul style="list-style-type: none"> <li>- When and where did the Kingdom of Benin exist?</li> <li>- How do we know about the Kingdom from AD900 to 1300?</li> <li>- Who were the leaders of the Kingdom of Benin?</li> <li>- What was everyday life like for people?</li> <li>- What was the trade network of the Benin Empire?</li> <li>- What led to the decline of the Benin Empire?</li> </ul>	<p>Year 6</p> <p>What was Britain's role in the slave trade?</p> <ul style="list-style-type: none"> <li>- How did the European slave trade begin?</li> <li>- What was the slave trade triangle?</li> <li>- What was life like for enslaved people?</li> <li>- What led to the abolition of slavery?</li> <li>- What has been the impact of the Windrush generation on 20<sup>th</sup> century Britain?</li> <li>- What are the achievements of significant black Britons?</li> </ul>	<p>Year 6 Summer</p> <p>How did World War Two affect the lives of everyday people?</p> <ul style="list-style-type: none"> <li>- How did the end of WW1 contribute towards the start of WW2?</li> <li>- Who was involved in WW2?</li> <li>- How did Britain prepare for war?</li> <li>- What was the Battle of Britain?</li> <li>- What was life like for civilians in WW2?</li> <li>- Who was Anne Frank and why is she remembered?</li> <li>- How did the war end and what changed as a result?</li> </ul>