

# History

At Norton Community Primary School

At Norton CP School our focus in history is to encourage children to develop their historical understanding whilst enabling them to gain a coherent, chronological understanding of Britain’s past and that of the wider world. We also ensure that children realise that history has impacted on the lives, choices and opportunities we have today, and that there were significant people, events and historical periods that have caused these changes. To achieve this, we study a variety of periods from the earliest times and link them to the present day and wherever possible to the local area. We aim to equip pupils to ask perceptive questions, think critically, examine evidence, construct arguments, and develop a historical perspective and judgement. We strive to inspire pupils’ curiosity through a lively and questioning approach to history.

Children will learn the historical periods in chronological order to help with their memory skills. Each year group in key stage two will also study an aspect or theme of British history to develop their understanding of social history. Some topics are revisited to help develop memory skills and for children to make links between learning. Links will also be exploited across different subjects such as geography and science, wherever possible which aims to develop their thinking. Further, we aim to provide children with the opportunity to appreciate that the lives we lead today are different and have both changed or continued from the experiences of people before us.

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## Year One

### Y1 – Why are iPads more fun than my grandparents’ old toys?

**National curriculum link:** Changes within Living Memory.

#### Content

Children will learn how toys and books have changed in the last 100 years. They will investigate what their grandparents would ask for Christmas and birthdays and discuss these choices. They will consider the impact of these changes on healthy lifestyles and how they can make changes to their own lives to ensure an appropriate balance of exercise.

#### Books

- The Everywhere Bear by Julia Donaldson
- Toy Boat by Randall de Seve I love you
- Blue Kangaroo by Emma Chichester-Clark
- Grandpa by John Burningham
- Dogger by Shirley Hughes
- Stanley’s Stick by Julia Hegley

### Y1 – Do dinosaurs still live on Earth?

**National curriculum link:** Changes beyond Living Memory.

#### Content

Children learn that a long time ago Dinosaurs lived. Children will discuss how animals may be come extinct and how and how things change over time. They compare life then and now and why the dinosaurs may have died out. Children will begin to understand methods of historical enquiry and how this enables us to construct the past.

#### Books

- Harry and the Bucketful of Dinosaurs by Ian Whybrow
- Mad About Dinosaurs by Giles Andreae (in verse)
- How Did the Dinosaurs Get to the Museum? Jessie Hartland (Link to Bog Baby)

### Y1 – Who was the greatest explorer?

**National curriculum link:** Changes within Living Memory.

#### Content

This topic will follow on from the first aeroplane flight. It will engage children in the lives of Ibn Battuta, Christopher Columbus, Neil Armstrong and Robert Falcon Scott (or a combination of these). It will allow children to discuss and discover why they are deemed significant as well as understand their understanding of chronology. Comparisons will be made between the historical periods in which these great explorers lived. This topic might also look at the first ever aeroplane flight and how this has impacted on our lives. The topic will also study basic chronology of travel and transport changes allowing children to reflect on the impact of lives. In year four, children will study the railways in depth.

#### Books

- Man on the Moon: a day in the life of Bob by Simon Bartram
- Toys in Space by Mimi Grey
- Sophie Scott Goes South by Alison Lester

- Tom Crean's Rabbit by Meredith Hooper (Cpt Scott)

## Year Two

### Y2 – How do we know about the Great Fire of London?

**National curriculum link:** Events beyond living history that are significant nationally.

#### Content

Children learn how Samuel Pepys kept a diary that has become infamous. By keeping this diary we have a good understanding of what may have happened to cause the Great Fire of London and what happened using a brief timeline to support their learning. Using this timeline, they will discover some of the key events of the fire: how the fire started, how the fire spread and how eventually it burned out. Children could also increase their awareness of the past by comparing and contrasting past and present-day London (link to Y1 geography) as well as looking at The Great Plague making comparisons with Covid-19 where possible.

#### Books

- Vlad and the Great Fire of London by Kate Cunningham
- You wouldn't want to be in the Great Fire of London by Jim Pike
- The Bakers boy and the Great fire of London.

### Y2– How have people like Rosa Parks make the world a better place?

**National curriculum link:** The lives of significant people in the past who have contributed to international or national achievements.

#### Content

This topic will explore why some people are remembered and how these people have changed our lives now despite them not being alive. Rosa Parks and Emily Davidson will be compared. Children will hear how Rosa Parks refused to get off the bus for a white person and why this makes her a significant person. Children will learn about discrimination and discuss where this may still occur and what could be done to help.

#### Books

- I am Rosa Parks by Brad Meltzer
- The Skin I'm in by Pat Thomas
- Henry's Freedom Box by Ellen Levine
- Cameron can Too by Allie Brooke
- Fantastically Great Women Who Changed the World by Kate Pankhurst.
- My Best Friend the Suffragette by Sally Morgan

### Y2 – What was it like in Victorian Britain?

**National curriculum link:** The lives of significant people in the past who have contributed to national and international achievements.

#### Content

Children will learn about how children's lives were extremely different to those today. They will visit Castle Museum in York and learn about how the schools were very different and not available to everyone; most children would be working by the time they were 12 years old! Children could also learn about Workhouses – there was one in Malton! Some key inventions of this time might be explored. They could

link their geography learning to learn that Scarborough was a popular seaside town of Victorian times. In year 4, children will explore the Railways and learn more about this.

Quality Texts:

- Major Glad, Major Dizzy by Jan Oke
- Daisy Saves the Day by Shirley Hughes
- The Waterbabies, Charles Kingsley
- The Nutcracker (rev. Janet Schulman edn to read aloud or Katy Flint with The Story Orchestra for illustrated with music links)
- A Children's Garden of Verses The Owl and the Pussycat.



## Year Three

### Y3 – Who first lived in Britain?

**National curriculum link:** Changes in Britain from the Stone Age to the Iron Age

#### Content

This topic allows children to understand who first lived in Britain and how they lived. Children will explore how they farmed and how we know this. They may also study Bronze Age religion, technology and travel or the Iron Age hill forts: tribal kingdoms, farming, art and culture. Children will look at Stonehenge and Skae Brae (links to science: Rocks and Soil). They could look at how Stone Age people survived and discuss if they have heard of Bear Grylls.

#### Books

- Stone Age Boy by Satoshi Kitamura
- Ug: Boy Genius of the Stone Age by Raymond Briggs
- The Boy with the Bronze Axe by Kathleen Fidler
- Stig of the Dump by Clive King
- The First Drawing by Mordicai Gerstein

### Y3 – How can we recreate the wonder of Ancient Egypt?

**National curriculum link:** The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of **Ancient Egypt**.

#### Content

This Ancient Egypt unit will allow children to explore the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods. Children will learn the importance of the River Nile and this can be linked to their geography learning: Rivers.

#### Books

- The Egyptian Cinderella by Shirley Climo,
- The Time Travelling Cat by Julia Jarman
- The Pharaohs of Ancient Egypt by Elizabeth Payne
- The Mystery of the Egyptian Scroll by Scott Peters
- So you think you've got it bad? A kid's life in Ancient Egypt
- Treasury of Egyptian Mythology by Donna Jo Napoli.

### Y3 – Who were the most riotous royals?

**National curriculum link** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history (Royals).

#### Content

Children will learn about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.

## Books

- Alice's Adventures in Wonderland and Through the Looking Glass by Lewis Carroll Victoria: My Royal Story <https://www.royal.uk/sites/default/files/media/victoria.pdf>
- Richard III (Shakespeare) You wouldn't want to be married to Henry VIII by Fiona McDonald
- Greenskeeves by HVIII
- The Queen's Nose by Dick-King Smith
- The Mystery of the Egyptian Scroll by Scott Peters
- So you think you've got it bad? A kid's life in Ancient Egypt
- Treasury of Egyptian Mythology by Donna Jo Napoli.

## Year Four

### Y4 – Why were the Ancient Greeks ruled by their Gods?

**National curriculum link:** Ancient Greece – A study of Greek Life and achievements and their influence in the western world

#### Content

Children will learn that the Ancient Greeks invented the theatre and compare the ancient Olympic Games to the Modern Olympics. Democracy can be explored and compared with our democracy now. Children will explore why their Gods were so important and look at some Greek Myths. Children may explore the meaning of philosophy.

#### Books

- Greek Myths by Marcia Williams
- Who Let the Gods out by Max Evans,
- *Beasts of Olympus: Beast Keeper* by Lucy Coats
- A Visitor's Guide to Ancient Greece by Lesley Sims.

### Y4 – Who were the Romans and what did we learn from them?

**National curriculum link:** The Roman Empire and its impact on Britain.

#### Content

Learning will include Julius Ceaser's attempted invasion in 55-54BC. They will explore when the Romans invaded Britain. They will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. Boudicca will be studied from contrasting perspectives enabling children to discuss why people have different opinions. Hadrian's wall may be discussed and the reason it was built.

#### Books

- The Captive Celt by Terry Dreary
- Roman Soldiers Handbook, You wouldn't want to be a Roman Soldier
- Roman Invasion by Jim Edridge
- *The Thieves of Ostia* by Caroline Lawrence
- The Orchard Book of Roman Myths by Geraldine McCaughrean
- Roman Invasion by Jim Edridge
- The Thieves of Ostia by Caroline Lawrence
- So you think you've got it bad? A kids life in Ancient Rome by Chae Strathie
- Empire's End by Leila Rasheed

### Y4 – Why was the introduction of Railways a significant turning point of British history?

**National curriculum link:** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history (Railways).

#### Content

Children will explore how Britain changed after the first railways were introduced and how this revolutionised travel. They will consider the impact that this had in the local area (Scarborough, Whitby) and also the impact on trade. They made make some links to the Victorian's that they learnt about in Year

2 and learn what is meant by 'the industrial revolution'. Children will be able to name some famous locomotives, early railway lines and important individuals.

### Books

- R. L. Stevenson From a Railway Carriage Poem
- The Railway Children by E. Nesbit
- The Voyage of the Dawn Treader by C. S. Lewis
- The Secret of Platform 13 by Eve Ibbotson
- Harry Potter and the Philosopher's Stone by J.K. Rowling

## Year Five

### Y5 – Who were the Anglo-Saxons and what were their links to Christianity?

**National curriculum link:** Britain's settlement by Anglo-Saxons and Scots.

#### Content

Children will learn how the Anglo-Saxons were made up of three tribes: the Angles, Saxons and, Jutes. They will learn about the invasions from Ireland to north Britain (now Scotland) and how they settled looking at place names and village life. They will also learn about Christian conversion – Canterbury, Iona and Lindisfarne (this will lead onto Viking Study in Y6). Children will also discuss how the Anglo-Saxons brought law and order to Britain.

#### Books

- Anglo-Saxon Boy by Tony Bradman
- Beowulf by Micheal Morpergo
- Sir Gawain and the Green Knight by Michael Morpurgo
- The Sword in the Stone T. H . White

### Y5 – Why should Britain be ashamed of Slavery?

**National curriculum link:** A study of an aspect of history that extends pupils' chronological knowledge beyond 1066.

#### Content

This topic will allow children to recall, and build upon, their learning in Year 2 on Rosa Parks and Mary Seacole. Children will look at a variety of aspects of the slave trade how and when it was abolished. They may look at Nelson Mandela's impact and black history of slavery or the transatlantic slave trade and the impact of this. They could explore the following: 'What was the slave trade and what was Britain's part in it? What were slave auctions and what did it feel like to be a slave?' 'What was life like on board the transportation ships?' 'How did the slave trade end?'

#### Books

- Journey to Jo'berg by Beverley Naidoo
- From Slave Ship to Freedom Road by Julius Lester and Rod Brown
- Sweet Clara and the Freedom Quilt by Deborah Hopkinson
- Freedom (1783) by Catherine Johnson, Oh Freedom! By Francesco D'Amo
- Chains by Laurie Halse-Anderson

### Y5 – How do we know who has lived in Malton before us?

**National curriculum link:** A local history study.

#### Content

This unit will allow children to appreciate a history of the town. This will include that it has been inhabited for more than 2000 years. It had strategic importance during both the Roman and Medieval times and became an important Market centre. They will also discover that Norton was a large settlement with many trades, particularly pottery. Recapping previous learning of 'rivers' in Y3 they can discuss why Norton/Malton were well positioned. Pupils will hear how the Saxons established a farm at Old Malton; the Vikings left their footprint with names (Wheelgate, Yorkersgate and Greengate) and the Normans built a castle that was visited by royalty. They could also look at the Marvellous Map of Malton (Malton Museum) and discover what building around the town used to be!

## Books

(Broaden to look at Bronte excerpts, simplified versions of texts and letters from school, cd make comparison with Yorkshire schools over time)

- Yorkshire Folktales
- 1000 year Old Boy by Ross Welford

## Year Six

### Y6 – Where the Vikings really vicious?

**National curriculum link:** the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

#### Content

Building on their prior knowledge of the Anglo-Saxons, this topic will explore Viking raids and invasion. They will hear how the most important British city was York (or Jorvik). may learn about the resistance by Alfred the Great and Athelstan. They will learn that not all Vikings were warriors and many came in peace to become farmers but others raided monasteries, looting gold. They may look at the design of longboats and what benefits these designs had.

#### Books

- Viking Tales by Jennie Hall
- Viking Boy by Tony Bradman
- Odd and the Frost Giants, Neil Gaiman
- Illustrated Norse Myths (Usborne)
- Norse Myths by Kevin Crossley-Holland
- Riddle of the Runes by Jamima Ramirez
- She Wolf by Dan Smith

### Y6 – Why was the Islamic Civilisation known as the Golden Age?

**National curriculum link:** A non-European society that provides contrasts with British History.

#### Content

The Early Islamic Civilisation was historically known as the golden age due to its excellent trade links. Children will study the achievements of this civilisation and compare it to Britain, understanding that over long periods of time places can change significantly. Children will gain an understanding of the 'Silk Roads' and why these were so important. They could also look at Islamic architects (art link).

#### Books

- Arrival by Shaun Tan
- Tales from Arabian Nights by Andrew Lang
- The Splendid Kingdom by Lilly S. Mohsen and Dina Soliman
- The House of Wisdom by Florence Parry Heide

### Y6 – Are we more lenient on criminals that in the past?

**National curriculum link:** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history (Crime and Punishment).

#### Content

Children learn how crime and punishment has changed and if this is considered progressive or not. There will be significant opportunities to discuss the morals of some of these punishments and make comparisons over time. Several periods of time will be explored in chronological order. Children will consider how technology has changed evidencing crimes e.g. forensic science.

## Books

- *The Good Thieves* by Katherine Rundell
- *The Highwayman* by Alfred Noyes & Charles Keeping
- *Black Powder* by Ally Sherrick, *Holes* by Louis Sachar
- *Dick Turpin: Legends and Lies* Terry Deary & Stefano Tambellini
- *High Rise Mystery*, Sharna Jackson.