



## Village Primary School- History Curriculum

EYFS		
<p><b>My family, Characters in stories and My past- Understanding the world.</b></p>		
<p><b>Rationale-</b> Children will begin their History learning by thinking about their own individual past and ways in which the past relates to the and their family.</p> <p>Children will begin to learn about the world around them and how that relates to themselves and their family. Through talking, stories, songs and play they will develop these skills.</p>		
<p><b>Learning</b></p>		
<p><b>In Nursery...</b></p> <p>Children will learn how to understand the world beginning to make sense of the world around them through stories, play and talking.</p> <p>Children will begin to listen to family stories and share them with their peers and teachers. They will gain an understanding of their own life and their families history- including who is in their family.</p>	<p><b>In Reception...</b></p> <p>Children will further their understanding of the world around them and comment of images taken from the past. They are able to understand that it is not an image taken from today.</p> <p>Children will be able to compare and contrast in stories and be able to understand characters and stories that come from the past e.g. Once, long ago in a faraway land...</p>	<p><b>In Year 1...</b></p> <p>How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson's Rocket and railways developed our area and internationally.</p> <p>That certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection. Children will categorise artefacts between then and now.</p> <p>They have been taught that things can change or stay the same throughout history, such as houses, clothes, toys and games.</p> <p>That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born.</p> <p>About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.</p>
<p><b>Key vocabulary-</b></p> <p>Now, went, family, Grandma/Nanna/Granny, Grandad/Grandpa, long ago.</p>		

**Progression-**

- Children can identify who are in their family.
- Children can listen to stories about other families.
- Children can devise role-play in family settings e.g. Mummies and Daddies.
- Children identify images are from the past.
- Children can retell parts of a story with elements from the past e.g. long, long ago.
- Children can verbalise, using the past tense, something that has happened in the past e.g. I had a sandwich for my dinner.

**Challenge-**

- Children can identify characters or well-known people from the past or are much older e.g. The Queen, a family member no longer here.

**Year 1****Toys through time, Homes through time and Seaside Holidays and Railways.**

**Rationale-** Children will follow on their learning from EYFS which has been centred around their own history but move onto looking at history within their knowledge base and understanding. This will give them opportunities to physically see the impact of history on their own locality and provide concrete experiences that they can draw upon. Learning about George Stephenson's achievements, the building of the Stockton-Darlington railway and the impacts that that had on the local area serves to show children that there are significant individuals that have had huge effects locally, nationally and internationally. This also allows children to start learning about sources of evidence and to understand how particular items or ideas can be associated with an event of individual.

Building on from the learning of railways in the local area, a study of seaside holiday destinations helps to naturally expand the children's knowledge of local history to areas that they may still have visited or at least be aware of (Redcar and Saltburn). This topic also makes links to the learning of George Stephenson and the railways by looking at the impact of railways on the growth of resorts like Redcar and Saltburn.

The children will be able to draw on their own experiences to learn about toys and homes through time. It allows the children to begin to start to compare and contrast from then to now whilst drawing on experiences from members of their family. Children are able to begin to use artefacts to observe and draw information.

**Black History links**

- Floella Benjamin- Children's TV presenter.

**Learning****Prior knowledge**

Children have learnt in EYFS that people have lived and events have happened in history and before we were born.

They have begun to use some historical vocabulary to show the simple passing of time.

**In Year 1...**

How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson's Rocket and railways developed our area and internationally.

That certain artefacts, clothing or objects can tell us about certain people or events and that they have a

**In Year 2...**

About the life, events and achievements with Captain Cook which will be compared with Stephenson. Children will compare the chronology of each, their local, national and international impact and the legacies of both.

<p>Children have learnt that history might be being made by other people whilst they are at school.</p> <p>Children have begun to explore their own history by thinking about some of their important life events.</p>	<p>connection. Children will categorise artefacts between then and now.</p> <p>They have been taught that things can change or stay the same throughout history, such as houses, clothes, toys and games.</p> <p>That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born.</p> <p>About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.</p>	<p>How to identify simple pieces of evidence as primary or secondary, explaining how they relate to a particular person or event.</p> <p>That certain events in history have had significant loss or tragedy attached to them that impact more than just the event.</p> <p>That local history can have a significant impact on international history.</p>
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**Key vocabulary-**

Using simple phrases and words to describe the passing of time -  
e.g. 'past' 'before' 'now' 'then'  
'Long ago' 'before I was born' 'changes to now'

Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'

Tudor, wooden, chimney, Victorian, hygiene, transport, detached, semi-detached, terraced, mansion, brick, townhouse, bungalow, entertainment, Punch and Judy, luxury, adventure, coast, rock pool, rocking horse, jack-in-a-box, doll house, wooden blocks, yo-yo, Bilbo catcher, diablo, marbles, engineer, steam engine, locomotive, machine, track, railway, inventor, Locomotion.

**Progression/ End Points**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>- Pupils can explore how toys have changed over time.</li> <li>- Pupils can sort old and new toys.</li> <li>- Pupils can describe their favourite toy.</li> <li>- Pupils can play a range of games.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils can places houses from different times in chronological order.</li> <li>- Pupils can recognise that people can live in different styles of houses.</li> <li>- Pupils can describe the function of a room.</li> <li>- Pupils can identify different building materials used to build houses.</li> <li>- Pupils can identify and name keys features from different houses.</li> <li>- Pupils can deduce aspects of people’s lives from the houses they lived in, across different times.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils can understand which parts of the year key holidays take place.</li> <li>- Pupils can identify main holiday times during the year and place them in chronological order.</li> <li>- Pupils can identify features with seaside holidays today and the past.</li> <li>- Pupils can identify features of railways.</li> <li>- Pupils can recognise the local significance of George Stephenson.</li> <li>- Pupils can understand how trains have developed over the years.</li> </ul>

		<p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>- Pupils can explain why people live in different houses.</li> <li>- Pupils can compare and contrast a range of houses over time.</li> </ul>				
<b>Skills gained</b>						
<b>Constructing and Sequencing the past.</b>	<b>Continuity and Change.</b>	<b>Cause and Effect.</b>	<b>Significance and Interpretation.</b>	<b>Carrying out Historical enquiry.</b>	<b>Vocabulary and communication.</b>	<b>Using sources and evidence.</b>
<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – George Stephenson and the development of trains.</p> <p>Identifying that local history can affect national and international history.</p> <p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order.</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC, linked to homes and toys.</p>	<p>Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains.</p> <p>The development and how houses have changed, for the better, over time.</p>	<p>Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc.</p> <p>Identifying the growth of the local area due to the achievements of individuals.</p> <p>Identifying the effects of railways on the growth of Teesside.</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</p> <p>Identifying why the growth of seaside holidays has made parts of Teesside what it is today.</p>	<p>How did George Stephenson help to change our area?</p> <p>Guided enquiry using knowledge from topic.</p> <p>Understand that there are questions linked to history and our understanding of it.</p> <p>Being able to make a decision or choose a side in response to a question.</p>	<p>Using simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’</p> <p>Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event – a toy from the Victorian era.</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p> <p>Begin to identify social classes based on related artefacts and evidence</p> <p>Identify artefacts from ‘then’ and ‘now’</p>
<b>Year 2</b>						
The Fire of London, Florence Nightingale and Mary Seacole and Captain Cook						

**Rationale-** Children will expand their knowledge of local significant individuals by studying Captain Cook. They will look at his achievements and his impact locally, nationally and internationally. The topic will make comparisons to previous learning in Y1 with George Stephenson and how his innovations had huge impacts for the development of many ideas across the world, with links to local heritage. Children will also begin to make judgements about Captain Cook's significance using a small selection of materials in an enquiry.

Children will then expand their knowledge of British heroes whose work helped to define and develop Great Britain and the world. The children will make links to the work carried out by Samuel Pepys and Florence Nightingale and begin to recognise the effect they had on the greater world and the innovation that was created because of their work.

Captain Cook's voyages will provide clear links to Geography long-term plan- Australia.

**Black History links**

- Mary Seacole

**Learning**

**Prior knowledge**

Children have learnt about the impact of significant individuals like George Stephenson and their impact on the local area. Children have also learnt about the growth of seaside resorts and the development of our area due to railways and seaside holidays.

Children have identified that our area has a great deal of local history and how local history can affect national and international history too.

Children have begun to explore how simple sources can be used to identify an individual or an event and that examination of these sources can yield more information.

**In Year 2...**

How history in the wider locality can have huge impacts locally, nationally and internationally.

That sources of evidence can be categorised into primary and secondary sources. Simple distinctions between sources from the time and sources after the event will be made.

That their local area has had many significant individuals that have contributed to the national and international narrative of history.

About Captain Cook's explorations and innovations and the significance of them, learning about the ships he sailed on, the places he visited and the impact that he had on native cultures and people.

How Samuel Pepys' diary ensured that History is remembered and the effect the fire had on London and England has a whole.

The impact Florence Nightingale's work in nursing had on the world.

**In Year 3...**

How primary and secondary sources are separated and what identifies each source as primary or secondary.

How to form a small-scale independent enquiry using pre-selected sources of evidence, building on the enquiry skills learned in Year 2.

About the achievements and struggles of life in Prehistoric Britain, looking at the Stone Age. This will include links to local history in terms of local Iron Age settlements.

About the Ancient Romans and their impact on the world including Roman Britain. They will investigate Roman:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

About the Vikings and Anglo-Saxons and their impact on the world and the local area. They will investigate:

		<p>Achievements Housing Society Food Invading and settling Beliefs</p> <p>These will be done in direct comparison to the Stone Age.</p>
<p><b>Key vocabulary-</b> Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer.'</p> <p>diary, fire hooks, baker, London, River Thames, Lord Mayor, Pudding Lane, St Paul's Cathedral, architect, discrimination, chronological, nurse, Crimean War, Edith Cavell, hospital, continent, discover, explorer, expedition, navigate, voyage, scurvy, Endeavour, cartographer.</p>		
<p><b>Progression/ End Points.</b></p>		
<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>- Pupils know what city the fire started in and can locate it on a map.</li> <li>- Pupils know where the fire started.</li> <li>- Pupils understand why the fire spread so quickly.</li> <li>- Pupils understand what an eyewitness account is and why they're useful.</li> <li>- Pupils can explain why the fire was difficult to put out.</li> <li>- Pupils understand some of the changes that happened to London after the fire.</li> </ul>	<p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>- Pupils understand who Florence Nightingale and Mary Seacole were.</li> <li>- Pupils understand that conditions were not very good at the start of the Crimean war.</li> <li>- Pupils can explain how Florence Nightingale improved conditions for injured soldiers.</li> <li>- Pupils can recognise why Mary Seacole went to the Crimea.</li> </ul> <p><b>Challenge</b> Pupils can compare and contrast Florence Nightingale and Mary Seacole based on their achievements.</p>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>- Pupils can recognise the local significance of Captain Cook.</li> <li>- Pupils understand the impact of Captain Cook's discoveries.</li> <li>- Pupils can explain what life at sea was like.</li> </ul>
<p><b>Skills gained</b></p>		

Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Captain Cook and his voyages, Samuel Pepys and his diary and Florence Nightingale and her effect on nursing.</p> <p>Identifying how events in history can be remembered locally, nationally and internationally.</p> <p>Identifying and comparing periods of time – Captain Cook and George Stephenson</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – ‘Captain Cook voyaged around the world because not much was known and new ships allowed them to.’</p>	<p>Identifying that changes throughout history have had important consequences –, understanding of the world from Captain Cook, the use of medicine and the development of the NHS from Florence Nightingale.</p> <p>Identifying why some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> <p>Identifying why certain events in history are continually remembered nationally.</p>	<p>Identifying that certain events and individuals have had major consequences in history – Captain Cook’s voyages expanded our knowledge of the world, some of his maps are still used today, the effect Samuel Pepys diary had on ensuing homes were build safer and the effect Florence Nightingale on modern care and medicine.</p> <p>Identifying how certain events in history have been caused and their significance leads us to remember them still to this day.</p>	<p>Identifying why certain people/events are significant in the wider context of history – Captain Cook’s voyages and their impact on the rest of the world, Florence Nightingale and medicine and Samuel Pepys.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally.</p> <p>Identify why certain significant events and individuals are still remembered today.</p>	<p>What was Captain Cook’s biggest achievement?</p> <p>What was the impact of Samuel Pepys diary?</p> <p>What was the impact of Florence Nightingale’s work across the world?</p> <p>Guided enquiry using knowledge from topic.</p> <p>Making semi-independent decisions and using evidence provided to justify.</p>	<p>Understanding the difference between primary and secondary sources.</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources.</p>	<p>Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same.’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ ‘explorer’ ‘pioneer.’</p>

**Year 3**

**Stone Age, The Romans and The Vikings and Anglo-Saxons.**

**Rationale-** Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study the Stone Age in Year 3 as their first historical topic. It allows children to understand human’s first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics

which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and Maya. Structuring the unit so that every lesson compares the advancements throughout the Stone Age with links to the Bronze and Iron Age, allows children to see the developments of each of the given aspects in each lesson.

Given some of the drastic changes that were influenced by the Romans from the Stone Age and the lasting Roman legacy, children will be able to make clear comparisons and begin to place both their learning on the Stone to Iron ages into context, as well as their learning about the Romans. Children should understand that impact the Romans made on Great Britain and the whole world. Children should understand the impact Viking invaders and settlers had on Great Britain and the rest of Europe.

### Black History links

- Cheddar Man- Oldest skeleton ever found.
- Septimius Severus- Roman Emperor.
- Oseberg Ship carving

### Learning

#### Prior knowledge

Children have learnt about the impact of significant individuals like George Stephenson and Captain Cook in terms of local, national and international significance and why we learn about them today. They have considered the effects of these people on the local area and how we can still see their effects.

Children have conducted a small, semi-independent enquiry in Year 2, making a simple judgement and providing evidence for why they think that.

Children have begun to explore the differences between primary and secondary sources and begun to use more specific vocabulary for the passing of time.

#### In Year 3...

About Prehistoric Britain, man's achievements and the growth of civilisation from the Stone Age, the impact of the Roman Empire and the impact of settling of Vikings by studying:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs
- Stonehenge.

#### In Year 4...

About the Ancient Egyptians and the Edwardians and their impact on the world. They will investigate:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

This will be done in direct comparison to the Iron Age learnt in Year 3 to provide context to both periods.

Children will also learn about the Earliest Civilisations as an overview, then focus on Ancient Egypt as an in-depth study. This will include:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

This will be in comparison to both Prehistoric Britain (Year 3) and the Ancient Romans as they lived concurrently at various points in history.

#### Key vocabulary-

Using simple phrases and words to describe the passing of time -



e.g. 'past' 'before' 'now' 'then'  
 'Long ago' 'before I was born' 'changes to now.'

Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important.'

Archaeologists, artefact, Neolithic, Mesolithic, Paleolithic, prehistoric, chronology, tribal, hunter-gatherer, civilization, settlement, sabre-tooth tiger, woolly mammoth, cave art, Stonehenge, Skara Brae, centurion, emperor, aqueduct, Boudicca, gladiator, conquer, invade, senate, Roman baths, Colosseum, Julius Caesar, raids, longhouse, longship, Gods, Jorvik, shire, Jutes, Lindisfarne, legacy.

**Progression/ End Points**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>- Pupils understand some of the ways hunter-gatherers lived during the Mesolithic era.</li> <li>- Pupils can identify some of the tools used by hunter-gatherers.</li> <li>- Pupils can recognise the geographical features of a Mesolithic settlement.</li> <li>- Pupils can explain the advantages and disadvantages of farming rather than hunting and gathering.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils know who was in charge of the first invasion in 55BC.</li> <li>- Pupils can identify some features of a Celtic warrior.</li> <li>- Pupils understand why the Romans invaded Britain.</li> <li>- Pupils can put reasons for the Roman invasion in order of importance.</li> <li>- Pupils can identify some of the inventions the Romans brought to Britain and understand their importance.</li> </ul> <p><b>Challenge</b>                      Pupils can reason whether the Roman invasion was a success or not.</p>	<ul style="list-style-type: none"> <li>- Pupils understand that the Anglo-Saxons came before the Vikings.</li> <li>- Pupils can describe Viking raids and invasions.</li> <li>- Pupils recognise that Alfred was a great king who beat the Vikings.</li> <li>- Pupils can recall some of the early life of Alfred and the problems he faced.</li> <li>- Pupils can explain how Alfred managed to beat the Vikings and maintain control.</li> <li>- Pupils can understand the importance of Lindisfarne.</li> </ul>

**Skills gained**

Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
Building a coherent knowledge of the Stone, Bronze and Iron ages, Romans, Vikings and Anglo-Saxons by comparing throughout most lessons, focusing on: <ul style="list-style-type: none"> <li>• achievements,</li> </ul>	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages, Roman era, Viking and	Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life.	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.	Small independent enquiry using pre-selected primary and secondary sources.	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'	Identifying primary and secondary sources – artefacts, books, internet etc.  Identifying why sources are limited for

<ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs.</li> </ul>	<p>Anglo-Saxon times by comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today.</p>	<p>Use primary sources about Boudicca to understand that that is one viewpoint and cannot be verified.</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history.</p> <p>Identify why interpretation of these sources is critical to our understanding of the past.</p>		<p>‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘Impact’ ‘significant’ ‘continuity’ ‘change’ ‘prehistoric’ ‘artefact’ ‘BC/AD’.</p>	<p>the Stone, Bronze and Iron ages.</p>
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#### Year 4

#### Egyptians, Edwardians and World War 1.

**Rationale-** During the Autumn term, Year 4 children will learn about the Egyptians and their impact on the modern world. Given some of the drastic changes that were influenced by the Egyptians and the lasting Egyptian legacy, children will be able to make clear comparisons from their previous work on the Romans and allow them to create foundations for their work in Ancient Greeks in Year 5. All three ancient civilisations are linked by their inventions, innovations and views of society.

During the Spring term children will learn about the Edwardian era particularly the impact of the Titanic. This will show relevant links to local history of shipbuilding and the impact on the local area. Also, the suffragettes show women’s role of democracy in history. During the Summer term, the children will start to learn about World War 1. It will give them a good foundation of knowledge and skills for Year 6 when they will learn about World War 2. World War 1 has a fundamental impact on children as they are able to link it to their own personal, family history and the local significance. It links effectively to British Values and Britain’s place in the world.

#### **Black History links**

- Nefetari- Egyptian Queen
- Billy Strachan- RAF hero and civil rights pioneer.

#### **Learning**

<p><b>Prior knowledge</b></p> <p>Children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements as laid out for most KS2 topics:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Food</li> <li>Entertainment</li> <li>Beliefs</li> <li>Stonehenge</li> </ul> <p>They have learnt how history can be local, national or international.</p> <p>They have learnt how certain periods of history are marked by changes and certain events or people have had a significant effect on history.</p>	<p><b>In Year 4...</b></p> <p>Children will begin the year with the Ancient Egyptians and their impact on the world. They will investigate Egyptian:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Food</li> <li>Entertainment</li> <li>Beliefs</li> <li>Pharaohs</li> <li>Pyramids</li> </ul> <p>This will be done in direct comparison to the Romans learnt in Year 3 to provide context to both periods.</p> <p>They will learn about the impact of the Edwardian era focusing directly on the Titanic and its effect on the modern world.</p> <p>In the Summer term the children will focus upon WW1 and investigate:</p> <ul style="list-style-type: none"> <li>- Life as soldier</li> <li>- Life at home</li> <li>- Remembrance Day and the significance of the poppy.</li> </ul>	<p><b>In Year 5...</b></p> <p>About the Victorians, Tudors and Ancient Greeks and their impact on the world. They will investigate:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Food</li> <li>Entertainment</li> <li>Beliefs</li> <li>Ancient cities</li> <li>Culture</li> <li>Warfare</li> <li>Religion</li> <li>Legends and myths</li> <li>Greek influence on the world e.g. democracy/ Olympics.</li> <li>Amazing minds and inventions.</li> </ul> <p>This will build on the early work of the Romans and Egyptians to provide context to both periods.</p>
<p><b>Key vocabulary-</b></p> <p>Use key vocabulary such as:</p> <p>Duration, period, era, concurrent.</p> <p>During this time, previously, compared to.</p> <p>Emperor, migration, conquest, cause, effect, peasant, rebellion, reliable, Egyptologist, pyramid, ante-chamber, mummification, sarcophagus, Pharaoh, papyrus, Tutankhamun, River Nile, Great War, armistice, ally, trench, axis, remembrance, Flanders Fields, British Empire, suffragettes.</p>		
<p><b>Progression/ End Points</b></p>		

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>- Pupils can recognise some Pharaohs and place well-known Pharaohs in order of leadership.</li> <li>- Pupils are able to place the Egyptian period on a timeline.</li> <li>- Pupils are able to understand the impact Egyptians have had on modern society.</li> <li>- Pupils are able to name some Egyptian inventions.</li> <li>- Pupils to understand the impact the River Nile had on society.</li> <li>- Pupils are able to understand the impact of the discovery of Tutunhkamun’s tomb and place it within a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are able to understand the significance of the Titanic.</li> <li>- Pupils are able to describe what life was like on the Titanic.</li> <li>- Pupils are able to link the Titanic to local shipbuilding.</li> <li>- Pupils can compare life from the Edwardian Era today- thinking about leisure, home life and work life.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are able to recognise the impact of women’s rights due to the suffragettes.</li> <li>- Pupils are able to see developments in democracy from Egyptians to suffragettes to the modern day.</li> <li>- Pupils are able to describe the conditions the soldiers lived in on the front line.</li> <li>- Pupils are able to understand the brutality and conditions of modern warfare.</li> <li>- Pupils are able to empathise with the loss of life and the significance of life within British society.</li> </ul>

**Challenge**

Pupils can compare and contrast the Egyptians with the 21<sup>st</sup> century and discuss the hierarchy of society.

**Skills gained**

<b>Constructing and Sequencing the past.</b>	<b>Continuity and Change.</b>	<b>Cause and Effect.</b>	<b>Significance and Interpretation.</b>	<b>Carrying out Historical enquiry.</b>	<b>Vocabulary and communication.</b>	<b>Using sources and evidence.</b>
<p>Building a coherent knowledge of an Ancient Civilisation and Edwardian Britain by making a comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs.</li> </ul>	<p>Placing Egyptians and Edwardians into context by thinking of the growth and development of the right of humans.</p> <p>Placing early civilisations into chronological context – in-depth Egyptians.</p>	<p>Identifying the continuity and change throughout Ancient Egypt and the modern day making a comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs.</li> </ul> <p>Identifying the continuities and</p>	<p>Identifying the reasons for WW1 and the impact it had on the world. Identifying the effects that the Egyptians had on other civilisations.</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and</p>	<p>Use primary sources about Howard Carter, Tutunckhamun, soldier’s diaries and testimonies of suffragettes.</p> <p>Identify why Tutunckhamun is such a significant individual for both British and Egyptian history.</p>	<p>How much did the Egyptians really impact Britain?</p> <p>Independent enquiry using a range of primary and secondary sources.</p> <p>Make independent decisions and using evidence to justify.</p>	<p>Questioning the validity of sources and contradictions – Howard Carter, soldiers (Christmas truce).</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence.</p>

	Placing Ancient Egyptians and Edwardians into the wider context of historical chronology.  Deeper understanding of the impact WW1 has had on the modern world.	differences between the Ancient Egyptians and Roman Britain through: <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	humans (incl. early civilisations.)	Identify why interpretation of these sources is critical to our understanding of the past.		
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Year 5

The Victorians, The Tudors and Ancient Greece.

**Rationale-** During the Autumn term Year 5's will begin to learn about the Victorians and their impact on the modern world. The impact of the Victorian era can be witnessed in the local area and children are able to make links to their everyday life. The Tudors is a study of both British and European significance that all children have knowledge of this era and its importance in modern Britain. The Ancient Greeks is a significant European civilisation that has influenced the western world. Its continuity and change from the Victorians, Egyptians and Greeks can be a cohesive talking point amongst pupils.

**Black History links**

- Ira Aldridge- first black actor in a Shakespearean play.

**Learning**

<p><b>Prior knowledge</b> Children will have learnt about the Ancient Egyptians and their impact on the world. They will investigate Egyptian:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Food</li> <li>Entertainment</li> <li>Beliefs</li> <li>Pharaohs</li> <li>Pyramids</li> </ul> <p>This will be done in direct comparison to the Romans learnt in Year 3 to provide context to both periods.</p> <p>They will learn about the impact of the Edwardian era focusing directly on the Titanic and its effect on the modern world.</p> <p>In the Summer term the children will focus upon WW1 and investigate:</p> <ul style="list-style-type: none"> <li>- Life as soldier</li> <li>- Life at home</li> </ul> <p>Remembrance Day and the significance of the poppy.</p>	<p><b>In Year 5...</b> Children will learn about the Victorians, Tudors and Ancient Greeks and their impact on the world. They will investigate:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Food</li> <li>Entertainment</li> <li>Beliefs</li> <li>Ancient cities</li> <li>Culture</li> <li>Warfare</li> <li>Religion</li> <li>Legends and myths</li> <li>Greek influence on the world e.g. democracy/ Olympics.</li> <li>Amazing minds and inventions.</li> </ul> <p>This will build on the early work of the Romans and Egyptians to provide context to both periods.</p>	<p><b>In Year 6...</b> Children will learn about the continuities and changes from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• education</li> <li>• entertainment</li> </ul> <p>Children will also learn about historical debate and how evidence is required to provide a substantiated claim.</p> <p>The importance of local heritage and its impact on the economic, social and political development of the area.</p> <p>Comparing continuities and changes between the Ancient Maya through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>
<p><b>Key vocabulary-</b> Use key vocabulary such as:</p> <ul style="list-style-type: none"> <li>- Reign, empire, coronation, wealth, poverty, invention, industrial revolution, servant, workhouse, monarchy, punishment, philosophy, democracy, Spartans, Olympics, truce, Zeus, temple, theatre, hoplite (Greek foot soldier), Trireme (Greek warship), myth, legend, loincloth, chariot, Protestant, Catholic, Pope, Rome, divorced, beheaded, heir, monarch, execution, Tudor Rose, Battle of Bosworth, Mary Rose, banquet.</li> </ul>		
<p><b>Progression/ End Points</b></p>		

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>- Pupils are able to place the Victorian era on a timeline.</li> <li>- Pupils are able to compare and contrast the Victorian era with the 21<sup>st</sup> century.</li> <li>- To know the impact the Victorian era has had locally, nationally and globally (rights, education, railways, industrialism, employment law, gender equality, and economics).</li> <li>- Pupils can identify the importance of George Stephenson and his impact upon the area.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are able to place key Tudor figures in order and evaluating their significance.</li> <li>- Pupils can use some artistic artefacts to gain insight into the Tudor period and evaluate sources e.g. portraits for reliability.</li> <li>- Pupils are able to explain the key figures in the War of the Roses.</li> <li>- Pupils are able to describe the key events/ elements in Henry VIII life and investigate the significance they have on the present day.</li> <li>- Pupils are able to compare and contrast between the rich and poor in Tudor society.</li> <li>- Pupils are able to compare and contrast crime and punishment in Tudor society.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils understand the legacy of Greek culture e.g. art, Gods, architecture, Olympic Games, inventions, medicine, philosophy and literature.</li> <li>- Pupils are able to gather some evidence from a range of sources and discuss its validity.</li> <li>- Pupils are able to describe daily life of the Ancient Greeks.</li> <li>- Pupils can identify the importance of democracy and human rights.</li> </ul>

### Challenge

Pupils can compare and contrast the similarities and differences between the three eras and compare them to present day

### Skills gained

Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
<p>Building a coherent knowledge of British history from those that they have been taught in previous years to including the Tudors and Victorians.</p> <p>Children to be able to comment upon:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<p>Placing early civilisations into context – Ancient Greeks.</p> <p>Comparing and contrasting The Tudors and The Victorians to present day.</p> <p>Placing The Victorians and The Tudors into the wider context of</p>	<p>Identifying the causes and effects of Tudor and Victorian Britain and its changes in religion, equality, rights and work etc.</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy,</p>	<p>Identify why interpretations can change in light of new evidence.</p> <p>Identifying the significance of the rulers at the time and their impact on society.</p>	<p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation.</p> <p>Independent selection of sources to provide evidence.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘continuing on from...’</p>	<p>Using sources to interpret viewpoints, including bias.</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints.</p> <p>Identify why the amount of written primary sources varies depending on individual time periods –</p>

Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.	historical chronology.  Continued development of civilisations around the world and their impact on later civilisations.	philosophy, medicine, language etc.		Making independent decisions and using a range of evidence to justify.	Using words and phrases to describe events and people from the past – e.g. 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias.'	Romans/Greeks/Anglo-Saxons/Vikings.
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**Year 6**

**World War 2, Local area study- Industrial Heritage (Transporter, friction match, Thornaby aerodrome) and The Mayans.**

**Rationale-** During Autumn term Year 6 will begin by extending prior knowledge of WW1 to allow for new learning with a more mature element that will allow discussion. This will lead the WW2 topic where pupils will have a rounded view of significant period of 21<sup>st</sup> century life.

During Spring term pupils will investigate key events and structures within the locality that have great significance to the area and its history and development. This will give pupils a sense of civic pride and admiration for their local area to create local and national citizens.

Studying the Mayans offers fantastic opportunities to link with the Vikings. Whilst the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. This also provides a comparison to a non-European society that contrasts with the children's own experiences.

**Black History links**

- Walter Tull- footballer and army officer.

**Learning**



<p><b>Prior knowledge</b></p> <p>Children will learn about the Victorians, Tudors and Ancient Greeks and their impact on the world. They will investigate:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Food</li> <li>Entertainment</li> <li>Beliefs</li> <li>Ancient cities</li> <li>Culture</li> <li>Warfare</li> <li>Religion</li> <li>Legends and myths</li> <li>Greek influence on the world e.g. democracy/Olympics.</li> <li>Amazing minds and inventions.</li> </ul> <p>This will build on the early work of the Romans and Egyptians to provide context to both periods.</p>	<p><b>In Year 6...</b></p> <p>Children will learn about the continuities and changes from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• education</li> <li>• entertainment.</li> </ul> <p>Children will also learn about historical debate and how evidence is required to provide a substantiated claim.</p> <p>The importance of local heritage and its impact on the economic, social and political development of the area.</p> <p>Comparing continuities and changes between the Ancient Maya through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs.</li> </ul>	
<p><b>Key vocabulary-</b></p> <p>Use key vocabulary such as:</p> <ul style="list-style-type: none"> <li>- Trench, conscription, blackout, front line, conscientious objectors, raids, Blitz, propaganda, Luftwaffe, refugee, Nazi, Holocaust, evacuation, surrender, racism, anti-Semitism, gender equality, friction, match, Transporter Bridge, Infinity Bridge, Roseberry Topping, aerodrome, The Locomotion, Darlington, Stockton, iron, steel, temple, cacao beans, ocelot, jaguar, warrior, stelae (stone sculpture), hieroglyph, Mesoamerica (Mesoamerica is a historical and important region and cultural area in southern North America), maize, civilisation, sacrifices, tzolkin (religious calendar), astronomy, Palenque (ancient Mayan city).</li> </ul>		
<p><b>Progression/ End Points</b></p>		
<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>- Pupils are able to describe the conditions of the trenches.</li> <li>- Pupils understand the effects of conscription on society.</li> <li>- Pupils understand and can describe the process and effects of evacuation.</li> </ul>	<p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>- Pupils can understand why the Transporter Bridge was built and the effect it had on the town's development.</li> <li>- Pupils understand about the history of steel-making in the area.</li> </ul>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>- Pupils understand who the Maya were and where they were from.</li> <li>- Pupils can describe why we study the Maya.</li> <li>- Pupils are able to place the Maya on a timeline and a map.</li> </ul>

<ul style="list-style-type: none"> <li>- Pupils can describe how people felt during the air raids.</li> <li>- Pupils can describe the impact the wars had on British society.</li> <li>- Pupils can describe the changes in gender equality during the wars.</li> </ul>		<ul style="list-style-type: none"> <li>- Pupils are able to compare the makeup of the area from 19<sup>th</sup> century to the 21<sup>st</sup>.</li> <li>- Pupils to understand the role the development of the railways had on our local area.</li> </ul>		<ul style="list-style-type: none"> <li>- Pupils can understand some of the achievements of the Maya.</li> <li>- Pupils can explain some aspects of how the Maya lived.</li> <li>- Pupils can explain why the Maya civilisation lasted so long.</li> </ul>		
<b>Challenge</b>						
<ul style="list-style-type: none"> <li>- Pupils can compare and contrast the impact on home society between the two wars. (WW1- soldiers in far off place vs WW2 our own country being attacked).</li> <li>- Pupils are able to debate, with evidence, the most influential period that they have learnt throughout their time in school.</li> </ul>						
<b>Skills gained</b>						
<b>Constructing and Sequencing the past.</b>	<b>Continuity and Change.</b>	<b>Cause and Effect.</b>	<b>Significance and Interpretation.</b>	<b>Carrying out Historical enquiry.</b>	<b>Vocabulary and communication.</b>	<b>Using sources and evidence.</b>
<p>Compare the World Wars and place them on a timeline along with key events.</p> <p>Understand the importance of local history and the part it's played on the local area.</p> <p>Study the Maya through:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <p>and understanding the reasoning for similarities/differences of the civilisation.</p>	<p>Compare the World Wars and the effect they had on modern day Britain.</p> <p>Comparing continuities and changes between the Ancient Maya and everyday Britain.</p> <p>Comparing 19<sup>th</sup> century Teesside to present day.</p>	<p>Identifying the effects the World Wars had on society.</p> <p>Identifying the effects of steel-making on the local area.</p> <p>Identifying the development of the railways on the local area and the world.</p>	<p>Identifying the significance of the World Wars and why we still remember those we lost.</p> <p>Identifying the significance steel-making and the railways had on the world.</p> <p>Identifying the significance the Maya achievements had on the world.</p>	<p>Independently identifying important achievements from the Maya – Critical thinking, reasoning, research and debate.</p> <p>Independent selection of sources, arguments and evidence to justify opinion.</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'chronology' 'context.'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'progression.'</p>	<p>Identify the effectiveness of sources as evidence.</p> <p>Use sources of evidence as the basis for an opinion.</p> <p>Begin to make references to evidence as justification.</p>