



Aiskew, Leeming Bar
Church of England Primary School

*'Rooted in love and growing together
to become lifelong learners'*

History Key Learning

Our overall intent is that pupils when they leave Y6 are competent in constructing their own historical arguments and accounts to give them an understanding and knowledge of the past in terms of people, events, dates, states of affair and places. By developing their chronological knowledge, we hope that they can understand the broad characteristics of periods of time as well as the way these relate to each other.

Our golden threads are: power, settlements/migration and transport.

We teach our units using a cyclic curriculum. This grid shows how we build progression into our learning and provide further opportunities to build upon knowledge gained. KS1 pupils enter a 2-year rolling programme at different points and KS2 pupils enter the 4-year rolling programme at different points; it is important that children have the opportunity to revisit learning in order to help it become 'sticky knowledge', to further develop skills when using this knowledge and purposefully recap on learning. Not only does this ensure our curriculum fulfils the distinct needs of our learners, it also supports children in being able to remember more because revisiting learning helps it transfer to the long-term memory. In order to do this effectively, we use the Bloom's rainbow steps to success to ensure children can use knowledge in a variety of higher order ways appropriate to their stage of learning. This way of working is successful for our mixed-aged classes.

We believe that generative knowledge is helpful to the children as it allows them to better understand new learning and concepts when they meet them. E.g., the role of kings and queens in EYFS helps them to understand emperors, pashas and pharaohs etc. By carefully choosing our golden threads and ensuring that we have carefully made links in our learning which are planned to allow the children to build on previous learning, no matter where they come into the curriculum we are giving them opportunities to gain this knowledge to use when they need it.

Types of Generative Knowledge

Substantive Knowledge

- Substantive knowledge relates to abstract concepts which occur frequently throughout studying history, such as 'monarchy' and 'migration'. Pupils develop their understanding through planned, repeated encounters with these concepts through a range of contexts.
- Substantive concepts have specific meanings in different contexts, rather than existing as definitions. Revolution is one example which represents an idea that has a different meaning depending to which period of time it refers: the Industrial Revolution, for example. Simply knowing the definition of 'revolution' does not enable pupils to fully understand the nature and essence of these this period.
- Although it is important to intentionally plan for pupils to learn about these concepts, this in itself is unlikely to be sufficient, and pupils will need exposing to a range of concepts without explicit teaching.
- The Matthew Effect occurs in history: the more children know, the more able it is for new knowledge to stick. This supports both intentional and incidental learning which we encourage by selecting appropriately challenging vocabulary and texts.
- Meaningful examples with repeated encounters are the most effective ways of developing this substantive conceptual knowledge and understanding, we ensure this as outlined in this by having clear links that we are able to reference with the children.

Chronological Knowledge

- This is highly generative knowledge which allows pupils to organise their learning into coherent narratives.
- Pupils should develop a mental timeline which provides an overview of what they are learning and supports its relation to what has been previously learned.
- Pupils should remember the broad features and characteristics of historical periods, and this can enable deeper learning in other contexts.
- Over time, pupils should develop a complex schema of how historical periods connect with each other, with a deeper understanding of the individual events and phenomena within each period.
- How periods connect is important to prevent pupils from developing a disconnected or episodic understanding of the past.

- It is possible for pupils to gain a sense of the overview through investigating the depth. For example, studying life in the workhouse might enable pupils to deduce and understand the beliefs and values of society during the Victorian age.
- It is important for pupils to understand the chronological order of broad periods of time and build their knowledge of developments, links and themes across time, such as the spread of Christianity, or impact of technology. To help with this, each child has their own timeline to show their individual journey in KS2 and there is a large-scale class version to share too.

Disciplinary Knowledge

- Pupils learn about how historians study the past and construct accounts through specific examples. This requires substantive knowledge about relevant historical contexts.
- Historical enquiry is not a pedagogical approach: it refers to the means by which historians enquire about the past and use their findings to construct meaning. Enquiry is a sophisticated device for shaping the curriculum content: it enables both substantive and disciplinary thinking to be developed simultaneously.
- Teaching how historians learn about the past is very different from everyday thinking and needs explicit teaching, alongside a secure understanding of the substantive knowledge that is considered alongside it.
- Substantive and disciplinary knowledge are meaningless without the other.
 - Disciplinary knowledge can be developed by following the principles of: Avoiding generic approaches for 'skills' such as source analysis, Using the work of academic historians to inform teaching and learning and teaching the language of analysis explicitly

Disciplinary Concepts: Cause

- This requires teaching pupils to use detailed and developed substantive knowledge to examine how and why events or states of affairs occurred or emerged.
- Pupils should select and combine information about potential causes and shape them into an explanation. Pupils need repeated encounters of how historians construct such arguments.
- Models and diagrams can help pupils develop understanding of causal arguments.
- Some likely misconceptions that pupils can develop are that certain events were inevitable, and a failure to appreciate relationships within the context of the study.

Disciplinary Concepts: Consequence

- This is challenging for pupils and is unlikely to be worthwhile unless they are working with a broad and secure knowledge of the pertinent developments.
- It is better for pupils to consider either cause or consequence in isolation rather than at the same time.

Disciplinary Concepts: Change and Continuity

- This relates to the pace, nature and extent or characterisation of change.
- Questions about change are often ones where pupils can think and argue about continuity at the same time: what changed, and what stayed the same or similar?
- There are four types of change to consider, and teaching is likely to be most effective if it concentrates on one aspect only:
 - Extent or degree
 - Pace or rate
 - Nature or type
 - Process
- Strategies which support teaching about change and continuity include: teaching historical language; using metaphor; using visual representations of change or models to represent abstract ideas.

A common misconception that pupils hold, which can be addressed through explicit teaching, is that change is a discrete series rather than a continuous process. Pupils require security in substantive knowledge in order to fully appreciate this.

Disciplinary Concepts: Similarity and Difference

- This refers to the extent and type of difference between people, groups, experiences or places in the same historical period. It often involves detecting and analysing generalisations.
- Generalisations can be powerful tools for historians to use to describe historical entities but pupils should be taught about their limitations.
- Pupils' knowledge can be developed by teaching about similarities and differences on different scales. This can be effected by using individual stories to develop a complex understanding. Again, this requires security in substantive knowledge.

Disciplinary Concepts: Historical Significance

- This refers to how and why historians ascribe significance to events, trends and individuals.

- A common misconception is that pupils think some events are inherently significant rather than understanding that this status has been ascribed to them.
- It is also important to consider historical silence: why things haven't been considered significant.
- Teachers are able to focus on factors which can lead to historical significance, and again, pupils need a secure substantive knowledge in order to understand this concept.

Disciplinary Concepts: Sources and Evidence

- Pupils need to learn how historians use sources as evidence to construct, challenge or test claims about the past.
- An effective curriculum is designed to provide clarity about sources as artefacts of evidence and how these relate to the claims that are being made.
- A common misconception developed by pupils is that bias in a source is a bad thing; teachers should focus on what bias in a source means for its analysis. In addition, some pupils make claims greater than the scope of the evidence which individual sources can provide.
- It is important to teach pupils that sources can establish evidence for specific historical questions and that they should be interrogated with particular questions in mind.
- Pupils should study anthologies of sources so they can understand how historians use such collections to learn about the past. These should include longer extracts and whole texts, in addition to non-textual sources such as photographs, songs, folk-song and oral traditions.
- It is important for pupils to study sources with a rich and detailed knowledge of the context in which they were produced. They need this detailed factual knowledge in order to draw inferences, as well as understand how historians are able to draw inferences from sources.

Disciplinary Concepts: Historical Interpretations

- This relates to the how and why of why different historical accounts of the past are constructed. A common question thread would be, "Why do historians disagree about the causes of...?"
- Pupils encounter problems when they treat interpretations as fixed or given: they need to be taught that different interpretations exist and can change in accordance with evidence and different means of analysis.
- Such enquiries should not invite pupils to make a judgement for themselves; rather, they should study different and specific interpretations and understand how and why they have been constructed.
- In order for pupils to engage critically, they require secure substantive knowledge of the context in which the events described occurred, and the context when the interpretation was produced.

The Characteristics of Effective Learning are the bedrock of children's experiences within EYFS in all areas of learning. They include:

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

These characteristics form the first steps in preparing our youngest children in their learning about our Building Learning Power skills and link EYFS learning to that which follows in Key Stage 1 and Key Stage 2 where we continue to develop these skills further. The chart below shows how these link.

We believe that in order to help children to be effective learners and remember more, we use Bloom's Taxonomy throughout school as a way of effectively deepening children's understanding. Children are introduced to this in EYFS through the Characteristics of Effective Learning. This hierarchical structure links well with the Characteristics of Effective Learning and therefore links the EYFS curriculum to the curriculums taught in Key Stage 1 and 2. The table below shows how Bloom's Taxonomy links to these characteristics.

Characteristics of Effective Learning	Building Learning Power	Bloom's Taxonomy
Finding out and exploring	This links to the Cognitive and Emotional Mind Noticing: really sensing what's out there Questioning: playing with situations Imagining: using the mind's eye as a learning theatre Capitalising: making good use of resources Making links: seeking coherence, relevance and meaning	Remember: Can the student recall or remember the information?
Using what they know in their play	This links to the Cognitive Mind Making links: seeking coherence, relevance and meaning Capitalising: making good use of resources Reasoning: thinking rigorously and methodically	Remember: Can the student recall or remember the information? Understand: Can the student explain ideas or concepts? Apply: Can the student use the information in a new way?
Being willing to have a go	This links to the Emotional Mind Perseverance: stickability; tolerating the feeling of learning	
Being involved and concentrating	This links to the Emotional and Social Mind Absorption: flow; the pleasure of being rapt in learning Managing distractions: recognising and reducing interruptions Collaboration: the skills of learning with others	
Keeping on trying	This links to the Emotional and Social Mind Perseverance: stickability; tolerating the feeling of learning Interdependence: balancing self-reliance and sociability	
Enjoying achieving what they set out to do	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way?
Having their own ideas	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way? Create: Can the student create a new product or point of view?
Using what they already know to learn new things	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources	Apply: Can the student use the information in a new way?
Choosing ways to do things and finding new ways	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources Planning: working learning out in advance Revising: monitoring and adapting along the way	Analyse: Can the student distinguish between the different parts? Create: Can the student create a new product or point of view?

Reception Development Matters 2020	<p>Understanding the World Talk about members of their immediate family and community. Name and describe people who are familiar to them. Children will share who is in their family and what they do. They will share experiences within a range of situations, holidays, birthdays etc. They will investigate and share different types of family. They will talk about people who help us in our lives. Comment on images of familiar situations in the past. Discuss the past within their living memory. Through books and stories (Some artefacts) talk about toys and situations in the past. Milly Molly Mandy. Discuss simple changes that have happened to them since they were a baby. Compare and contrast characters from stories, including figures from the past. Through a whole range of stories compare characters – Room on the Broom, Winnie the Witch, Amazing Grace, Handa, The Proudest Blue. Recognise some environments that are different from the one in which they live. Again, through stories, Emperors Egg, Handa's Hen, Festivals.</p> <p>Expressive Arts and Design Develop storylines in their pretend play. Use knowledge of their own and others' lives to act out a range of scenarios as well as influence from some books.</p> <p>Personal, Social and Emotional Development See themselves as a valuable individual. We are all special and each have talents. Think about the perspectives of others. Know that we are all different and think differently.</p> <p>Communication and Language</p>
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	<p>Learn new vocabulary. Be introduced to new vocabulary through NELI and Talk Through Stories as well as in other books, learning and experiences. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Adults will model where necessary as well as use MTTT. Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
Early Learning Goals	<p>Understanding the World Past and Present Talk about the lives of the people around them and their roles in society. They will talk about people who help us in our lives and then consider the wider world, doctors, police, firemen, secretary etc. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Be able to discuss their own past in simple terms and use this understanding to discuss changes in a book. Old Bear, Zeraffa Giraffa Consider what life was like for grandparents. Share memories and photographs. Understand the past through settings, characters and events encountered in books read in class and storytelling. Discuss the clothing used by characters in the past. Discuss Kings and queens in fairy tales. Expressive Arts and Design Creating with Materials Make use of props and materials when role playing characters in narratives and stories. Children are encouraged to create their own props to facilitate play. Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Share understanding using First, Now , Next Sing a range of well-known nursery rhymes and songs. A wide repertoire is promoted and taught in Charanga. Communication and Language Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children discuss with LPs and have the opportunity to share ideas in small groups whilst being encouraged to actively use and experiment with new vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Literacy Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Role play of stories using props, story stones, story spoons etc. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

Unit of Learning KS1	KS2 Units of Learning which extend this learning	How KS1 units revisit key learning	How history will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
Changes within living memory: Seaside holidays	Thematic: Queen Victoria- Victorian period Wensleydale Railway – local history study links.	Events beyond living memory that are significant nationally or globally – Stockton to Darlington Railway – lost suitcase	Well-being: taking time out for holidays and connecting with family/nature	To be able to identify key period features e.g. clothing, transport and entertainment. To know where were the key holiday destinations and compare them with today.	Sequence simple events. Match objects to people of different periods. Sequence 3 or 4 artefacts from distinctly different periods of time.	Geography – coastal features and seaside towns English – postcards & advertisements DT – puppets- hand /string

	<p>Golden thread – migration possible through transport opening up to more people. All – chronology</p>			<p>To identify similarities and differences between seaside holidays in the Victorian period, the 1960s and now.</p> <p>To know that reasons for going on holiday today are different from 100 years ago.</p> <p>To compare holidays now and then and say which one they would prefer giving reasons why.</p> <p><u>Significant People</u></p>	<p>Recognise the difference between past and present in their own and others lives. To know and recount episodes from stories about the past.</p> <p>Compare adults talking about the past – how reliable are their memories? Use stories to encourage children to distinguish between fact and fiction. Can give a simple reason why a real person acted as they did in a historical situation. Can give simple consequences of somebody's actions. Can find an answer to a question by looking at a simple picture.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts. Can describe the main features of an artefact. Can consult and use information from two simple sources to find information. Can find answers to questions about objects by looking in books, the internet and information sheets. To use a range of given sources, such as letters, as well as books to find out about a person's life. To ask a simple enquiry question. Can ask simple questions in the role.</p> <p>Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT. Label and or annotate a range of images. Can write simple sentences describing an event. Use words and phrases like 'old', 'new' and 'a long time ago'.</p>	<p>Science/Geography – protection from sun etc clothing EYFS – Development Matters</p> <p>Golden thread: transport</p>
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				George Stephenson – link to use of railways as a way to access the seaside	Can orally retell the main episodes of famous past events.	
The lives of significant individuals: Florence Nightingale and Mary Seacole	All – chronology Unit on Power	Link to Poppy Day and other significant individuals covered – George Stephenson, James Cook, Neil Armstrong	To understand the role of nurses and the NHS – cleanliness, fresh air, role of medicines. School values – compassion, thankfulness	To know when Florence Nightingale and Mary Seacole lived and what they did. To know why Florence Nightingale and Mary Seacole are remembered today. To know that they were both unusual for ladies at that time by wanting to be different. To give reasons why they wanted to go to the Crimea. To know that not everyone welcomed them and why. To evaluate which were their most important achievements.	Sequence simple events. Match objects to people of different periods. Sequence 3 or 4 artefacts from distinctly different periods of time. Recognise the difference between past and present in their own and others lives. To know and recount episodes from stories about the past. Compare adults talking about the past – how reliable are their memories? Use stories to encourage children to distinguish between fact and fiction. Can give a simple reason why a real person acted as they did in a historical situation. Can give simple consequences of somebody's actions. Can find an answer to a question by looking at a simple picture. Find answers to simple questions about the past from sources of information e.g. artefacts. Can describe the main features of an artefact. Can consult and use information from two simple sources to find information. Can find answers to questions about objects by looking in books, the internet and information sheets. To use a range of given sources, such as letters, as well as books to find out about a person's life. To ask a simple enquiry question. Can ask simple questions in the role. Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing	Geography – continents & places. Crimea, Ukraine Current affairs – war in Crimea again/Covid and the Nightingale hospitals/NHS Maths – money £5 note Science & PSHE Keeping healthy & clean RE – The Golden Rule/Love your neighbour Spirituality: the wonder of medicine and the value of compassion; reflection how compassionate are pupils?; take action – what can you do to make a difference to the lives of others?

				<p>Significant People Florence Nightingale, Mary Seacole</p>	<p>(e.g. reports, labelling, simple recount) and ICT. Label and or annotate a range of images. Can write simple sentences describing an event. Use words and phrases like 'old', 'new' and 'a long time ago'. Can orally retell the main episodes of famous past events.</p>	
<p>Events beyond living memory that are significant nationally or globally: The development of the railway – George Stephenson, The Darlington to Stockton Railway & The Wensleydale Railway</p>	<p>Local history study – Wensleydale railway. Migration of people and the ongoing rise of key settlements as transport hubs.</p> <p>Golden Thread – power, the railways went all over the world and helped us build the British Empire – Commonwealth. Golden Thread – settlements & migration. New towns and cities grew because of the railways – Middlesbrough, people able to travel for work and pleasure. Railways grew across the world. GS travelled to help other countries set up their own passenger lines.</p>	<p>Transportation links (seaside) – moved on from walking, horse & carts & boats – next step vehicles and rockets. Links with other significant individuals covered – James Cook, Florence Nightingale & Mary Seacole, Neil Armstrong</p>	<p>An understanding of the importance of transport and how this is still an effective mode of transport both for people and goods. Better for the environment for centralised travel rather than jamming up the roads and pollution levels.</p> <p>Caretakers of the world – are there now too many vehicles causing pollution and how can travel be sustainable?</p>	<p>To know when and where the first public passenger railway started. The first public railway to use steam locomotives in the world to transport passengers 1825 – Stockton to Darlington Railway.</p> <p>To know who invented the first passenger steam engine. Locomotion 1 – designed and built by Stephenson. He is also famous for building the Rocket.</p> <p>Match different modes of transport to different time periods.</p> <p>To know why this was a significant event.</p> <p>To know how the steam train changed peoples' lives.</p> <p>To be able to say how it might have felt to travel in a steam train in the 1830s.</p>	<p>Sequence simple events. Match objects to people of different periods. Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Recognise the difference between past and present in their own and others' lives. To know and recount episodes from stories about the past.</p> <p>Compare adults talking about the past – how reliable are their memories? Use stories to encourage children to distinguish between fact and fiction. Can give a simple reason why a real person acted as they did in a historical situation. Can give simple consequences of somebody's actions. Can find an answer to a question by looking at a simple picture.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts. Can describe the main features of an artefact. Can consult and use information from two simple sources to find information. Can find answers to questions about objects by looking in books, the internet and information sheets.</p>	<p>Geography – place knowledge England Local area Science - materials Maths – money £10 note (old version)</p> <p>Golden thread: transport</p>

				<p>Significant People George Stephenson – ‘Father of the Railways’</p>	<p>To use a range of given sources, such as letters, as well as books to find out about a person's life. To ask a simple enquiry question. Can ask simple questions in the role.</p> <p>Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT. Label and or annotate a range of images. Can write simple sentences describing an event. Use words and phrases like ‘old’, ‘new’ and ‘a long time ago’. Can orally retell the main episodes of famous past events.</p>	
<p>Significant historical events, people and places in their own locality and The lives of significant individuals: Captain Cook and Neil Armstrong (comparison)</p>	<p>Golden Thread – migration. Ships led to greater trade and migration. Movement of people from the UK across the world.</p>	<p>Explorers – Neil Armstrong & Dr Nicholas Patrick. Modes of transport railway, ships & rockets</p>	<p>Exploration by man is still ongoing whether to Mars or the oceans. Mapping – JC was an expert and was allowed safe passage by countries at war with Britain – why?</p>	<p>To know that someone lived a long time ago.</p> <p>To make suggestions for their own enquiry based on a picture.</p> <p>To know when and where Captain Cook lived as a child/young person and know significant places linked to him within the North East.</p> <p>To know the events that led to him becoming a captain.</p> <p>To know about the events of his first voyage.</p> <p>To know how he died.</p> <p>To know what he discovered and why he is remembered today.</p> <p>To compare the lives of the explorers Captain Cook and Neil Armstrong and say how they are the same and different.</p>	<p>Describe memories of key events in lives. Sequence artefacts or events closer together in time by referencing with a range of media. Sequence events.</p> <p>Identify differences between ways of life at different times. Recognise why people did things, why events happened and what happened as a result.</p> <p>Compare two versions of a past event. Compare pictures or photographs of people or events in the past Can give clear explanation of an important event, offering two or three reasons why an event took place. To be able to give a few consequences of events/people's actions.</p> <p>Can make deductions about artefacts, spotting clues to function and use.</p>	<p>Geography, continents, countries, crossing the Equator Science – the solar system and observatories. Life on board ships – healthy diet (scurvy) PSHE – Keeping/Staying healthy – diet PE - Diet</p> <p>Golden Thread – power, ships went all over the world to trade and helped us build the British Empire – Commonwealth.</p> <p>Golden thread: transport</p>

				<p>Can find answers to questions about objects by looking in books, the internet and information sheets. Can ask relevant questions in the role.</p> <p>Realise that we can find out about a person's life by using a range of sources, such as letters and books. Realise that there are potential weaknesses in sources e.g. the first moon landing.</p> <p>To ask an enquiry question.</p> <p>Use drama and role play to communicate their knowledge of the past.</p> <p>Can recount an event and use conjunctions to explain why or to connect ideas.</p> <p>Use fiction or non-fiction writing to show their understanding of the period or person(s) studied.</p> <p>To use specific time adverbials.</p> <p>To use subject-specific vocabulary and historical terms e.g. monarch.</p>		
<p>Significant historical events, people and places in their own locality and The lives of significant individuals: Captain Cook and Neil Armstrong including Dr Nicholas Patrick (comparison)</p>	<p>Golden Thread – migration. Ships led to greater trade and migration.</p>		<p>Could man travel and inhabit other planets?</p>	<p>To compare the lives of the explorers Captain Cook and Neil Armstrong and say how they are the same and different.</p> <p>To know that NASA has named its space shuttles after Captain Cook's ships which Dr Nicholas Patrick has flown and they are both Teessiders.</p> <p>To know when Neil Armstrong lived and what he is famous for.</p> <p>To know when the first moon landing occurred and place it on a timeline.</p> <p>To consider why man went to the moon and to know why it was a significant event in world history and why it is remembered.</p>	<p>Describe memories of key events in lives.</p> <p>Sequence artefacts or events closer together in time by referencing with a range of media.</p> <p>Sequence events.</p> <p>Identify differences between ways of life at different times.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Compare two versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Can give clear explanation of an important event, offering two or three reasons why an event took place.</p> <p>To be able to give a few consequences of events/people's actions.</p>	<p>Geography – maps</p> <p>Science – the solar system</p> <p>Spirituality: the wonder of space and travel; reflection – is it right?; take action – think about being a caretaker of our world and is it right to inhabit other worlds?</p> <p>Spirituality: the wonder of technology; reflection – what would help the lives of others? Take action – try to be inventive to help improve life on earth:</p> <p>STEM</p> <p>Golden thread: transport</p>

				<p>To evaluate the evidence available because some people do not believe that it happened.</p> <p>Significant People Neil Armstrong, Buzz Aldrin, Michael Collins, Dr Nicholas Patrick, James Cook</p>	<p>Can make deductions about artefacts, spotting clues to function and use. Can find answers to questions about objects by looking in books, the internet and information sheets. Can ask relevant questions in the role. Realise that we can find out about a person's life by using a range of sources, such as letters and books. Realise that there are potential weaknesses in sources e.g. the first moon landing. To ask an enquiry question.</p> <p>Use drama and role play to communicate their knowledge of the past. Can recount an event and use conjunctions to explain why or to connect ideas. Use fiction or non-fiction writing to show their understanding of the period or person(s) studied. To use specific time adverbials. To use subject-specific vocabulary and historical terms e.g. monarch.</p>	
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History Unit of Learning KS2	KS1 Units of Learning which form the basis of this learning	How KS2 units revisit key learning	How History will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
Changes in Britain from the Stone Age to the Iron Age.	Migration and travel/transport – this is more general rather than a specific unit.	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization Mayan civilization c. AD 900 Ancient Greece</p>	<p>Understanding the significance of community; trade, protection etc</p> <p>Understand that people migrate to get employment/improve their living conditions</p> <p>The importance of having a faith or belief – do we need it?</p>	<p>To know when the Stone Age, Bronze Age and Iron Age occurred.</p> <p>To know that the earliest settlers migrated from Europe and were hunter-gatherers living in caves. Following further migrations, they moved towards early farming. https://www.nhm.ac.uk/discover/news/2018/february/the-beaker-people-a-new-population-for-ancient-britain.html</p> <p>To know Stone Age man used art and performed ceremonies.</p> <p>To know that Skara Brae has changed and enhanced historians' knowledge of early communities.</p>	<p>Chronological Understanding Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line. Y4 Use terms related to the period and begin to date events. Y5/6 Know and sequence key events of time studied. Y3 Use dates and terms related to the study unit and passing of time. Y4 Understand more complex terms e.g. BC/AD. Y5/6 Use relevant terms and period labels. Y6 Make comparisons between different times in the past.</p> <p>Range and Depth of Historical Knowledge Y3 Find out about every day lives of people in time studied. Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions. Y4 Use evidence to reconstruct life in time studied. Y4 Identify key features and events of time studied. Y4 Look for links and effects in time studied.</p>	<p>Geography – maps</p> <p>Science – materials</p> <p>PSHE – The working world</p> <p>RE – 1.7 What does it mean to belong to a faith community? (Living) U2.1 Why do some people believe in God and some people do not? (Believing) L2.5 Why are festivals important to religious communities? UC2b.1 What does it mean if God is holy and loving? (God)</p>

		Roman Empire		<p>To know where and when Stonehenge was built and make suggestions as to how and why.</p> <p>To list characteristics of life in an Iron Age hill fort community.</p> <p>To know that at the end of the Iron Age, it was unsettled and people fought over their land with their community.</p> <p><u>Significant People</u> Cheddar Man –remains of stone-age man found at Cheddar Gorge</p>	<p>Y4 Offer a reasonable explanation for some events. Y5 Compare life in early and late 'times' studied. Y5 Compare an aspect of life with the same aspect in another period. Y5 Examine causes and results of great events and the impact of people. Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Y6 Compare beliefs and behaviour with another time studied. Y6 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Historical concepts Y3 Identifies changes based on similarity and difference. Y3 Look at representations of the period – museum, cartoons etc. Y4 Look at the evidence available using a range of media and historical knowledge. Y4 Begin to evaluate the usefulness of different sources. Y5 To know some changes are relatively slow whereas others happen very rapidly. Y6 Understand what is meant by a turning point. Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Y6 Be aware that different evidence will lead to different conclusions. Y6 Link sources and work out how conclusions were arrived at. Historical Enquiry Y3 Use a range of sources to find out about a period. Y3 Observe small details – artefacts, pictures. Y3 Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Y4 Use a range of media for research. Y4 Children see that some sources are more useful than others and can explain why. Y4/5 Use evidence to build up a picture of a past event. Y5 Begin to identify primary and secondary sources. Y6 Recognise primary and secondary sources. Y6 Use a range of sources to find out about an aspect of time past. Y6 Offers substantiated reasons why some sources might be treated cautiously. Organisation and Communication Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. Y3 To use and understand subject-specific vocabulary and historical terms e.g. hill fort, invasion, massacre, defence, artefact, archaeological dig, weapons, mass grave, Maiden Castle, war cemetery, projectile injuries Y3 Writes in simple and accurate, sequenced, sentences when narrating what happened in the past. Y4 Answers are structured and provide supporting evidence for statements made. Y4/5 Communicate their knowledge and understanding. Y4/5 Recall, select and organise historical information. Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. Y6 Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Spirituality: wonder – why do we worship? Reflection – what do I worship, if anything? Action – show thankfulness for things.</p> <p>Spirituality: wonder – how did they create Stonehenge with rudimentary technology? Reflect – what compelled them to build it? How did they overcome the weight, transportation and distance? Action – use a growth mindset to achieve a challenging goal.</p> <p>STEM</p> <p>Golden thread: transport</p>
Earliest Civilizations with key focus on Ancient Egypt	Transport through time – ships: Cook and travel with new inventions e.g. Trains (local study) and	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization Mayan civilization c. AD 900	How society works Treating everyone as equals.	<p>To know when the Ancient Egyptian period was and where this lies chronologically with other ancient civilizations.</p> <p>To know where the Ancient Egyptians lived.</p>	<p>Chronological Understanding Y3 Place time studied on a time-line. Y3 Use dates and terms related to the study unit and passing of time. Y3 Identify reasons for and results of people's actions. Y4 Place events from period studied on time-line.</p>	English – Zeraffa Giraffa and Varjak Paw

	rockets (Neil Armstrong)	<p>Ancient Greece Roman Empire Changes in Britain from the Stone Age to the Iron Age.</p>		<p>To understand the importance of the River Nile to the success of the Ancient Egyptian civilization.</p> <p>To understand the hierarchy within Ancient Egyptian society.</p> <p>To know the importance of religion to the Ancient Egyptians.</p> <p>To know who built the pyramids and why.</p> <p>To know how and why they mummified the dead.</p> <p>To know why the discovery of Tutankhamun's tomb was so important to historians. http://www.griffith.ox.ac.uk/gri/4sea1not.html</p> <p>To know what Ancient Egypt had in common with other civilizations at the time.</p> <p><u>Significant People</u> Khufu – Pharaoh of Ancient Egypt's Old Kingdom (Giza) Hatshepsut – Most successful female Pharaoh of Ancient Egypt Tutankhamen - 'Boy King'</p>	<p>Y4 Understand more complex terms e.g. BC/AD. Y5/6 Know and sequence key events of time studied. Y5/6 Use relevant terms and period labels. Y5/6 Make comparisons between different times in the past. Range and Depth of Historical Knowledge Y3 Compare with our life today. Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions. Y4 Use evidence to reconstruct life in time studied. Y4 Identify key features and events of time studied. Y4 Look for links and effects in time studied. Y4 Offer a reasonable explanation for some events. Y5 Study different aspects of different people including differences between men and women. Y5 Compare life in early and late 'times' studied. Y5 Compare an aspect of life with the same aspect in another period (Maya) Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Y6 Compare beliefs and behaviour with another time studied. Y6 Know key dates, characters and events of time studied. Historical concepts Y3 Look at representations of the period – museum, images, cartoons etc. Y4 Look at the evidence available using a range of media and historical knowledge. Y5 Compare accounts of events from different sources – fact or fiction. Y5 Offer some reasons for different versions of events. Y6 Link sources and work out how conclusions were arrived at. Y6 Be aware that different evidence will lead to different conclusions. Historical Enquiry Y3 Use a range of sources to find out about a period. Y3 Observe small details – artefacts, pictures. Y3 Select and record information relevant to the study. Y3 Begin to use a range of media for research. Y4 Choose relevant materials to present a picture of one aspect of life in time past. Y4 Use evidence to build up a picture of a past event. Y4 Use a range of media for research. Y5 Use a range of media for research with increasing confidence. Y5 Select relevant sections of information. Y6 Use a range of sources to find out about an aspect of time past Y6 Confidently use a range of media for research. Organisation and Communication Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. Y3 To use and understand subject-specific vocabulary and historical terms e.g. Nile delta, irrigation, crops, reservoirs, shadoof, oxen, canals, flooding, drought, desert, fertile, silt, nilometer, trade, red land, black land, akhet, agriculture, transportation Y3 To use and understand subject-specific vocabulary and historical terms e.g. pharaoh, viziers, priests, scribes, craftsmen and artists, peasants, slaves and servants Y3 Writes in simple and accurate, sequenced, sentences when narrating what happened in the past. Y4 Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry) Y4 Recall, select and organise historical information. Y4 Communicate their knowledge and understanding. Y4/5 Recall, select and organise historical information.</p>	<p>RE L2.5 Why are festivals important to religious communities? Passover (Expressing) U2.3 What do religions say to people when life gets hard? (Believing)</p> <p>Geography - Rivers</p> <p>Spirituality: wonder – why do we worship? Reflection – what do I worship, if anything? Action – demonstrate to those around me what I love.</p> <p>Spirituality: wonder – how did they create the pyramids with rudimentary technology? Reflect – what compelled them to build it? How did they overcome the weight, transportation and distance? Action – use a growth mindset to achieve a challenging goal.</p> <p>STEM</p> <p>British Values – Mutual respect - Exploring the meaning of equality</p> <p>Golden thread: transport</p>
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<p>The Roman Empire and its impact on Britain.</p>	<p>George Stevenson and the railway network and the Roman's road network.</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization Mayan civilization c. AD 900 Ancient Greece</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Power through the ages</p>	<p>Golden thread: Understand that people migrate for different reasons</p> <p>Roman architecture – Pantheon, keystone in arches – for building trade</p>	<p>To know when and why the Roman's invaded England?</p> <p>To know why they didn't settle in Scotland.</p> <p>To know why they built Hadrian's Wall, what life was like in these settlements and why it was successful.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-soldiers-in-roman-britain/z7d9wtv</p> <p>To know who Boudicca was, why she stood up to the Romans and what image we have of her today</p> <p>To know how the Romans were able to keep control over such a vast empire.</p> <p>To know how Roman settlements differed greatly from those from the Celts.</p> <p>To know why the great empire came to an end.</p> <p>To know how much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago (Roman roads, place names, York).</p> <p>Significant People</p> <p>Emperor Julius Caesar</p>	<p>Chronological Understanding</p> <p>Y3 Place time studied on a time-line.</p> <p>Y4 Place events from period studied on time-line.</p> <p>Y5/6 Know and sequence key events of time studied.</p> <p>Y3 Use dates and terms related to the study unit and passing of time.</p> <p>Y4 Understand more complex terms e.g. BC/AD.</p> <p>Y5/6 Use relevant terms and period labels.</p> <p>Range and Depth of Historical Knowledge</p> <p>Y3 Understand why people may have wanted to do something.</p> <p>Y3 Identify reasons for and results of people's actions.</p> <p>Y3 Compare with our life today.</p> <p>Y4 Offer a reasonable explanation for some events</p> <p>Y4 Look for links and effects in time studied.</p> <p>Y5 Examine causes and results of great events and the impact of people.</p> <p>Y5 Study different aspects of different people including differences between men and women.</p> <p>Y6 Know key dates, characters and events of time studied.</p> <p>Y6 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Historical concepts</p> <p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. rebellion, tribe, Iceni, Brigante</p> <p>Y3 Distinguish between different sources – compare different versions of the same story.</p> <p>Y4/5 Use evidence to build up a picture of a past event.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y4 Sees that changes don't always last.</p> <p>Y4 Grasps that change can happen quite quickly and can be reversed.</p> <p>Y5 To know some changes are relatively slow whereas others happen very rapidly.</p> <p>Y5 Begin to identify primary and secondary sources.</p> <p>Y5 Compare accounts of events from different sources – fact or fiction.</p> <p>Y5 Offer some reasons for different versions of events.</p> <p>Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Y6 Use a range of sources to find out about an aspect of time past.</p> <p>Historical Enquiry</p> <p>Y3 Select and record information relevant to the study.</p> <p>Y3 Use a range of sources to find out about a period.</p> <p>Y3/4 Begin to use a range of media for research.</p> <p>Y4/5 Use evidence to build up a picture of a past event.</p> <p>Y5 Select relevant sections of information.</p> <p>Y5 Use a range of media for research with increasing confidence.</p> <p>Y6 Confidently use a range of media for research.</p> <p>Organisation and Communication</p> <p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Golden thread: settlements – where and why they settled and impacted on the people living there at the time</p> <p>Spirituality: wonder – how did they create all the technological advancements? Reflect – what compelled them to design them? How did they overcome the design and building challenges? Action – use a growth mindset to achieve a challenging goal.</p> <p>STEM</p> <p>DT – Structure – Pavilions/bridges</p> <p>Geography – Local area study Roman Road and Aiskew Villa, Aldbrough</p> <p>Golden thread: transport</p> <p>Golden Thread: Settlement and migration</p>

				<p>Emperor Claudius – invaded Britain again, AD 43</p> <p>Boudicca – Iceni tribe, AD60</p> <p>Agricola – governor of Roman Britain tried to invade Scotland, AD 79</p> <p>Emperor Hadrian – AD122, started Hadrian's Wall</p> <p>Emperor Antonius Pius - AD138 abandoned Hadrian's Wall started Antonine Wall 99 miles north and added more forts</p>	<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. empire.</p> <p>Y4 Begin to use abstract terms e.g. empire</p> <p>Y4 Recall, select and organise historical information.</p> <p>Y4 Answers are structured and provide supporting evidence for statements made.</p> <p>Y45 Communicate their knowledge and understanding.</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p> <p>Y6 Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p> <p>Y6 Use in context and understand terms relating to different types of history e.g. cultural, economic, military, political, religious, social</p>	
Ancient Greece		<p>Ancient Egypt (plus Shang Dynasty)</p> <p>Maya</p> <p>Bronze and Iron Age Britain</p>	<p>The influence of the Ancient Greeks on our lives today e.g. spelling, government and democracy, architecture, art, sport, literature and science.</p> <p>Social structures.</p>	<p>To know when the Ancient Greek period was and where this lies chronologically with other ancient civilizations.</p> <p>To know where the Ancient Greeks lived and Greece's topography. To locate key places including Sparta and Athens.</p> <p>To know there is evidence to support the legend of Theseus and the Minotaur.</p> <p>To know what everyday life was like depending upon a person's social standing.</p> <p>To know what life was like in the city states of Athens and Sparta.</p> <p>To know why the ancient Olympics were created.</p> <p>To know in what ways the Ancient Greeks have influenced our lives today.</p> <p><u>Significant People</u></p> <p>Thales of Miletus – Which stars sailor should use to navigate, water the</p>	<p>Chronological Understanding</p> <p>Y3 Place time studied on a time-line.</p> <p>Y3 Use dates and terms related to the study unit and passing of time.</p> <p>Y4 Understand more complex terms e.g. BC/AD.</p> <p>Y4 Place events from period studied on time-line.</p> <p>Y5/6 Know and sequence key events of time studied.</p> <p>Y5/6 Use relevant terms and period labels.</p> <p>Y5/6 Make comparisons between different times in the past.</p> <p>Y6 Use relevant terms and period labels.</p> <p>Range and Depth of Historical Knowledge</p> <p>Y3 Find out about every day lives of people in time studied.</p> <p>Y3 Compare with our life today.</p> <p>Y3 Understand why people may have wanted to do something.</p> <p>Y3 Identify reasons for and results of people's actions.</p> <p>Y4 Use evidence to reconstruct life in time studied.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y4 Offer a reasonable explanation for some events.</p> <p>Y5 Study different aspects of different people including differences between men and women.</p> <p>Y5 Examine causes and results of great events and the impact of people.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p> <p>Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p> <p>Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Historical concepts</p> <p>Y3 Look at representations of the period – museum, images, cartoons etc.</p> <p>Y4 Look at the evidence available using a range of media and historical knowledge.</p> <p>Y5 Compare accounts of events from different sources – fact or fiction.</p> <p>Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Historical Enquiry</p> <p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Select and record information relevant to the study.</p> <p>Y3 Begin to use a range of media for research.</p> <p>Y4 Use a range of media for research.</p> <p>Y4 Children see that some sources are more useful than others and can explain why.</p> <p>Y5 Use a range of media for research with increasing confidence.</p> <p>Y6 Confidently use a range of media for research.</p> <p>Y5 Select relevant sections of information.</p> <p>Organisation and Communication</p>	<p>Geography – Europe</p> <p>English – spelling – etymology</p> <p>PSHE – British Values - Democracy</p>

				<p>building block of life, Astronomer, predicted a solar eclipse, 624 BC Pythagoras of Samos – Pythagorean Theorem, 570 BC Socrates – Philosophy, 469 BC Hippocrates – Father of Medicine 460 BC Plato – Student of Socrates, Aristotle was his student, Wrote dialogues, 427 BC Aristotle – Philosopher, founder of logic and rhetoric, 384 BC Archimedes of Syracuse – Geometry, Physics, Engineering & Astronomy, calculating pi, 287 BC Euclid – 'Father of Geometry', 4 BC Hypatia – One of the first recognised female mathematicians, AD 370</p>	<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. Y3 To use and understand subject-specific vocabulary and historical terms e.g. ancient, Greek empire, vase, democracy, slaves, noblemen, soldier, Hoplite, civilization, philosophy, trade Y3 Writes in simple and accurate, sequenced, sentences when narrating what happened in the past. Y4 Begin to use abstract terms e.g. civilization, city state Y4 Answers are structured and provide supporting evidence for statements made. Y4/5 Communicate their knowledge and understanding. Y4/5 Recall, select and organise historical information. Y5 Make appropriate discussion and understand concepts (local, regional, national and international). Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social) Y6 Select and organise information to produce structured work, making appropriate use of dates and terms. Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social) Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>	
<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>		Roman Empire	<p>How place names denote Anglo-Saxon and Viking roots.</p> <p>To know that part of why the UK is a Christian country is due to the Anglo-Saxons.</p>	<p>To know when and why the Anglo-Saxons invaded including where they came from and know that they settled.</p> <p>To know that England was divided into multiple kingdoms. To know that Mercia was the most important.</p> <p>To know how Anglo-Saxon society was organised.</p> <p>To ask historically valid questions about Sutton Hoo and know what has been found and its significance.</p> <p>To know what the Anglo-Saxons believed and how they converted to Christianity.</p> <p>To know that in 865 there were 4 kingdoms and this was when the Vikings really started to settle.</p> <p>To know that Alfred the Great divided England into 2 parts in 879: Anglo-Saxon territory and Viking ruled Danelaw. To know why Alfred was named 'Great'. To know what is meant by the term 'Danelaw'.</p> <p>To know that in 925 England became 1 kingdom ruled over by the first king of England: Athelstan.</p> <p>To know about the Anglo-Saxon justice system.</p> <p>To pose their own question about Viking trade to investigate.</p>	<p>Chronological Understanding Y3 Place time studied on a time-line. Y3 Sequence several events or artefacts. Y3 Use dates and terms related to the study unit and passing of time. Y4 Place events from period studied on time-line. Y4 Understand more complex terms e.g. BC/AD. Y4 Use terms related to the period and begin to date events. Y5/6 Know and sequence key events of time studied. Y56 Use relevant terms and period labels. Range and Depth of Historical Knowledge Y3 Find out about every day lives of people in time studied. Y3 Compare with our life today. Y3 Identify reasons for and results of people's actions. Y3 Understand why people may have wanted to do something. Y4 Use evidence to reconstruct life in time studied. Y4 Identify key features and events of time studied. Y4 Offer a reasonable explanation for some events. Y5 Study different aspects of different people including differences between men and women. Y5 Compare life in early and late 'times' studied. Y5 Compare an aspect of life with the same aspect in another period. Y5 Examine causes and results of great events and the impact of people. Y6 Know key dates, characters and events of time studied. Y6 Know key dates, characters and events of time studied. Historical concepts Y3 Identify and give reasons for different ways in which the past is represented. Y3 Look at representations of the period – museum, images, cartoons etc. Y3 Distinguish between different sources – compare different versions of the same story. Y4 Begin to evaluate the usefulness of different sources. Y5 Compare accounts of events from different sources – fact or fiction. Y5 Offer some reasons for different versions of events. Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	<p>Geography – the local area</p> <p>Golden Thread - Power through the ages</p> <p>French – GB and UK</p> <p>Golden Thread – transport</p> <p>Golden Thread – migration and settlement</p>

				<p>To use all my knowledge of Dark Ages to evaluate if it really was 'Dark'.</p> <p>To know when the Vikings came, where they came from and why they came.</p> <p>To know they can be described as raiders. To know why the Vikings can be seen as vicious.</p> <p>To know they can be described as settlers. To know how recent excavations have changed peoples' views of the Vikings.</p> <p>To know that the Vikings settled all over the UK and know that places still have Viking names. To name and locate places locally that were Viking settlements.</p> <p>To be able to conclude whether the Vikings were raiders or settlers, giving evidence to support their view.</p> <p>To pose their own question about Viking trade to investigate.</p> <p><u>Significant People</u> King Athelstan, King Alfred, Viking King Guthrum</p>	<p>3 Identify and give reasons for different ways in which the past is represented. Y6 Link sources and work out how conclusions were arrived at. Y6 Be aware that different evidence will lead to different conclusions.</p> <p>Historical Enquiry Y3 Use a range of sources to find out about a period. Y3 Observe small details – artefacts, pictures. Y3 Begin to use a range of media for research. Y3 Select and record information relevant to the study. Y3 Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Y4 Ask a variety of questions. Y4 Use evidence to build up a picture of a past event. Y4 Choose relevant materials to present a picture of one aspect of life in time past. Y4 Use a range of media for research. Y4 Children see that some sources are more useful than others and can explain why. Y5 Use evidence to build up a picture of a past event. Y5 Begin to identify primary and secondary sources. Y5 Select relevant sections of information. Y5 Use a range of media for research with increasing confidence. Y5 Children start to think of reasons why a source might be unreliable. Y6 Recognise primary and secondary sources. Y6 Use a range of sources to find out about an aspect of time past. Y6 Confidently use a range of media for research. Y6 Offers substantiated reasons why some sources might be treated cautiously.</p> <p>Organisation and Communication Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. Y3 To use and understand subject-specific vocabulary and historical terms e.g. bretwalda, aethelings, witan, ealdormen, thegns, churchmen, priests, monks, bishops, ceorls, slaves, kingdom, punishment, weregild, 'blood price', shilling, 'trial by ordeal', wounds, innocent, guilt, law, justice Y3 Writes in simple and accurate, sequenced, sentences when narrating what happened in the past. Y4 Answers are structured and provide supporting evidence for statements made. Y4/5 Recall, select and organise historical information. Y4/5 Communicate their knowledge and understanding. Y4/5 Begin to use abstract terms e.g. kingdom, empire, civilization, parliament, peasantry Y5 Start to see two sides of a question and can offer arguments on both sides. Y5 Make appropriate discussion and understand concepts (local, regional, national and international). Y5 Start to see two sides of a question and can offer arguments on both sides. Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social) Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. Y6 To see two sides of a question and can offer arguments on both sides. Y6 Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	
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				<p>Queen Victoria, Isambard, Kingdom Brunel, Florence Nightingale, Dr Barnardo, George Stephenson, Queen Elizabeth II</p>	<p>Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. Y6 To see two sides of a question and can offer arguments on both sides.</p>	
<p>Mayan Civilization AD 900</p>	<p>Cook – exploring new places and spreading disease and transport</p>	<p>Ancient Egypt (plus Shang Dynasty) Ancient Greece Bronze and Iron Age Britain</p>		<p>To know why we study the Mayan civilization.</p> <p>To know when the Maya lived and where.</p> <p>To know how the Mayan Empire grew to be so powerful.</p> <p>To know what life was like for the Maya.</p> <p>To know how different life was for the rich and poor at the height of Mayan civilization and to contrast this with other societies that they know.</p> <p>To know the beliefs of the Maya and know why they performed human sacrifice.</p>	<p>Chronological Understanding Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line. Y5/6 Know and sequence key events of time studied. Y3 Use dates and terms related to the study unit and passing of time. Y4 Understand more complex terms e.g. BC/AD. Y5/6 Use relevant terms and period labels. Y5/6 Make comparisons between different times in the past. Y6 Use relevant terms and period labels.</p> <p>Range and Depth of Historical Knowledge Y3 Find out about every day lives of people in time studied. Y3 Compare with our life today. Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions. Y4 Use evidence to reconstruct life in time studied. Y4 Identify key features and events of time studied. Y4 Look for links and effects in time studied. Y4 Offer a reasonable explanation for some events. Y5 Study different aspects of different people including differences between men and women. Y5 Compare an aspect of life with the same aspect in another period. Y5 Compare life in early and late 'times' studied. Y5 Examine causes and results of great events and the impact of people. Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Y6 Compare beliefs and behaviour with another time studied. Y6 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Historical concepts Y3 Look at representations of the period – museum, images, cartoons etc. Y3 Identify and give reasons for different ways in which the past is represented. Y3 Distinguish between different sources – compare different versions of the same story. Y4 Look at the evidence available using a range of media and historical knowledge. Y4 Grasps that change can happen quite quickly. Y5 To know some changes are relatively slow whereas others happen very rapidly. Y6 Link sources and work out how conclusions were arrived at. Y6 Be aware that different evidence will lead to different conclusions. Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Y6 Understand what is meant by a turning point.</p> <p>Historical Enquiry Y3 Use a range of sources to find out about a period. Y3 Observe small details – artefacts, pictures. Y3 Select and record information relevant to the study. Y3 Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Y4 Ask a variety of questions. Y4 Choose relevant materials to present a picture of one aspect of life in time past. Y4 Children see that some sources are more useful than others and can explain why.</p>	<p>Golden Thread – transport</p> <p>Golden Thread – trade</p> <p>Geography – rainforest/South America</p> <p>RE – caretaker of the world (slash and burn)</p> <p>RE - salvation</p>

					<p>Y4/5 Use evidence to build up a picture of a past event. Y5 Select relevant sections of information. Y5 Compare accounts of events from different sources – fact or fiction. Y5 Offer some reasons for different versions of events. Y5 Start to see two sides of a question and can offer arguments on both sides. Y5 Children start to think of reasons why a source might be unreliable. Y6 Use a range of sources to find out about an aspect of time past. Y6 Suggest omissions and the means of finding out. Y6 Offers substantiated reasons why some sources might be treated cautiously.</p> <p>Organisation and Communication Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. Y3 To use and understand subject-specific vocabulary and historical terms e.g. glyphs, codices, astronomy, mathematicians, pok-a-tok, pyramid, sacrifice, priest, stelaes, Chichen Itza, cacao, Tikal, Itzamna, Yucatan, Peninsula, cenote. Y4 Begin to use abstract terms e.g. civilization, city state. Y4 Answers are structured and provide supporting evidence for statements made. Y4/5 Recall, select and organise historical information. Y4/5 Communicate their knowledge and understanding. Y5 Communicate their knowledge and understanding. Y5 Make appropriate discussion and understand concepts (local, regional, national and international). Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social) Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. Y6 To see two sides of a question and can offer arguments on both sides.</p>	
<p>A local history study: the railway at Leeming Bar. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Local study George Stephenson Seaside holidays</p>	<p>Roman Empire – road network</p>	<p>An understanding of how their local area has changed over time.</p>	<p>When and why was the railway built in Leeming Bar? How did the railway aid travel and transport? How did the railway impact on the local community?</p> <p>How has the use of the railway changed from 1900s to present day?</p> <p>To know what life was like for the station master and the roles he did.</p> <p>What trades were in Leeming Bar at the time?</p> <p>How has trade changed in Leeming Bar?</p> <p>To investigate artefacts associated with the railway.</p>	<p>Chronological Understanding Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line. Y5/6 Know and sequence key events of time studied.</p> <p>Range and Depth of Historical Knowledge Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions. Y3 Find out about every day lives of people in time studied. Y3 Look at representations of the period – museum, images, cartoons etc. Y4 Look for links and effects in time studied. Y4 Offer a reasonable explanation for some events. Y4 Use evidence to reconstruct life in time studied. Y4 Look at the evidence available using a range of media and historical knowledge. Y4 Begin to evaluate the usefulness of different sources. Y5 Examine causes and results of great events and the impact of people. Y5 Study different aspects of different people including differences between men and women. Y5 Compare life in early and late 'times' studied.</p> <p>Historical concepts Y3 Identifies changes based on similarity and difference. Y3 Identifies changes based on similarity and difference.</p>	<p>Golden Thread – transport Geography – local area Music – Romantic period/Jazz/Swing</p>

