





**NORTHWOOD**  
PRIMARY SCHOOL

# HISTORY CURRICULUM

# Long Term Curriculum Map

 NORTHWOOD PRIMARY SCHOOL	Autumn	Spring	Summer
Nursery	<b>Marvellous Me Let's Celebrate</b>	<b>People Who Help Us New Life</b>	<b>Amazing Animals It's a Wonderful World</b>
Reception	<b>Marvellous Me Let's Celebrate</b>	<b>People Who Help Us New Life</b>	<b>Amazing Animals It's a Wonderful World</b>
Year 1	<b>What is a monarch?</b>  <i>Kings and Queens Aspects of change in national life; significant individuals.</i>	<b>Have toys really changed that much?</b>  <i>Toys Now and Then Changes within living memory</i>	<b>Who was Grace Darling?</b>  <i>The lives of significant individuals in the past who have contributed to international achievements.</i>
Year 2	<b>Why do we remember the Great Fire of London?</b>  <i>Events beyond living memory that are significant nationally.</i>	<b>How has transport changed?</b>  <i>Changes beyond living memory.</i>	<b>Who were the famous people of Darlington?</b>  <i>Revolutionary Railways Local history: events, people and places.</i>
Year 3	<b>What was life like for Early Man?</b>  <i>Changes in Britain from the Stone Age to the Iron Age.</i>	<b>What was the impact of bronze and iron for early civilisations?</b>  <i>Changes in Britain from the Stone Age to the Iron Age.</i>	<b>What we the achievements of the Ancient Egyptians?</b>  <i>A depth study of one of the achievements of one of the earliest civilisations.</i>
Year 4	<b>What was the impact of the Ancient Greeks?</b>  <i>A study of Greek life and achievements and their influence on the western world.</i>	<b>What impact did the Romans have?</b>  <i>The Roman Empire and its impact on Britain.</i>	<b>How have the railways changed?</b>  <i>An aspect of Local History with National significance.</i>
Year 5	<b>What impact did the Anglo Saxons have?</b>  <i>Britain's settlement by Anglo-Saxons and Scots.</i>	<b>Why were the Vikings so significant?</b>  <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i>	
Year 6	<b>Why was the Battle of Britain so significant?</b>  <i>British history beyond 1066</i>		<b>What was life like for the Maya?</b>  <i>A non-European society that provides contrast with British history.</i>

## Key Substantive Concepts and Knowledge

	CHRONOLOGY	COMMUNICATION AND ADVANCEMENT	IMPACT OF SIGNIFICANT PEOPLE AND EVENTS
Nursery	<ul style="list-style-type: none"> <li>- Know about their own life story.</li> <li>- Know how a baby changes into a child.</li> <li>- Know how animals and plants change over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Darlington is important to trains and railways.</li> </ul>	<ul style="list-style-type: none"> <li>- Firefighters, police, nurses and vets are all important people who help us.</li> <li>- Florence Nightingale was a nurse.</li> <li>- We have fireworks on bonfire night at the same time every year.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>- Know about their family's history.</li> <li>- Know how they have changed from being a baby to now.</li> <li>- Know how some celebrations have changed since their grandparents/great grandparents were children to present day.</li> </ul>	<ul style="list-style-type: none"> <li>- Poppies are worn to remember and thank people involved in wars.</li> </ul>	<ul style="list-style-type: none"> <li>- Florence Nightingale was a nurse who helped soldiers during the war.</li> <li>- Mary Seacole and Edith Cavell were also nurses who helped soldiers during the war.</li> <li>- Their lives were very different back then to the way people are treated now.</li> <li>- People's health is looked after better today, because of these nurses.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>- <b>2023-King Charles' Coronation</b></li> <li>- <b>1815-Grace Darling born.</b></li> <li>- <b>1950-Battery toys invented.</b></li> <li>- Place known events in chronological order.</li> <li>- Sequence events and recount some changes.</li> <li>- Use common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Toys have changed since their great grandparents were children.</li> <li>- New materials and inventions such as batteries lead to changes.</li> <li>- In the past boats were powered by sail not motor engines and this meant they were more difficult to control.</li> <li>- Lighthouses are still used today to communicate a message to people out at sea.</li> </ul>	<ul style="list-style-type: none"> <li>- Grace Darling and her father were awarded a medal for bravery for their rescue mission that saved the lives of many shipwrecked sailors.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>- <b>1666-The Great Fire of London</b></li> <li>- <b>1825-Stockton and Darling Railway opened.</b></li> <li>- <b>1937-Amelia Earhart flew solo across the Atlantic Ocean to UK.</b></li> <li>- Place known events on a timeline</li> <li>- Sequence events from the past using appropriate historical vocabulary to show the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Firefighting has changed since the Great Fire of London.</li> <li>- Transport has changed over time.</li> <li>- There were many advancements in transport during Victorian times.</li> <li>- As technology has advanced so has travel and transport.</li> </ul>	<ul style="list-style-type: none"> <li>- Samuel Pepys' diary is significant because it provided an historical account of the Great Fire of London.</li> <li>- Know the impact of the Great Fire of London on the future of building in London and on firefighting.</li> <li>- Know the impact of the Pease family and George Stephenson on Darlington and railway travel as a whole.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>- <b>12,000BC-3000BC-Stone Age</b></li> <li>- <b>3000-800BC-Bronze Age</b></li> <li>- <b>800BC-43AD-Iron Age</b></li> <li>- <b>7500BC-30AD-Ancient Egypt</b></li> <li>- Know that the Stone Age is divided into 3 periods.</li> <li>- Sequence events and recount some changes.</li> <li>- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>- Homo Habilis (skilled man) was the first human to use stone to make tools (hunter gather).</li> <li>- Early man did not communicate verbally in the way that we do now and that Historians believe that cave drawings were a means of communicating messages during this time.</li> <li>- During the bronze age, Britons learnt how to make objects from copper, gold and metal and were then able to start mining metals.</li> <li>- The Ancient Egyptians communicated through an alphabetic code using hieroglyphics.</li> <li>- The invented papyrus so that they could write things down.</li> </ul>	<ul style="list-style-type: none"> <li>- Stonehenge is thought of as the world's most famous prehistoric monument.</li> <li>- Druids were priests who were highly respected and helped people to connect to the Gods.</li> <li>- During the Iron Age, iron replaced bronze as the main metal for making tools and weapons in Britain. Better tools for agriculture led to a rise in population.</li> <li>- The Iron Age came to an end when the Romans successfully invaded Britain.</li> <li>- The Ancient Egyptians held their Gods and Goddesses in high esteem.</li> <li>- The Ancient Egyptians would mummify their pharaohs and bury them in tombs because they wanted them to reach the afterlife.</li> <li>- Tutankhamun was a famous Egyptian King whose tomb was discovered by archaeologist Howard Carter in 1922.</li> <li>- The Ancient Egyptian civilisation ended after the Romans invaded and Egypt became part of the Roman Empire.</li> <li>-</li> </ul>

	CHRONOLOGY	COMMUNICATION AND ADVANCEMENT	IMPACT OF SIGNIFICANT PEOPLE AND EVENTS
Year 4	<ul style="list-style-type: none"> <li>- <b>776BC-146BC-Ancient Greece</b></li> <li>- <b>43AD-410AD-Roman Empire in Britain</b></li> <li>- <b>1825-Stockton and Darling Railway opened.</b></li> <li>- Know how to sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>- During Ancient Greece, ships were used for communication and trade because many places could be accessed by the sea.</li> <li>- Democracy was invented by the Greeks but only men were allowed to vote.</li> <li>- The ancient Greeks invented the Olympic games; the ancient games were very different to the present-day Olympics, as only Greek-speaking men were allowed to compete.</li> <li>- Steam trains were first developed in 1698. Steam power allowed man to travel on land at a speed faster than a domesticated horse for the first time in history.</li> <li>- The Stockton to Darlington railway opened in 1825 and was the first passenger railway to use steam trains to transport passengers.</li> <li>- Railway artwork provide an interpretation about the history of the railways.</li> </ul>	<ul style="list-style-type: none"> <li>- Gods and Goddesses were significant to the Greeks because they believed that they watched over them; could live forever and were very powerful.</li> <li>- The Greeks divided themselves into city-states making it more difficult for them to unite against the Romans. The Ancient Romans defeated the Greeks bringing the Ancient Greek empire to an end.</li> <li>- The Ancient Egyptian civilisation ended after the Romans invaded and Egypt became part of the Roman Empire.</li> <li>- Julius Caesar unsuccessfully invaded Britain but 100 years later Emperor Claudius successfully invaded and took over the South of England.</li> <li>- The final Roman invasion in 43AD ended the Iron Age.</li> <li>- Queen Boudica was a Celt Leader who rebelled and attempted to resist Roman rule.</li> <li>- The Romans left Britain in 410AD as their armies were needed to defend other parts of the empire.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>- <b>449AD-1066AD-Anglo-Saxons</b></li> <li>- <b>793AD-1066AD-Anglo-Saxons and Vikings</b></li> <li>- Know how to order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- The famous Anglo-Saxon King, Alfred the Great, ordered monks to write everything down in the Anglo-Saxon Chronicles. This is an important artefact that teaches us about life during this time.</li> <li>- The Vikings were expert boat builders and sailors. Their longboats were designed to float high in the water so that it was easy to land on beaches.</li> </ul>	<ul style="list-style-type: none"> <li>- The Anglo-Saxons raided Roman Britain around 400AD, and the Anglo-Saxon period covered over six centuries.</li> <li>- The Anglo-Saxons were Pagans when they first arrived in Britain but gradually became Christians.</li> <li>- Anglo-Saxon Britain was significant because it saw the introduction of Christianity to Britain including churches and monasteries being built.</li> <li>- The Anglo-Saxon King, Alfred the Great, was famous because he remains one of the only kings in British history to be called 'Great'. He fought the Vikings and then made peace with them so that the British and the Vikings could settle together.</li> <li>- King Ethelred was the grandson of Alfred the Great but was known as Ethelred the unready. He was a weak King who made an arrangement with the Vikings to pay them to leave. They continued to raid, get paid and leave numerous times due to his weakness.</li> <li>- Following the Battle of Stamford Bridge and the Battle of Hastings In 1066, the Viking age and Anglo-Saxon rule in Britain came to an end when William of Normandy was crowned new king of England.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>- <b>1939-1945-World War II</b></li> <li>- <b>900AD-1300AD-Ancient Maya</b></li> <li>- <b>793AD-1066AD-Anglo-Saxons and Vikings</b></li> <li>- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> <li>- Know significant dates relating to different periods of history when evaluating changes over time.</li> <li>- The Anglo-Saxons were living in Britain within the same period of time that the Maya people lived in a placed called Mesoamerica.</li> </ul>	<ul style="list-style-type: none"> <li>- During their occupation of Britain, the Romans built a large network of roads, new towns and invented new ways of reading and counting. Even the word Britain comes from the Romans.</li> <li>- The first Anderson shelter was built in London in 1939. After this, over 1.5 million Anderson (bomb) shelters were distributed to people living in areas in danger of enemy air attacks.</li> <li>- The Maya invented the Mayan writing script where they used up to 800 hieroglyphic symbols.</li> <li>- They also invented their own number systems and calendars, which they carved out of stone. Anglo-Saxon Britain did not have the advancements that Mayan society had.</li> </ul>	<ul style="list-style-type: none"> <li>- Britain declared war on Nazi Germany in 1939 because Nazi Leader Adolf Hitler, went back on his agreement with Neville Chamberlain and invaded Poland.</li> <li>- The Battle of Britain was a significant turning point in WWII, because it was the first time that Hitler's military forces had been defeated.</li> <li>- Evacuation and rationing were introduced during WWII to keep people safe and to ensure fair access to food and supplies.</li> <li>- The Gods were significant to the Ancient Mayans. They had many different Gods and believed that the rulers of their cities were given by a God.</li> </ul>

# EYFS Foundations for History

## Nursery: Understanding the World: Past and Present (History)

### 3-4 years

Pupils should be given the opportunity to;

- Begin to make sense of their own life-story and family’s history.
- Show interest in different occupations.

National Curriculum Links	Autumn 1 Marvellous Me	Autumn 2 Let’s Celebrate	Spring 1 People who help us	Spring 2 New Life	Summer 1 Amazing Animals	Summer 2 It’s a Wonderful World
Changes within living memory.	Share photographs and talk about themselves as a baby/toddler.	Share photographs from their birthdays and can discuss what happened beginning to use the past tense.	Learn about occupations Firefighter Nurse/Doctor Police Vet Teachers			
Significant Events (beyond living memory)	Look at photographs/artefacts from homes in the past and can say one thing that is the same and one that is different compared to homes now.	Bonfire Night Use photographs/videos to discuss the events of Bonfire Night and discuss their experiences of Bonfire Night now.	Look at photographs of people who help us now compared to then and can say one thing that is similar and one that is different.			
Significant Individuals		Guy Fawkes and Bonfire Night	Florence Nightingale			George Stephenson
Chronology	Order pictures baby to child in the correct order.			Order images of the life cycle of a plant or animal.		

## Reception: Understanding the World: Past and Present (History)

### Children in Reception:

Pupils should be given the opportunity to;

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past.
- Name and describe people who are familiar to them.

### ELG: Children at the expected level of development at the end of Reception will;

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

National Curriculum Links	Autumn 1 Marvellous Me	Autumn 2 Let's Celebrate	Spring 1 People who help us	Spring 2 New Life	Summer 1 Amazing Animals	Summer 2 It's a Wonderful World
<b>Changes within living memory.</b>	Share photographs of their family and can say what is happening in the picture e.g. family holiday and can name the people in the images.	Share photographs from significant celebrations e.g. Birthday, Christmas etc. and can discuss what happened using the past tense.  Share photographs from Christmas when their parents. grandparents were younger. Can say two things that are similar and two things that are different compared to celebrations now.	Can name the occupations learnt in Nursery plus the following occupations and their roles;  Farmer Plumber Author Hairdressers Retail workers (visit to a shop).			
<b>Significant Events (beyond living memory)</b>	Look at photographs/artefacts of a school from the past. Children to say two things that are similar and two things that are different compared to now.	Remembrance Day Use photographs/artefacts to discuss WW1 and why we remember. Can say one reason it was significant.	Look at photographs/artefacts of people who help us now compared to then and can say two/three things that are similar and two/three that are different.			
<b>Significant Individuals</b>		Edith Cavell	Mary Seacole		Sir David Attenborough	Christopher Columbus
<b>Chronology</b>	Can order three images from then to now e.g. baby, child, adult.	Sequence three images of celebrations across the years e.g. Christmas – grandparents, parents, now.		Can sequence three images of the life cycle of a plant or animal.		

## Year One Curriculum Sequencing

	Year 1		
	Autumn What is a monarch? SIGNIFICANT PEOPLE AND EVENTS	Spring How toys really changed that much? ADVANCEMENT	Summer Who was Grace Darling? SIGNIFICANT PEOPLE AND ADVANCEMENT
Disciplinary Skills and Knowledge	<p><b>Cause and Consequence</b> Recognise some causes of historical events. Identify simple consequences of such events. Sources and Evidence Look at photographs to learn more about the past.</p> <p><b>Similarities and Differences</b> Recognise some similarities and differences between Queen Elizabeth II coronation photographs and King Charles III.</p> <p><b>Organising and Communicating</b> Show knowledge and understanding of the past through simple oral discussion. Label a picture. Write simple captions or sentences.</p>	<p><b>Sources and Evidence</b> Look at photographs and artefacts to learn more about the past.</p> <p><b>Similarities and Differences</b> Recognise some similarities and differences between toys from the past and toys now.</p> <p><b>Understanding Chronology</b> Sequence pictures or artefacts from different periods. Describe memories and changes that have happened in their own lives.</p> <p><b>Organising and Communicating</b> Show knowledge and understanding of the past through simple oral discussion or explanation (Toy Museum Visitors). Label a picture. Write simple captions or sentences.</p>	<p><b>Historical Interpretation</b> observe and use pictures, photographs and artefacts to find out about the past start to use stories or accounts to distinguish between fact and fiction <b>Knowledge and Understanding of Events and People in the Past</b> know and recount episodes from stories and significant events in history <b>Organising and Communicating</b> talk, write and draw about things from the past</p> <p><b>Cause and Consequence</b> understand that a consequence is something that happens as a result of something else</p> <p><b>Historical Significance</b> talk about why the event was important and what happened</p>
Key Substantive Knowledge	<p>Children need to learn:</p> <ul style="list-style-type: none"> <li>A monarch is a king or queen, an emperor or a sultan. They are usually part of a royal family and rule until their death.</li> <li>Britain is a monarchy because it has a king. The British royal family has ruled over the United Kingdom for hundreds of years.</li> <li>The crown is inherited, which means that the heir becomes the monarch as soon as their parent dies.</li> <li>Monarchs are crowned during a coronation ceremony.</li> <li>Life has changed since the coronation of Queen Elizabeth II.</li> <li>King Charles III is the present king; Queen Elizabeth II was the past queen, and Prince William will be the future king.</li> <li>The role of a monarch is to serve the Commonwealth and the people who live within it. This is a group of countries who work together but live differently.</li> </ul>	<p>Children need to learn:</p> <ul style="list-style-type: none"> <li>The world has changed over the last 100 years and will continue to do so.</li> <li>The toys we play with today are very different to those enjoyed by children in the past.</li> <li>Now a lot more plastic than wood and metal is used to make our toys. Many of them now use batteries and electricity and we even have games you play on a computer.</li> <li>Many old toys were made by hand whilst most modern toys are made using machines.</li> <li>You can tell if a toy is old by looking to see if it has signs of ageing, the materials it has been made from and where it has been made by hand or a machine.</li> </ul>	<p>Children need to learn:</p> <ul style="list-style-type: none"> <li>She was born in 1815 and lived on the Farne Islands off the Northumberland coast.</li> <li>Her father, William, was a lighthouse keeper.</li> <li>On the 7<sup>th</sup> September 1838, she risked her life to rescue people from a shipwreck.</li> <li>Then most ships were powered by sail so were harder to control in storms and high winds.</li> <li>Grace and her father were awarded medals for their bravery from Queen Victoria.</li> </ul>



Year 1 History Autumn Term Curriculum Overview				
Key Topic Question: What is a monarch?				
National Curriculum Topic of Study: Significant events within and beyond living memory.				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is a monarch and which monarchs do we know?</i>	<i>How and why have/will our monarchs change/ed?</i>	<i>What is a coronation and what do photographs of these events tell us about the past?</i>	<i>What is the role of King Charles III? Has this role changed since the past?</i>	<i>Where are the homes of King Charles III and who else has lived in them and in what order?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>A monarch is a king or queen, an emperor or a sultan.</li> <li>They are usually part of a royal family.</li> <li>Britain is a monarchy because it has a king.</li> <li>The British royal family has ruled over the United Kingdom for hundreds of years.</li> </ul>	<ul style="list-style-type: none"> <li>Monarchs rule until they die unless they choose to abdicate.</li> <li>The crown is inherited which means that the heir becomes the monarch as soon as their parent dies.</li> <li>Queen Elizabeth II was our past monarch, but she died so now, her son King Charles III, is our present monarch.</li> <li>King Charles III eldest son Prince William is our future monarch, as he is heir to the throne.</li> </ul>	<ul style="list-style-type: none"> <li>Monarchs are crowned during a special coronation ceremony.</li> <li>King Charles III had his coronation in May 2023, but Queen Elizabeth II had her coronation in June 1953.</li> <li>Life in London in 1953 is different to the way it was in 2023.</li> <li>Historians use sources such as photographs to compare life in the past with present day.</li> </ul>	<ul style="list-style-type: none"> <li>The king visits other countries and welcomes visitors to the UK to represent our nation.</li> <li>He leads and supports the nation in times of celebration, crisis or remembrance.</li> <li>His role is to serve the Commonwealth and the people who live within it. This is a group of countries who work together but live differently.</li> </ul>	<ul style="list-style-type: none"> <li>Charles has several family homes across England and Scotland.</li> <li>He was born in Buckingham Palace as was the Prince of Wales.</li> <li>Buckingham Palace is King Charles' London residence.</li> <li>King George VI (King Charles' grandfather), Queen Elizabeth II and now King Charles III are a few of the monarchs who have lived in Buckingham Palace.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Sources and Evidence</b> Look at photographs to learn more about the past.</p> <p><b>Organising and Communicating</b> Label pictures to show understanding of the past.</p>	<p><b>Cause and Consequence</b> Recognise some causes to historical events. Identify simple consequences of some events.</p>	<p><b>Sources and Evidence</b> Look at photographs to learn more about the past.</p> <p><b>Similarities and Differences</b> Recognise some similarities and differences between Queen Elizabeth II's coronation photographs and King Charles III's.</p>	<p><b>Organising and Communicating</b> Show knowledge and understanding of the past through simple oral discussion.</p>	<p><b>Sources and Evidence</b> Look at photographs to learn more about the past.</p> <p><b>Organising and Communicating</b> Label and order pictures to show the order of events (simple timeline diagrams).</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Monarch, usually, part, ruled, United Kingdom, family.	Rule, inherited, Crown, heir, monarch, past, present, future, throne.	Crown, special, ceremony, sources, historians, compare, past, present, future.	Represent, nation, UK, leads, supports, celebration, crisis, remembrance, role, serve.	Timeline, order, chronological, several, family, members, residence, monarchs.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
EYFS-Shared stories about fictional kings and queens through fairy tales. Had discussions about the past and familiar with some of the associated language.	EYFS-know that in Britain we currently have a King. Discuss key changes linked to familiar aspects such as themselves and the seasons etc.	EYFS-Will have used photographs to learn about the past including changes to themselves. Used photographs to discuss other special or significant events linked to home and school.	EYFS-learned about different people's roles within school. Had discussions about the past and familiar with some of the associated language.	EYFS- Shared stories and photographs about different types of homes including those from the past. Look at artefacts from the past.



Year 1 History Spring Term Curriculum Overview				
Key Topic Question: Have toys really changed that much?				
National Curriculum Topic of Study: <i>Changes within living memory and beyond.</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What are our toys like today? What materials are they made from and how are they made.</i>	<i>What sorts of toys did our older family members play with and how do we know?</i>	<i>How can we tell whether toys are old or new?</i>	<i>How can we set up our own toy museum? What criteria would we use to separate the old toys from the new?</i>	<i>How would we describe the differences and similarities between the old and new toys in our class museum to our visitors?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Modern toys are usually made from plastic, nylon or foam.</li> <li>Many of them use batteries and electricity and we even have games you play on a computer.</li> <li>Modern toys are made in factories all over the world.</li> </ul>	<ul style="list-style-type: none"> <li>The world has changed over the last 100 years and will continue to do so.</li> <li>The toys we play with today are very different to those enjoyed by children in the past.</li> <li>Many old toys were made by hand using wood or metal.</li> </ul>	<ul style="list-style-type: none"> <li>Now a lot more plastic than wood and metal is used to make our toys. Many of them now use batteries and electricity and we even have games you play on a computer.</li> <li>Many old toys were made by hand whilst most modern toys are made using machines.</li> </ul>	<ul style="list-style-type: none"> <li>Old toys are often displayed in museums so that people can compare toys from the past with toys now.</li> <li>You can tell if a toy is old by looking to see if it has signs of ageing, the materials it has been made from and where it has been made by hand or a machine.</li> </ul>	<ul style="list-style-type: none"> <li>Toys from the past were made from different materials.</li> <li>Toys from the past were usually made by hand.</li> <li>Toys now are made from plastic and sometimes use batteries or electricity.</li> <li>Toys now are made in factories and sometimes come from abroad.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Understanding Chronology</b></p> <ul style="list-style-type: none"> <li>Sequence pictures from different periods e.g. toys played with as a baby, a toddler, at nursery, now.</li> <li>Describe memories and changes that have happened in their own lives.</li> </ul>	<p><b>Sources and Evidence</b></p> <ul style="list-style-type: none"> <li>Look at photographs and artefacts to learn more about the past.</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between toys from the past and toys now.</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between toys from the past and toys now.</li> </ul>	<p><b>Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>Show knowledge and understanding of the past through simple oral discussion or explanation (Toy Museum Visitors).</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Modern, materials, batteries, electricity, factories, nylon, plastic, foam.	Changed, continue, stay the same, different, old, new, then, now, handmade.	Plastic, wood, metal, materials, batteries, electricity, invention, technology, machines, modern.	Toys, displayed, museum, sort, group, then, now, old, new, ageing, materials, machine, handmade, worn.	Visitor, museum, welcome, information, toys, past, materials, made in, factories, learn, explore.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
EYFS-know about the toys they played with when they were younger. Know that they have changed from being a baby, to a toddler, to a young child.	Rec-Know who is in their own family and who their grandparents/great grandparents are/were.	Rec-Know that they have changed since they were born and that things change over time. Be able to discuss objects and photographs linked to the past and present.	Rec- Be able to sort objects and photographs linked to the past and present.	Rec-discuss key aspects of their learning across different subjects and contexts with different audiences.

Year 1 History Summer Term Curriculum Overview				
Key Topic Question: Who was Grace Darling?				
National Curriculum Topic of Study: <i>The lives of significant individuals-aspects of change in national life.</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who was Grace Darling and where did she live?</i>	<i>What did Grace Darling do and why has this made her famous?</i>	<i>What was her everyday life like?</i>	<i>Why were so many boats and ships shipwrecked back then?</i>	<i>How do the RNLI celebrate her life and achievements?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Grace Darling was born in 1815 and lived on the Farne Islands off the Northumberland coast.</li> <li>Her father was a lighthouse keeper.</li> </ul>	<ul style="list-style-type: none"> <li>On 7<sup>th</sup> September 1838, she risked her life to rescue people from a shipwreck.</li> <li>Grace and her father were awarded medals for their bravery from Queen Victoria.</li> </ul>	<ul style="list-style-type: none"> <li>Her childhood was very different to ours now. She spent her time studying, keeping the house clean and helping her father look after the lighthouse.</li> <li>There was no electricity then so they used lanterns to see.</li> </ul>	<ul style="list-style-type: none"> <li>Most ships were powered by sail.</li> <li>They were harder to control in storms and high winds.</li> <li>Rowing boats were used to go and rescue sailors from the wreck.</li> </ul>	<ul style="list-style-type: none"> <li>There is a special RNLI Grace Darling Museum.</li> <li>Her achievements are remembered to encourage new generations to become lifesavers.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Observe and use pictures and artefacts to find out about the past.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Start to use stories or accounts to distinguish between fact and fiction.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Talk about why an event was important and what happened.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Know and recount episodes from stories and significant events in history.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Observe and use pictures and artefacts to find out about the past.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Observe and use pictures and artefacts to find out about the past.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Understand that a consequence is something that happens as a result of something else.</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Understand that a consequence is something that happens as a result of something else.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Talk about why an event was important and what happened.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
past, long ago, island, coast, lighthouse, lighthouse keeper, shipwreck.	past, long ago, island, coast, lighthouse, lighthouse keeper, shipwreck, museum, Victorian Times, monarch, award.	past, long ago, island, coast, lighthouse, lighthouse keeper, shipwreck, lanterns, studying, look-out.	past, long ago, island, coast, lighthouse, lighthouse keeper, shipwreck, sail boats, rowing boats, rescue, rocks.	past, long ago, museum, facts, artefacts, remembered, achievement, generation, inspiration.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Rec-know about other significant individuals that have helped people and become famous e.g. Mary Seacole and Edith Cavell.	Rec-know about other significant individuals that have helped people and become famous e.g. Mary Seacole and Edith Cavell.	Rec-Know that life during the time of Mary Seacole and Edith Cavell is different to the way it is now. Discuss some differences.	Rec- know that nursing has changed over time and is now improved just as sea travel has.	Rec-know about other significant individuals that have helped people and become famous e.g. Mary Seacole and Edith Cavell.

## Year Two Curriculum Sequencing

	Year 2		
	<b>Autumn</b> <b>Why do we remember the Great Fire of London?</b> <b>SIGNIFICANT PEOPLE AND EVENTS</b> <b>ADVANCEMENT</b>	<b>Spring</b> <b>How has transport changed?</b> <b>SIGNIFICANT PEOPLE AND ADVANCEMENT</b>	<b>Summer</b> <b>Who were the famous people of Darlington?</b> <b>SIGNIFICANT PEOPLE AND EVENTS</b> <b>ADVANCEMENT</b>
Disciplinary Skills and Knowledge	<b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>- start to compare two versions of past events</li> <li>- start to understand that there can be different versions of the same event from the past</li> <li>- explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>- order dates from earliest to latest on simple timelines</li> </ul> <b>Knowledge and Understanding of Events and People in the Past</b> <ul style="list-style-type: none"> <li>- understand that there are reasons why people in the past acted as they did</li> <li>- describe significant individuals from the past</li> </ul> <b>Presenting, Organising and Communicating</b> <ul style="list-style-type: none"> <li>- use historical vocabulary to retell simple stories about the past</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>- explain that historical events are caused by things that occurred before them</li> </ul> <b>Similarities and Differences</b> <ul style="list-style-type: none"> <li>- recognise some similarities and differences between the past and the present</li> </ul> <b>Historical Significance</b> <ul style="list-style-type: none"> <li>- explain reasons why someone might be significant</li> <li>- talk about why a person was important</li> </ul>	<b>Historical Investigations</b> <ul style="list-style-type: none"> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</li> <li>- use evidence to explain the key features of events</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>- order dates from earliest to latest on simple timelines</li> <li>- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time</li> </ul> <b>Knowledge and Understanding of Events and People in the Past</b> <ul style="list-style-type: none"> <li>- describe significant individuals from the past</li> </ul> <b>Continuity and Change</b> <ul style="list-style-type: none"> <li>- begin to understand that some things change and some things stay nearly the same</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>- explain that historical events are caused by things that occurred before them</li> </ul> <b>Similarities and Differences</b> <ul style="list-style-type: none"> <li>- start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female</li> <li>- recognise some similarities and differences between the past and the present</li> </ul> <b>Historical Significance</b> <ul style="list-style-type: none"> <li>- explain reasons why someone might be significant</li> <li>- talk about why a person was important</li> </ul>	<b>Historical Investigations</b> <ul style="list-style-type: none"> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</li> <li>- use evidence to explain the key features of events</li> </ul> <b>Knowledge and Understanding of Events and People in the Past</b> <ul style="list-style-type: none"> <li>- describe significant individuals from the past</li> </ul> <b>Presenting, Organising and Communicating</b> <ul style="list-style-type: none"> <li>- use historical vocabulary to retell simple stories about the past</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>- explain that historical events are caused by things that occurred before them</li> </ul> <b>Similarities and Differences</b> <ul style="list-style-type: none"> <li>- start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female</li> <li>- recognise some similarities and differences between the past and the present</li> </ul> <b>Historical Significance</b> <ul style="list-style-type: none"> <li>- explain reasons why someone might be significant</li> <li>- talk about why a person was important</li> </ul>
Key Substantive Knowledge	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>• The fire started on Sunday 2<sup>nd</sup> September 1666 in Pudding Lane London and blazed until Thursday 6<sup>th</sup> September 1666.</li> <li>• The baker's oven (Thomas Farriner) caught fire and the fire spread easily because the houses were so close together. He was the baker for King Charles II who was on the throne at the time.</li> <li>• People tried to put the fire out using leather buckets filled with water and water squirters because there was no fire brigade.</li> <li>• The fire spread easily because at this time the houses in London were built very close together.</li> <li>• Samuel Pepys wrote about the fire in his diary which he buried underground with his wine and cheese.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>• There were lots of developments in transport when Queen Victoria was on the throne.</li> <li>• Robert Stephenson created a steam train called 'The Rocket' and the railway line between Stockton and Darlington opened in 1825.</li> <li>• There have been different types of flying machines through history. The Wright Brothers created the first aeroplane in 1903.</li> <li>• Amelia Earhart was the first woman to fly solo from America to the UK over the Atlantic Ocean.</li> <li>• As technology has advanced so has travel and transport.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>• The Pease family opened the first public railway in the world.</li> <li>• George Stephenson was employed by the Pease family to design locomotives. They then made the locomotives for the Stockton and Darlington line.</li> <li>• Darlington is linked to the invention of modern railways.</li> <li>• The railways and its trains have grown and changed over time.</li> <li>• Trains and the railways were important for industry (coal mining and transportation) and they enabled people to travel for leisure.</li> </ul>

Year 2 History Autumn Term Curriculum Overview				
Key Topic Question: Why do we remember the Great Fire of London?				
National Curriculum Topic of Study: <i>Significant Events beyond living memory.</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>When was the Great fire of London?</i>	<i>Where did the fire start? How did the fire start?</i>	<i>Why did it spread so easily?</i>	<i>What did people do to try and put out the fire and stop it spreading?</i>	<i>How do we know about the Great Fire of London?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Started on 2<sup>nd</sup> September 1666.</li> <li>Finished on Thursday 6<sup>th</sup> September 1666.</li> <li>Fire blazed for just under 5 full days.</li> <li>King Charles II was on the throne.</li> </ul>	<ul style="list-style-type: none"> <li>Fire started in a bakery on Pudding Lane in London.</li> <li>The baker's (Thomas Farriner) oven caught fire.</li> <li>Thomas Farriner was the King's baker.</li> </ul>	<ul style="list-style-type: none"> <li>The fire spread easily because at this time, the houses in London were built very close together.</li> <li>The weather at the time was hot, dry and windy which also helped the fire to spread.</li> </ul>	<ul style="list-style-type: none"> <li>People tried to put the fire out using leather buckets filled with water and water squirters, because there was no fire brigade at this time.</li> <li>The fire was eventually put out by pulling down/blowing up houses to create fire breaks.</li> </ul>	<ul style="list-style-type: none"> <li>Samuel Pepys wrote about the fire in his diary which he buried underground with his wine and cheese.</li> <li>It was Samuel Pepys who recommended to the King that buildings were pulled down to try and stop the fire.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Order dates from earliest to latest on simple timelines.</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Explain that historical events are caused by things that occurred before them.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>Use historical vocabulary to retell simple stories about the past.</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Explain that historical events are caused by things that occurred before them.</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between the past and the present.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Understand that there are reasons why people acted as they did.</li> </ul>	<p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Explain reasons why someone might be significant;</li> <li>Talk about why a person is important.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Know that there are different types of evidence and sources such as, photographic and written and that these can be used to help represent the past.</li> <li>Start to understand that there can be different versions of the same event from the past.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
past, present, older, newer, long ago, years, decades, centuries, recently, chronology, chronological order, timeline, order, fire.	past, present, older, newer, long ago, centuries, fire, London, River Thames, London Bridge, bakery, Pudding Lane.	past, present, older, newer, long ago, centuries, fire, London, buildings, wooden house, population, area, weather conditions.	past, present, older, newer, long ago, centuries, fire, London, buildings, fire hooks, leather buckets, water squirters, fire breaks.	past, present, older, newer, long ago, centuries, sources, significant, diary, evidence, historians.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Y1: know about present, future and some past monarchs through their Kings and Queens topic. Y1 Grace Darling: Know that Queen Victoria was the monarch who awarded the bravery medals.	Rec: know about the different jobs that people do and will know what a baker is. Y1: know where London is through their geography work on the United Kingdom.	Y1: Grace Darling: know that it far more ships crashed during this time because they had sails which were really difficult to control in bad weather.	Rec: know about modern day firefighting through their topic on People who help us. Y1: Grace Darling: know that Grace and her father took action to save the shipwrecked sailors but it was more difficult back then because boats did not have engines.	Y1: Grace Darling: we know about Grace Darling through paintings and historical logs and writing. We also know about her because of the RNLI

Year 2 History Spring Term Curriculum Overview				
Key Topic Question: How has Transport Changed?				
National Curriculum Topic of Study: <i>Changes within living memory and beyond</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>How has transport changed over time?</i>	<i>When did many of these changes take place and why?</i>	<i>How have humans tried to fly over the years?</i>	<i>Who were the Wright Brothers?</i>	<i>How might we travel in the future?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>The first bicycle was invented in 1817.</li> <li>Karl Benz invented the first petrol car in 1885.</li> <li><b>Robert Stephenson created a steam train called ‘The Rocket’.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>There were lots of developments in transport during the Victorian Era.</b></li> <li><b>The Victorians increased the railway network.</b></li> <li><b>The railway line between Stockton and Darlington opened in 1825.</b></li> </ul>	<ul style="list-style-type: none"> <li>There have been different types of flying machines through history.</li> <li>The Wright Brothers flew the first motor-powered aeroplane in 1903.</li> <li><b>Amelia Earhart was the first woman to fly on her own from America to the UK across the Atlantic Ocean in 1937.</b></li> </ul>	<ul style="list-style-type: none"> <li>The Wright Brothers flew the first motor-powered aeroplane in 1903.</li> <li><b>Over time aeroplanes have been able to fly faster and further.</b></li> <li><b>Amelia Earhart was the first woman to fly on her own from America to the UK across the Atlantic Ocean in 1937.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>As technology has advanced so has transport and travel.</b></li> <li>Know that sustainability and the environment are key factors that will continue to affect changes in the future.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Order dates from earliest to latest on simple timelines.</li> <li>Use words and phrases to show the passing of time.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Describe significant individuals from the past.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Begin to understand that somethings change and some things stay nearly the same.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations (look at maps from Victorian times to show increase railway networks).</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Describe significant individuals from the past.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Explain that historical events are caused by things that occurred before them.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Start to understand that during the same period of time, life was different for people in the past such as rich and poor and males and females.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Describe significant individuals from the past.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Explain that historical events are caused by things that occurred before them.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Start to understand that during the same period of time, life was different for people in the past such as rich and poor and males and females.</li> </ul>	<p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Begin to understand that somethings change and some things stay nearly the same.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Explain reasons why an event maybe significant.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
past, present, older, newer, long ago, years, decades, centuries, recently, chronology, chronological order, timeline, order, local, famous, railways, travel, artefact, significant	past, present, older, newer, long ago, years, decades, centuries, famous, railways, travel, technology, manufacturing, sources, evidence.	past, present, older, newer, long ago, years, decades, centuries, recently, chronology, chronological order, timeline, technology, significant, safety.	past, present, older, newer, long ago, years, decades, centuries, recently, technology, affordability, significant, safety.	Future, advancements, technology, invention, inventor, sustainability, environment.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Y1: Grace Darling:</i> Know that sea travel has changed over time and that ships were powered by sail in the past, which made them more difficult to control in high winds and storms. This led to many ships being shipwrecked off the British coastline.</p> <p><i>Rec:</i> Know that Robert Stephenson was the son of George Stephenson and that they both made steam trains.</p>	<p><i>Y1 Toys:</i> know that toys have changed over time in terms of the materials and technology available to produce them.</p> <p><i>Y2 Great Fire:</i> know that firefighting has changed over time.</p>	<p><i>Rec:</i> Know about other significant individuals linked to travel and exploration- Christopher Columbus.</p>	<p><i>Rec:</i> Know about other significant individuals linked to travel and exploration- Christopher Columbus.</p>	<p><i>Y1 and Rec:</i> know that changes in technology cause transport to change. Know that transport has been made more efficient and safer over the years.</p>



Year 2 History Summer Term Curriculum Overview				
Key Topic Question: Who were the famous people of Darlington?				
National Curriculum Topic of Study: <i>The lives of significant individuals-aspects of change in national life.</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who were the Pease family?</i>	<i>What do we already know about George Stephenson? Why is he remembered?</i>	<i>What can we learn about Darlington and the railways from a museum visit?</i>	<i>How did the Stockton and Darlington railway help to make the Tees Valley an important place?</i>	<i>What features help us to remember Darlington's past?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Edward Pease was a Quaker-a largely Christian 'society of friends'.</li> <li>He was the son of Joseph Pease and the family lived in Darlington.</li> <li><b>The Pease family opened the first public railway in the world.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>George Stephenson was employed by the Pease family to design locomotives.</b></li> <li><b>They then made the locomotives for the Stockton and Darlington line.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Darlington is linked to the invention of modern railways.</b></li> <li><b>The railways and its trains have grown and changed over time.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Trains and the railways were important for industry (coal mining and transportation) and they enabled people to travel for leisure.</b></li> </ul>	<ul style="list-style-type: none"> <li>The Bulmer Stone is a stone monument in Darlington where the news would be read out by Willy Bulmer because not everybody could read.</li> <li>South Park was a farm given to Darlington by James Bellasis.</li> <li>Statues around Darlington of Pease, Stephenson and the Mallard Steam Locomotive, remind people of the past.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Talk about why a person was important.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Describe significant individuals from the past.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between the past and the present.</li> </ul>	<p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Talk about why a person was important.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Describe significant individuals from the past.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between the past and the present.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>Use evidence to explain the key features of events.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>Use historical vocabulary to retell simple stories about the past.</li> </ul>	<p><b>Cause and Consequences</b></p> <ul style="list-style-type: none"> <li>Explain that historical events are caused by things that occurred before them.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Start to understand that during the same period of time, life was different for people in the past e.g. rich and poor.</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Start to understand that during the same period of time, life was different for people in the past e.g. rich and poor.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Use evidence to explain the key features of events.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>Use historical vocabulary to retell simple stories about the past.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
past, present, older, newer, long ago, years, decades, centuries, recently, chronology, chronological order, timeline, order, local, famous, railways, travel, artefact, significant	past, present, older, newer, long ago, years, decades, centuries, recently, chronology, chronological order, timeline, order, local, famous, railways, travel, artefact, significant	past, present, older, newer, long ago, years, decades, centuries, recently, chronology, chronological order, timeline, order, local, famous, railways, travel, artefact, significant	past, present, older, newer, long ago, years, decades, centuries, recently, chronology, chronological order, timeline, order, local, famous, railways, travel, artefact, significant, leisure, mining, industry.	past, present, older, newer, long ago, years, decades, centuries, recently, chronology, chronological order, timeline, order, local, famous, railways, travel, artefact, significant
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Rec:</i> Know that they live in Darlington and that Darlington is in England.</p> <p><i>Rec/Y1:</i> Know who is in their own family through a simple family tree.</p>	<p><i>Y2: Changes to Transport:</i> Know that Robert Stephenson was the son of George Stephenson and that he invented a steam train called 'The Rocket'.</p>	<p><i>Y1 Grace Darling:</i> know that museums are a way to gain factual information about the past.</p> <p><i>Y2: Changes to Transport:</i> Know some of the ways in which transport has changed over time. Link this to advancements in technology and significant individuals.</p>	<p><i>Y2: Changes to Transport:</i> know that changes in flight transport and travel has made it cheaper and quicker for people to travel abroad for holidays and work. Know that aeroplanes are also used to carry cargo to and from other countries.</p>	<p><i>Y1: Grace Darling:</i> know that museums are a way of remembering the past.</p>



## Year Three Curriculum Sequencing

	Year 3		
	Autumn What was life like for Early Man? COMMUNICATION AND ADVANCEMENT	Spring What was the impact of bronze and iron on early society? ADVANCEMENT	Summer What we the achievements of the Ancient Egyptians COMMUNICATION AND ADVANCEMENT
Disciplinary Skills and Knowledge	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- begin to understand some of the ways in which historians and others investigate the past</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>- find out about the everyday lives of people in time studied compared with our life today</li> <li>- identify key features, aspects and events of the time studied</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- identify and give some examples of how life was similar in the past</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- begin to understand some of the ways in which historians and others investigate the past</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies)</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- identify key things that stayed the same between periods</li> <li>- identify key things that changed between periods</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- understand that a cause is something directly linked to an event and not just something that happened before it</li> <li>- comment on the importance of the different causes for some key events</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- begin to understand some of the ways in which historians and others investigate the past</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>Knowledge and Understanding of Events and People Past</b></p> <ul style="list-style-type: none"> <li>- find out about the everyday lives of people in time studied compared with our life today</li> <li>- identify key features, aspects and events of the time studied</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- understand that a cause is something directly linked to an event and not just something that happened before it</li> <li>- comment on the importance of the different causes for some key events</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- identify and give some examples of how life was similar in the past</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past</li> </ul>
Key Substantive Knowledge	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>• The Stone Age began around 2.5 million years ago and ended in 2500BC. It was divided into three periods: Palaeolithic, Mesolithic and Neolithic.</li> <li>• There were four different types of human in the Stone Age: tool makers, fire makers, Neanderthals, modern humans</li> <li>• In the Stone Age early man did not communicate verbally; they decorated their caves and hut with cave drawings that historians believe conveyed messages.</li> <li>• Humans learnt to farm and hunt during the Stone Age. They grew crops including maize, wheat and barley that we still grow today.</li> <li>• Early man believed in multiple Gods (Pagan beliefs) and Druids were highly-respected priests who helped to connect people with these Gods.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>• The bronze age was about 2,300BC to 800 BC and was defined by the technology to make metal.</li> <li>• The Iron Age was about 800BC-43AD and was defined by the technology to make iron using sedimentary rocks-it ended after the final Roman invasion of Britain.</li> <li>• Iron replaced bronze as the main metal for making tools and weapons in Britain.</li> <li>• Better tools for agriculture improved farming and this meant that the population began to rise.</li> <li>• Hillforts were a feature of the Iron Age and that they were built on top of hills to protect the tribal communities that lived within them.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>• Ancient Egypt started in 3150BC until 30BC-so it lasted for around 3000 years. It ended after the Ancient Romans invaded and Egypt became part of the Roman Empire.</li> <li>• Ancient civilisations settled near rivers: the Egyptians lived along the River Nile. They used the water to grow crops, to get food from and for transportation.</li> <li>• Mummification was the process they used for preserving bodies.</li> <li>• Pyramids and tombs were used for pharaohs. Howard Carter found the tomb of boy pharaoh Tutankhamen in 1922.</li> <li>• The Egyptians had their own alphabet with 700 hieroglyph (‘sacred carvings’) and they invented papyrus to write on.</li> </ul>

Year 3 History Autumn Term Curriculum Overview				
Key Topic Question: What was life like for Early Man?				
National Curriculum Topic of Study: <i>Changes in Britain from the Stone Age to the Iron Age</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>When was the Stone Age and how was it divided?</i>	<i>How did Early man survive in the Stone Age?</i>	<i>How did Early man communicate?</i>	<i>Why was the excavation of Skara Brae so significant in understanding how people lived in the past?</i>	<i>Who were the druids and why were they so important? What is Stonehenge?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>The Stone Age began around 2.5 million years ago and ended with the Neolithic 'New Stone Age' period in 2500BC.</li> <li>It was divided into three periods: Palaeolithic, Mesolithic and Neolithic.</li> <li>It was called the Stone Age because people used stone as their tools.</li> </ul>	<ul style="list-style-type: none"> <li>During the Palaeolithic (Old Stone Age) all human societies were nomadic meaning that they didn't build permanent structures to live within.</li> <li>There were four different types of human in the Stone Age: tool makers, fire makers, Neanderthals and modern humans.</li> <li>Humans learnt to farm and hunt during the Stone Age. They grew crops including maize, wheat and barley that we still grow today.</li> </ul>	<ul style="list-style-type: none"> <li>Early man did not communicate verbally in the way that we do now.</li> <li>Cave drawings were painted onto the walls to decorate their homes.</li> <li>Historians believe that they were a way of communicating messages.</li> </ul>	<ul style="list-style-type: none"> <li>Skara Brae was a stone built Neolithic settlement where an early farming community lived over 5000 years ago.</li> <li>It was discovered in 1850 and then excavated over a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Early man believed in multiple gods, so they held Pagan beliefs.</li> <li>Druids were priests who were very important and highly-respected.</li> <li>They helped to connect people with the Gods.</li> <li>The druids did not build Stonehenge but they used it as a place of worship.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini-in the year of Lord Jesus Christ).</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Identify key features, aspects and events of the time studied.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the times studied compared with life today.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Identify and begin to give some examples of how life was similar in the past.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Use a range of primary and secondary sources to find out about the past.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to understand some of the ways in which historians and others investigate the past.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the times studied compared with life today.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Gather more detail from sources such as maps to build up a clearer picture of the past.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Identify and begin to give some examples of how life was similar in the past.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to understand some of the ways in which historians and others investigate the past.</li> </ul>	<p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Identify and begin to give some examples of how life was similar in the past.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to understand some of the ways in which historians and others investigate the past.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
past, present, BC, AD, time periods, chronology, chronological order, timeline.	past, present, BC, AD, time periods, chronology, chronological order, timeline, Neanderthal.	past, present, BC, AD, time periods, chronology, chronological order, timeline, communication, sources, historians, evidence.	past, present, BC, AD, time periods, chronology, chronological order, timeline, evidence, sources, archaeologists, excavate, artefacts.	past, present, BC, AD, time periods, evidence, sources, monuments, Gods, beliefs, priests, worship.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Y2: The Great Fire of London:</i> Know that a time line is used to chronologically order events	<i>Y2: Transport:</i> Know that transport has changed because of advancements in materials and technology.	<i>Y2: Local Area History:</i> Know that not everybody could read during this time and that Willy Bulmer read the news out loud from the 'Bulmer Stone'. A stone monument in Darlington.	<i>Y2: The Great Fire of London:</i> know that different materials were used to build houses in the past.	<i>Y2: Local Area History:</i> know that monuments are built for different purposes and are visited by people to remember and worship (Joseph Pease statue).

Year 3 History Spring Term Curriculum Overview				
Key Topic Question: What was the impact of bronze and iron on early society?				
National Curriculum Topic of Study: <i>Changes in Britain from the Stone Age to the Iron Age</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What can we remember about life in the Stone Age? How did bronze replace stone?</i>	<i>What was life like in the Bronze Age?</i>	<i>What do ‘grave goods’ tell us about the Bronze Age?</i>	<i>How did society change during the Iron Age?</i>	<i>What was it like to live in an Iron Age Hillfort?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>The Stone Age began around 2.5 million years ago and ended with the Neolithic ‘New Stone Age’ period in 2500BC.</li> <li>It was called the Stone Age because people used stone as their tools.</li> <li><b>The bronze age was about 2,300BC to 800 BC and was defined by the technology to make metal.</b></li> </ul>	<ul style="list-style-type: none"> <li>Around 2500BC settlers from mainland Europe brought new skills to Britain.</li> <li>They were metalworkers who knew how to work with copper.</li> <li>Gradually Britons learned to make objects from copper, gold and bronze.</li> <li>By 2100BC Britons were mining metals.</li> </ul>	<ul style="list-style-type: none"> <li>During the Bronze age, people were buried with objects that others believed they might need in the next world.</li> <li>Archaeologists discovered the grave of a bronze age man in 2002 just two miles from Stonehenge.</li> <li>He was buried with over 100 objects that provided evidence of how people ate, drank, how long they lived, the weapons they had and bronze age hierarchy.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Iron Age was about 800BC-43AD and was defined by the technology to make iron using sedimentary rocks-it ended after the final Roman invasion of Britain.</b></li> <li><b>Iron replaced bronze as the main metal for making tools and weapons in Britain.</b></li> <li><b>Better tools for agriculture improved farming and this meant that the population began to rise.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Hillforts were a feature of the Iron Age and they were built on top of hills to protect the tribal communities that lived within them.</b></li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify key things that stayed the same between periods and key things that changed.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time studied compared with our life today.</li> <li>Identify key features, aspects and events of the time studied.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify key things that stayed the same between periods and key things that changed.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Use a range of primary and secondary sources to find out about the past.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to understand some of the ways that historians and others investigate the past.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time studied compared with our life today.</li> <li>Identify key features, aspects and events of the time studied.</li> </ul>	<p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify key things that stayed the same between periods and key things that changed.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time studied compared with our life today.</li> <li>Identify key features, aspects and events of the time studied.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify key things that stayed the same between periods and key things that changed.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to understand some of the ways that historians and others investigate the past.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time studied compared with our life today.</li> <li>Identify key features, aspects and events of the time studied.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify key things that stayed the same between periods and key things that changed.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to understand some of the ways that historians and others investigate the past.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
BC, AD, timeline, period, Neolithic, Stone Age, Bronze Age, tools, technology, artefacts.	BC, AD, timeline, period, Neolithic, Stone Age, Bronze Age, tools, technology, artefacts, mining, settler, copper, gold, bronze, metalworkers.	BC, AD, timeline, period, Neolithic, Stone Age, Bronze Age, tools, technology, artefacts, archaeologist, grave, burial, hierarchy, status.	BC, AD, timeline, period, Neolithic, Stone Age, Bronze Age, Iron Age, tools, technology, artefacts, archaeologist, agriculture, population, sedimentary rocks, invasion, Romans.	BC, AD, timeline, period, Neolithic, Stone Age, Bronze Age, Iron Age, tools, technology, artefacts, archaeologist, agriculture, invasion, settlement, community, protection, invasion, tribes, nomadic.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Y3: Stone Age:</i> Know that the Stone Age began around 2.5 million years ago and ended with the Neolithic ‘New Stone Age’ period in 2500BC. It was divided into three periods: Palaeolithic, Mesolithic and Neolithic. It was called the Stone Age because people used stone as their tools.	<i>Y3: Stone Age:</i> Know that there were four different types of human in the Stone Age: tool makers, fire makers, Neanderthals and modern humans. Humans learnt to farm and hunt during the Stone Age.	<i>Y3: Stone Age:</i> Know Druids were priests who were very important and highly-respected. They helped to connect people with the Gods. The druids did not build Stonehenge but they used it as a place of worship.	<i>Y3: Stone Age to Bronze Age:</i> Know that society changed during the Bronze age as Britons learned how to make objects from metal and began mining metals. Know that farming was a key feature of early civilisations.	<i>Y3: Stone Age:</i> Know that during the Palaeolithic (Old Stone Age) all human societies were nomadic meaning that they didn’t build permanent structures to live within.

Year 3 History Summer Term Curriculum Overview				
Key Topic Question: What were the achievements of the Ancient Egyptians?				
National Curriculum Topic of Study: <i>The achievements of the earliest civilisations-Ancient Egypt</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Ancient Egypt-Where and when?</i>	<i>What was life like in Ancient Egypt?</i>	<i>Why was the River Nile so important to the lives of the Egyptians?</i>	<i>What were Egyptian mummies?</i>	<i>Who was Tutankhamun and Howard Carter?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Ancient Egypt started in 3150BC and ended in 30BC therefore spanning over 3000 years.</li> <li>The Ancient Egyptian civilisation ended after the Romans invaded and Egypt became part of the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>During the same time period as the Bronze and Iron Age, the Ancient Egyptian civilisation was thriving with enormous cities and inspiring temples.</li> <li>The Ancient Egyptians had their own alphabet with 700 hieroglyphs (sacred carving) and they invented papyrus to write on.</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisations settled near rivers.</li> <li>The Egyptians lived along the River Nile.</li> <li>They used the water from the river to grow crops and they also used it as a means of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>Mummification was the process of preserving the bodies of pharaohs, because they needed them to get to the afterlife.</li> <li>Pyramids and tombs were used for pharaohs and they were built in the Valley of the Kings.</li> </ul>	<ul style="list-style-type: none"> <li>Tutankhamun was a boy pharaoh that reigned over Ancient Egypt.</li> <li>In 1922 his tomb was finally discovered by archaeologist Howard Carter.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time studied compared with our life today.</li> <li>Identify key features, aspects and events of the time studied.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Use a range of primary and secondary sources to find out about the past.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past.</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Identify and begin to give some examples of how life was similar/different in the past.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to understand some of the ways that historians and others investigate the past.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Use a range of primary and secondary sources to find out about the past.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
BC, AD, time periods, chronology, chronological order, timeline, Ancient Egypt, Egyptian, civilisation, Africa.	Evidence, sources, artefacts, invention, communication, hieroglyphics, papyrus.	Egypt, River Nile, source, mouth, fertile, desert, transportation.	Mummy, pharaoh, tomb, burial, pyramid, Canopic jars, sarcophagus, amulets, embalming, Gods, preserve, afterlife.	Tutankhamun, pharaoh, tomb, sarcophagus, curse, archaeologist, Howard Carter.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>Y3:</b> <i>learnt about the earliest civilisations in Britain in terms of time and place.</i>	<b>Y3:</b> <i>studied what life was like for Stone Age, Bronze Age and Iron Age man.</i>	<b>KS1:</b> <i>learnt what rivers are and where the major rivers in the UK are located.</i>  <b>Y3:</b> <i>know that during the Neolithic period, farming communities were formed.</i>	<b>KS1:</b> <i>some knowledge of different religious beliefs from RE learning.</i>  <b>Y3:</b> <i>Learnt about the beliefs of Iron Age man.</i>	<b>KS1:</b> <i>learnt about monarchs and the roles of Kings and Queens in Britain.</i>



# Year Four Curriculum Sequencing

	Year 4		
	Autumn What was the impact of the Ancient Greeks? SIGNIFICANT PLACES	Spring What impact did the Romans have? SIGNIFICANT PEOPLE AND ADVANCEMENT	Summer How have the railways changed? COMMUNICATION AND ADVANCEMENT
Disciplinary Skills and Knowledge	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</li> <li>- begin to understand some of the ways in which historians and others investigate the past</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- regularly address and sometimes devise own questions to find answers about the past</li> <li>- begin to undertake their own research</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</li> </ul> <p><b>Knowledge and Understanding of Events and People Past</b></p> <ul style="list-style-type: none"> <li>- explain how people and events in the past have influenced life today</li> <li>- describe connections and contrasts between aspects of history, people, events and artefacts studied</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- begin to understand that historical events create changes that have consequences</li> <li>- understand that historical events have consequences that sometimes last long after the event is over</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- identify historically significant people and events from a period of history and give some detail about what they did or what happened</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</li> <li>- begin to understand some of the ways in which historians and others investigate the past</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- regularly address and sometimes devise own questions to find answers about the past</li> <li>- begin to undertake their own research</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</li> </ul> <p><b>Knowledge and Understanding of Events and People Past</b></p> <ul style="list-style-type: none"> <li>- explain how people and events in the past have influenced life today</li> <li>- describe connections and contrasts between aspects of history, people, events and artefacts studied</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- begin to understand that historical events create changes that have consequences</li> <li>- understand that historical events have consequences that sometimes last long after the event is over</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- identify historically significant people and events from a period of history and give some detail about what they did or what happened</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</li> <li>- begin to understand some of the ways in which historians and others investigate the past</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- regularly address and sometimes devise own questions to find answers about the past</li> <li>- begin to undertake their own research</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>- present findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- identify changes between different periods of time and the significance they have had.</li> </ul>
Key Substantive Knowledge	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>• The first Ancient Olympic Games were held in Olympia in 776BC.</li> <li>• The Greeks believed that Gods and Goddesses watched over them; they were like humans but lived forever and were much more powerful.</li> <li>• A system of rules called democracy were introduced in 507 BC. Only men were allowed to vote.</li> <li>• The Battle of Marathon happened in 490BC. King Darius wanted to take control of Athens. The Persians were defeated, which allowed the Greeks to remain independent, causing Greek ideas to further develop and spread.</li> <li>• Shipbuilding was important in ancient Greece. This was used for communication and trade because many places could be accessed by the sea.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>• Britain was once part of the Roman Empire: it started in 43 AD (seeing an end to Iron Age Britain) and ended in 410 AD.</li> <li>• The first invasion by Julius Caesar was unsuccessful. 100 years later Emperor Claudius was ruling, he won and took over the south of England.</li> <li>• Queen Boudicca was a Celt leader who tried to resist Roman rule; she led an army against the romans but was eventually defeated.</li> <li>• Hadrian's Wall was built by the Roman Empire to separate England from Scotland, in order to keep out invaders from the North.</li> <li>• The Romans gave us a large network of roads, new towns, plants, animals, a new religion and new ways of reading and counting. Even the word Britain comes from the Romans.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>• Steam engines were first developed by Thomas Savery in 1698 and was based on the workings of a pressure cooker.</li> <li>• The Stockton to Darlington Railway opened on 27<sup>th</sup> September 1825 and was the first passenger railway to use steam trains to transport passengers.</li> <li>• The invention of the steam engine meant that people started to use machines to move goods and travel from place to place. This led to rapid expansion of the railways.</li> <li>• Between 1940 and 1960, electric and diesel trains replaced steam powered trains in most countries. Some locomotives collected electricity from overhead cables.</li> <li>• The fastest trains can travel up to 200mph. They are diesel electric trains. The train of the future is the maglev train which runs on magnets.</li> </ul>

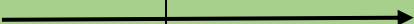
Year 4 History Autumn Term Curriculum Overview				
Key Topic Question: What was the impact of the Ancient Greeks?				
National Curriculum Topic of Study: A study of Greek life and achievements and their influence on the western world.				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Who were the Ancient Greeks?	How have the Ancient Greeks influenced the World today?	How have the Ancient Greeks influenced the World today?	What happened during the Battle of Marathon?	Why are Greek Gods and Goddesses so important?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>The Ancient Greek empire was about 800BC to 146BC; it ended when the Romans defeated the Greeks.</li> <li>The history of Ancient Greece is divided into 3 different periods: Archaic, Classical and Hellenistic.</li> <li>Shipbuilding was important in ancient Greece. This was used for communication and trade because many places could be accessed by the sea.</li> </ul>	<ul style="list-style-type: none"> <li>There were three main types of government in Ancient Greece: monarchy, oligarchy and democracy.</li> <li>A system of rules called democracy were introduced in 507 BC. Only men were allowed to vote.</li> <li>Britain is a democratic society as citizens have the right to vote for who runs their country.</li> </ul>	<ul style="list-style-type: none"> <li>The Ancient Greeks invented the Olympic games; the first Ancient Olympic Games were held in Olympia in 776BC.</li> <li>The ancient games were also a religious festival, held in honour of Zeus, the king of the gods.</li> <li>The ancient games were very different to the modern Olympic games: there were fewer events and only Greek-speaking men could compete.</li> </ul>	<ul style="list-style-type: none"> <li>Greece was not one country but split into states and two were named Sparta and Athens.</li> <li>The Battle of Marathon happened in 490BC. The King of Persia, King Darius, wanted to take control of Athens.</li> <li>The Persians were defeated, which allowed the Greeks to remain independent, causing Greek ideas to further develop and spread.</li> </ul>	<ul style="list-style-type: none"> <li>The Greeks believed that Gods and Goddesses watched over them; they were like humans but lived forever and were much more powerful.</li> <li>Each god and goddess had power over a different aspect of life or the world.</li> <li>Greek gods and goddesses were placed in temples. Parthenon is a temple in Athens built for the goddess Athena.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> </ul>	<b>Historical Significance</b> <ul style="list-style-type: none"> <li>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>Begin to understand that historical events create changes that have consequences</li> <li>Understand that historical events have consequences that sometimes last long after the event is over</li> </ul>	<b>Knowledge and Understanding of Events and People Past</b> <ul style="list-style-type: none"> <li>Explain how people and events in the past have influenced life today</li> <li>Describe connections and contrasts between aspects of history, people, events and artefacts studied</li> </ul>	<b>Historical Significance</b> <ul style="list-style-type: none"> <li>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>Begin to understand that historical events create changes that have consequences</li> <li>Understand that historical events have consequences that sometimes last long after the event is over</li> </ul>	<b>Knowledge and Understanding of Events and People Past</b> <ul style="list-style-type: none"> <li>Explain how people and events in the past have influenced life today</li> <li>Describe connections and contrasts between aspects of history, people, events and artefacts studied</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
BC, AD, timeline, period, empire, Archaic, Classical, Hellenistic, trade, communication, defeated, Romans.	BC, AD, timeline, period, empire, government, system, democracy, democratic, vote, citizens, rules, modern times.	BC, AD, timeline, period, empire, government, invention, religious festival, Olympia, Gods, Zeus, event, significant.	BC, AD, timeline, period, empire, government, invention, event, significant, state, battle, power, independence, control, Sparta, Athens	BC, AD, timeline, period, empire, Archaic, Classical, Hellenistic, trade, communication, defeated, Romans.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>KS1</b> -know what a timeline is and how it is organised. <b>Y3</b> : know that this period is the same time as the Stone Age-Iron Age in British History. <b>Y3</b> : know that this was the same time period as the Ancient Egyptian civilisation.	<b>Y2</b> : The Great Fire of London: Know that the monarchy and the government made decisions at this time. Learnt about democracy through their understanding of FBV.	<b>Y3</b> : Ancient Egyptians: Know about the achievements of the Ancient Egyptians and how they have influenced today's modern world.	<b>Y2</b> : Great Fire of London: Know why some events in history are seen to be significant and the cause and consequence of these.	<b>Y3</b> : Early and Ancient Civilisations: Know that Druids were priests who were very important and highly-respected. They helped to connect people with the Gods. Link the beliefs of the Ancient Egyptian civilisation with people living in Early Britain.



Year 4 History Spring Term Curriculum Overview				
Key Topic Question: What impact did the Romans have on Britain?				
National Curriculum Topic of Study: <i>The Roman Empire and its Impact on Britain</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who were the Romans, where did they come from and why did they invade Britain?</i>	<i>How did the Romans impact life in Britain?</i>	<i>Why was Boudicca so important?</i>	<i>What is Hadrian's Wall</i>	<i>Why did the Romans leave Britain?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>✚ Britain was once part of the Roman Empire.</li> <li>✚ The Roman period started in 43 AD and ended in 410 AD.</li> <li>✚ The first invasion by Julius Caesar was unsuccessful. 100 years later Emperor Claudius was ruling, he won and took over the south of England.</li> <li>✚ The Iron Age ended with the final Roman invasion of Britain in 43AD.</li> </ul>	<ul style="list-style-type: none"> <li>✚ During their occupation of Britain, the Romans built a large network of roads.</li> <li>✚ Romans loved to keep clean and bathing was a sociable experience.</li> <li>✚ The Romans gave us new towns, plants, animals, a new religion and new ways of reading and counting. Even the word Britain comes from the Romans.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Queen Boudica was a Celt Leader who tried to resist Roman rule.</li> <li>✚ The Romans took away land and farms from her tribe; increased taxes and refused to let Boudica be Queen.</li> <li>✚ Boudica led her army against the Romans, killing around 70,000 of them and their supporters but she was ultimately defeated.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Hadrian's Wall was built as a barrier to separate England from Scotland.</li> <li>✚ It was built by the Roman Empire to keep invaders from the north out of Roman Britain.</li> <li>✚ The site has been excavated for over 200 years and Historians are still discovering more about History from it.</li> </ul>	<ul style="list-style-type: none"> <li>✚ The Romans left Britain in 410AD because their armies were needed to defend other parts of the empire.</li> <li>✚ After they left, many of the Roman towns crumbled away as people went back to living in the countryside.</li> <li>✚ The Anglo-Saxons were next to rule over Britain.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>✚ Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>✚ Begin to understand that historical events create changes that have consequences.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>✚ Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>✚ Explain how people and events in the past have influenced life today.</li> <li>✚ Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>✚ Begin to understand that historical events create changes that have consequences.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>✚ Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>✚ Identify and give examples of how life was different for different people in the same periods of time and different periods of time, such as rights and religious beliefs.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>✚ Begin to understand some of the ways in which historians and others investigate the past.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>✚ Explain how people and events in the past have influenced life today.</li> <li>✚ Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>✚ Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>✚ Begin to understand that historical events create changes that have consequences.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>✚ Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, rule.	Empire, occupation, civilisation, society, settlement, towns, countryside, legacy, advancements,	Iceni Tribe, Celt, Celtic, leader, taxes, power, revolt, rebellion, army, defeated, rule, flogged.	Roman Empire, frontier, barrier, invaders, site, significant, excavation, archaeologists, discovery, evidence, artefacts, sources.	Rome, Roman Empire, army, defend, consequence, legacy, rule, impact.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Future Learning
<p><i>Y3: Early Civilisations in Britain:</i> know that the Iron Age ended with the final Roman invasion of Britain in 43AD. Iron Age Hillforts were built to protect communities from invasions.</p> <p><i>Y4: Ancient Egypt:</i> Know that the Ancient Egyptian civilisation ended after the Romans invaded and Egypt became part of the Roman Empire.</p>	<p><i>Y3: Early Civilisations in Britain:</i> Know that farming was a key feature of Early Britain and that most people settled in the countryside because of this.</p>	<p><i>Y3: Ancient Greeks:</i> Know about democracy as people's rights to choose who rules the country they live within.</p>	<p><i>Y2: Darlington:</i> Know that monuments, statues and museums are different ways to remember aspects of the past.</p> <p><i>Y3: Early Britain:</i> Know about Stonehenge and its significance in remembering and learning about aspects of life in the past.</p> <p><i>Y3 and Y4:</i> Know that graves and tombs have been excavated by archaeologists to identify sources of historical information and evidence.</p>	<p><i>Y5: Anglo-Saxons and Celts</i></p>

Year 4 History Summer Term Curriculum Overview				
Key Topic Question: How have the railways changed?				
National Curriculum Topic of Study: Aspect of local history of national significance.				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What were the earliest railways and locomotives like?	What was special about a steam locomotive?	Why did the railway network grow so rapidly?	What can we learn from railway art?	What was the impact of the railways on society? What might we see in the future?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>The earliest railways employed horses to draw carts along rail tracks.</li> <li>The Stockton to Darlington Railway opened on 27th September 1825 and was the first passenger railway to use steam trains to transport passengers.</li> <li>The world's first underground railway was built in London in 1863. It was called the 'Metropolitan'.</li> </ul>	<ul style="list-style-type: none"> <li>Steam engines were first developed by Thomas Savery in 1698 and was based on the workings of a pressure cooker.</li> <li>Steam power allowed man to travel on land at a speed faster than a domesticated horse for the first time in history.</li> <li>George Stephenson's first steam train was unveiled in 1814.</li> </ul>	<ul style="list-style-type: none"> <li>The invention of the steam engine meant that people started to use machines to move goods and travel from place to place.</li> <li>This led to a rapid expansion of the railways. The rail network grew as the population increased and people moved further away from cities.</li> <li>People then relied on trains to travel to work as well as to go on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Artists have been inspired to create works of art linked to the railways and trains.</li> <li>These pieces of artwork provide an interpretation about the history of and life of the railways.</li> </ul>	<ul style="list-style-type: none"> <li>Between 1940 and 1960, electric and diesel trains replaced steam powered trains in most countries.</li> <li>Some locomotives collected electricity from overhead cables.</li> <li>The fastest trains can travel up to 200mph. They are diesel electric trains.</li> <li>The train of the future is the maglev train which runs on magnets.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify changes between different periods of time and the significance they have had.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to understand some of the ways in which historians and others investigate the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Regularly address and sometimes devise own questions to find answers about the past.</li> <li>Begin to undertake their own research.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Regularly address and sometimes devise own questions to find answers about the past.</li> <li>Begin to undertake their own research.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>Present findings about the past using speaking, writing, diagrams and tables with increased detail and accuracy.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Engineer, pioneer, railway, industry, network, locomotive, invention, advancement, technology	Steam power, locomotive, engine, railways, pioneers, trains	Railway, expansion, network, transportation, travel, leisure, industry, population, privatisation, nationalisation.	Interpretation, evidence, source, representation, artist, depict, primary sources, secondary sources.	Sustainability, future, innovations, speed, efficiency, costing, technology, advancements, electric trains,
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>Y2: Who were the famous people of Darlington: Know that Edward Pease was a Quaker-a largely Christian 'society of friends'. He was the son of Joseph Pease and the family lived in Darlington. The Pease family opened the first public railway in the world. George Stephenson was employed by the Pease family to design locomotives. They then made the locomotives for the Stockton and Darlington line.</b></p>	<p><b>Y2: Famous People of Darlington: Know that George Stephenson was employed by the Pease family to design locomotives.</b></p>	<p><b>Y2: Transport: There were lots of developments in transport during the Victorian Era. The Victorians increased the railway network.</b></p> <p><b>Y2: Famous People of Darlington: Know that the railway networks expanded because trains and the railways were important for industry (coal mining and transportation) and they enabled people to travel for leisure.</b></p>	<p><b>Within previous historical topics: Studied a range of different evidence sources such as ceramics, pictures, documents, artefacts, historic sites, to learn about the past.</b></p>	<p><b>Y2: Transport: Know how aeroplanes have changed over time and understand the importance of sustainability and other environmental factors when considering transport of the future.</b></p>

## Year Five Curriculum Sequencing

	Year 5		
	Autumn What impact did the Anglo-Saxons have on Britain? SIGNIFICANT EVENTS AND PEOPLE	Spring What impact did the Vikings have? SIGNIFICANT EVENTS AND PEOPLE	 Summer
Disciplinary Skills and Knowledge	<b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>- consider different ways of checking the accuracy of interpretations of the past</li> <li>- start to understand the difference between primary and secondary evidence and start to question its reliability</li> </ul> <b>Historical Investigations</b> <ul style="list-style-type: none"> <li>- begin to undertake their own research</li> <li>- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>- order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> </ul> <b>Knowledge and Understanding of Events and People in the Past</b> <ul style="list-style-type: none"> <li>- identify and note connections, contrasts and trends over time in the everyday lives of people</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>- examine in more detail the short and long-term causes of an event being studied</li> <li>- understand that some causes may be more significant than others and that some causes are less significant</li> <li>- begin to understand that historians may not agree on the main causes of an event</li> </ul> <b>Historical Significance</b> <ul style="list-style-type: none"> <li>- explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant</li> <li>- understand that what we consider to be significant can change throughout different periods</li> </ul>	<b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>- consider different ways of checking the accuracy of interpretations of the past</li> <li>- start to understand the difference between primary and secondary evidence and start to question its reliability</li> </ul> <b>Historical Investigations</b> <ul style="list-style-type: none"> <li>- begin to undertake their own research</li> <li>- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>- order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> </ul> <b>Knowledge and Understanding of Events and People in the Past</b> <ul style="list-style-type: none"> <li>- identify and note connections, contrasts and trends over time in the everyday lives of people</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>- examine in more detail the short and long-term causes of an event being studied</li> <li>- understand that some causes may be more significant than others and that some causes are less significant</li> <li>- begin to understand that historians may not agree on the main causes of an event</li> </ul> <b>Historical Significance</b> <ul style="list-style-type: none"> <li>- explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant</li> <li>- understand that what we consider to be significant can change throughout different periods</li> </ul>	
Key Substantive Knowledge	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>• The Anglo-Saxon period covered six centuries from 410AD to 1066AD.</li> <li>• Anglo Saxons came from Germany, Netherlands and Denmark and crossed the North Sea in wooden boats. They came looking for farmland and mainly settled alongside Britons.</li> <li>• The Anglo-Saxons were Pagans, who believed in Gods of nature, when they first arrived in Britain but gradually became Christians.</li> <li>• Famous Anglo-Saxon, King Alfred the Great, ordered monks to write accounts in the Anglo-Saxon chronicles, which provides a rich source of Historical evidence about life during this time.</li> <li>• Lindisfarne (Holy Island) was significant in the introduction of Christianity in Britain. This was the biggest impact the Anglo Saxons had on Britain, as they were Pagans at first but gradually became Christians building churches and monasteries.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>• The Vikings sailed huge distances on long boats from their homes in Scandinavia between 800AD to 1066 to raid other countries.</li> <li>• There were seven separate kingdoms in England, each ruled by a separate king. The kings battled to try and become the most powerful ruler and kingdom.</li> <li>• Vikings were expert boat builders and sailors. Their longboats were designed to float high in the water making landing on beaches easy. As with the Anglo-Saxons, the Vikings came looking for farmland but they also wanted treasures to make them rich.</li> <li>• The Vikings were Pagans not Christians like most people in Britain at this time. They worshipped Gods: the main ones were Odin, Thor and Frey who lived in Asgard-the inner world of their universe.</li> <li>• Following battles, William of Normandy was crowned the new king of England on 25th December AD 1066. The Viking age in Britain and Anglo-Saxon rule came to an end.</li> </ul>	

Year 5 History Autumn Term Curriculum Overview				
Key Topic Question: What impact did the Anglo-Saxons have on Britain?				
National Curriculum Topic of Study: <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who were the Anglo-Saxons and Scots and why did they raid Britain?</i>	<i>What was it like to be an Anglo Saxon? (Life in an Anglo-Saxon settlement)</i>	<i>What can we learn about their culture from Anglo Saxon artefacts?</i>	<i>What were the religious beliefs and practices of the Anglo Saxons?</i>	<i>Why is the Anglo-Saxon conversion to Christianity so important to British history?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>The Anglo-Saxons raided Roman Britain around 400AD.</li> <li>They came to Britain looking for farmland and there is no evidence to suggest a significant invasion or struggle.</li> <li><b>The Anglo-Saxon period covered six centuries from 410AD to 1066AD.</b></li> <li><b>Anglo Saxons came from Germany, Netherlands and Denmark and crossed the North Sea in wooden boats.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>The Anglo-Saxons mainly settled alongside the Britons.</b></li> <li><b>They settled near rivers or seas and renamed villages.</b></li> <li>Anglo Saxon villages were often named after the Chieftain. These places often have the letters ‘ing’ or ‘folk’ somewhere in their name. ‘Ton’ means enclosed village, farmstead or manor.</li> <li>Anglo-Saxon settlements were very small; they did not understand the Roman ways and would not live in their towns.</li> </ul>	<ul style="list-style-type: none"> <li>Artefacts from this time show that the Anglo-Saxons were sophisticated craftsmen.</li> <li>Ornate shields, swords and helmets show that the Anglo-Saxons were proud warriors.</li> <li><b>The Anglo-Saxon chronicles is another artefact that tells us about life in Anglo-Saxon Britain.</b></li> <li><b>King Alfred the Great, ordered monks to write accounts in the Anglo-Saxon chronicles, which now provides a rich source of historical evidence about life during this time.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>The Anglo-Saxons held pagan beliefs and believed in Gods of nature.</b></li> <li>There were many Anglo-Saxon festivals throughout the year when different Gods were worshipped.</li> <li>The Anglo-Saxons believed that religion was a way to secure success in material things.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Anglo-Saxons were Pagans when they first arrived in Britain but gradually became Christians.</b></li> <li>Saint Bede wrote a religious book called The Reckoning of Time which the Anglo-Saxons used to study.</li> <li><b>Lindisfarne (Holy Island) was significant in the introduction of Christianity in Britain. This was the biggest impact the Anglo Saxons had on Britain.</b></li> <li><b>Anglo-Saxon Britain saw the rise of Christianity with churches and monasteries being built.</b></li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Identify and note connections, contrasts and trends over time in the everyday lives of people.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Explain and give varied examples of how life was similar and different in the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Begin to undertake their own research.</li> <li>Use a wide range of different sources to collect information and evidence about the past.</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Begin to undertake their own research.</li> <li>Use a wide range of different sources to collect information and evidence about the past.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Start to understand the difference between primary and secondary evidence and start to question its reliability.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Identify and note connections, contrasts and trends over time in the everyday lives of people.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Explain and give varied examples of how life was similar and different in the past.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Identify and note connections, contrasts and trends over time in the everyday lives of people.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Explain and give varied examples of how life was similar and different in the past.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
BC, AD, time periods, chronology, chronological order, timeline, civilisation, century, raid.	Settlement, dwelling, village, Chieftain, farmland, town.	Ornate, craftsman, techniques, warrior, culture, artefacts, chronicles, primary sources, secondary sources.	Religion, beliefs, Pagan, festival, worship, Gods, material.	Religion, Pagan, Christian, multiple Gods, God, church, monastery, monk, Christianity, impact, significance, Holy Island, Lindisfarne.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Y4: The Romans in Britain:</i> Know that the Romans left Britain shortly after the Anglo-Saxon raided Britain. Know that the Roman armies left Britain because they were needed to defend other parts of the Empire.	<i>Y4: The Romans in Britain:</i> Know some of the features of a Roman town to be able to compare this to an Anglo-Saxon settlement. Know that once the Romans left Britain most people returned to live in the countryside.	<i>Y3 and Y4: Ancient Civilisations, Romans:</i> know about the different artefacts found in burial sites and around monuments and what they demonstrate about life in the past.	<i>Y3 and Y4: Ancient Civilisations:</i> know about older belief systems and religious practices.	<i>Y3: Early Civilisations-</i> Know that during Early Britain people held Pagan beliefs because they believed in more than one God. Know that Druids were highly-respected and important priests who connected people with the Gods.



Year 5 History Spring Term Curriculum Overview				
Key Topic Question: What impact did the Vikings have?				
National Curriculum Topic of Study: <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>			Core Text: King Alfred the Great	
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why did the Vikings raid and invade Anglo-Saxon Britain?</i>	<i>Who were the Anglo-Saxon Kings during the Viking invasion of Britain?</i>	<i>Why and when was Danegeld introduced?</i>	<i>What was life like for the Vikings?</i>	<i>How did the last Viking and Anglo-Saxon Kings shape Britain?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>✚ The Vikings sailed huge distances on long boats from their homes in Scandinavia between 800AD to 1066 to raid other countries.</li> <li>✚ Vikings were expert boat builders and sailors. Their longboats were designed to float high in the water making landing on beaches easy.</li> <li>✚ Like the Anglo-Saxons, the Vikings came looking for farmland but they also wanted treasures to make them rich.</li> </ul>	<ul style="list-style-type: none"> <li>✚ There were seven separate kingdoms in England, each ruled by a separate king. The kings battled to try and become the most powerful ruler and kingdom.</li> <li>✚ One of the most famous Anglo-Saxon kings was Alfred, one of the only kings in British history to be called 'Great'. He ruled from 871-899AD</li> <li>✚ He fought the Vikings and then made peace so that English and Vikings settled down to live together.</li> <li>✚ Alfred the Great ordered monks to write everything down in the 'Anglo-Saxon Chronicles'</li> </ul>	<ul style="list-style-type: none"> <li>✚ King Ethelred the unready ruled from 978-1013AD then 1014-1016AD.</li> <li>✚ He was a weak king who made an official agreement to pay the Vikings to leave. This was called Danegeld 'Paying the Dane'.</li> <li>✚ The Vikings continued to raid, get paid and leave. By 1012, the Vikings had received around 22,000kg of gold.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Not all Vikings were bloodthirsty warriors. Some came to fight, but others came peacefully, to settle. They were <b>farmers</b>, and kept animals and grew crops. They were skilful at <b>crafting</b>, and made beautiful metalwork and wooden carvings.</li> <li>✚ The Vikings were pagans not Christians like most people in Britain at this time.</li> <li>✚ The Vikings worshipped Gods. The main ones were Odin, Thor and Frey who lived in Asgard-the inner world of their universe.</li> </ul>	<ul style="list-style-type: none"> <li>✚ In AD 1042 Edward III 'The Confessor' became king of England after he was invited to return to Britain from exile in Germany. He ruled until his death in 1066 BC.</li> <li>✚ Harold Godwin became the king. He was a strong leader and he fought hard to keep the throne.</li> <li>✚ Following battles, William of Normandy was crowned the new king of England on 25th December AD 1066. The Viking age in Britain and Anglo-Saxon rule came to an end.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>✚ Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>✚ Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>✚ Start to understand the difference between primary and secondary evidence and start to question its reliability.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>✚ Accurately use dates and terms to describe historical events.</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>✚ Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>✚ Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>✚ Identify and note connections, contrasts and trends over time in the everyday lives of people.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>✚ Begin to undertake their own research.</li> <li>✚ Use a wide range of different sources to collect information and evidence about the past.</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>✚ Accurately use dates and terms to describe historical events.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>✚ Identify historically significant people and events from a period of history and give some detail about what they did, what happened and what impact it had.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Viking, raid, invade, Denmark, Norway, Sweden, Norse, Scandinavia, longboats, Anglo-Saxons.	King, kingdom, Alfred the Great, King Athelstan, historical source, Anglo-Saxons Chronicles, ruled, ruler.	Danegeld, King Ethelred II The Unready, protection, ruler, ruled, raid, agreement, official.	Saga, Odin, Frigg, longhouse, cesspit, pagan, Christian, warriors, farmers.	Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Y4: know that the Romans invaded Britain because they wanted to increase their empire. Y5-know that the Anglo-Saxons raided Britain because they came looking for farmland.	Y4: Know some significant rulers linked to the Roman invasion of Britain.	Y4: Know some significant rulers linked to the Roman invasion of Britain.	Y5-Know that at the start of the Anglo-Saxon period, most people were Pagans but gradually became Christian. Know that people who settled in different places often farmed.	KS2-Know about significant, monarchs, leaders and rulers and the impact they have had on the way Britain is shaped today.

# Year Six Curriculum Sequencing

	Year 6		
	Autumn <b>Why was the Battle of Britain so significant?</b> <b>SIGNIFICANT EVENTS</b>	Spring	Summer <b>What was life like for the Maya?</b> <b>COMMUNICATION AND ADVANCEMENT</b> <b>SIGNIFICANT PEOPLE</b>
Disciplinary Skills and Knowledge	<b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>- find and analyse a wide range of evidence about the past</li> <li>- continue to develop their understanding of how historians and others investigate the past</li> </ul> <b>Historical Investigations</b> <ul style="list-style-type: none"> <li>- select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>- investigate their own lines of enquiry by posing historically valid questions to answer</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>- accurately use dates and terms to describe historical events</li> <li>- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</li> </ul> <b>Knowledge and Understanding of Events and People in the Past</b> <ul style="list-style-type: none"> <li>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul> <b>Presenting, Organising and Communicating</b> <ul style="list-style-type: none"> <li>- Present, communicate and organise ideas about the past using discussions, debates and detailed written narratives.</li> </ul> <b>Continuity and Change</b> <ul style="list-style-type: none"> <li>- Show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time.</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>- understand that one event can have multiple consequences that impact on many countries and civilisations</li> <li>- understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War</li> <li>- examine causes and results of great events and the impact these had on the lives of people.</li> </ul>	-	<b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>- find and analyse a wide range of evidence about the past</li> <li>- continue to develop their understanding of how historians and others investigate the past</li> </ul> <b>Historical Investigations</b> <ul style="list-style-type: none"> <li>- select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>- investigate their own lines of enquiry by posing historically valid questions to answer</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>- accurately use dates and terms to describe historical events</li> <li>- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</li> </ul> <b>Knowledge and Understanding of Events and People in the Past</b> <ul style="list-style-type: none"> <li>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul> <b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>- understand that one event can have multiple consequences that impact on many countries and civilisations</li> <li>- understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War</li> <li>- address and devise historical questions about cause and consequence</li> </ul> <b>Similarities and Differences</b> <ul style="list-style-type: none"> <li>- explain and give examples to show that things may have been different from place to place at the same time</li> <li>- start to give reasons for these similarities and differences</li> </ul>
Key Substantive Knowledge	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>• World War II lasted from September 1939 until September 1945. The outbreak of war was announced in Britain by the Prime Minister-Neville Chamberlain because Adolf Hitler invaded Poland.</li> <li>• The Battle of Britain lasted from July 1940 until 31<sup>st</sup> October 1940 between the RAF and the German Air Force (Luftwaffe). It was significant because it was the first time that Hitler's military forces had been defeated.</li> <li>• During World War II, people were evacuated from the cities to the countryside. Over 3.5 million children were evacuated during World War II.</li> <li>• Rationing started in May 1941 and lasted until 1954. This was a system to make sure people had equal access to food, clothes and fuel.</li> <li>• There was a need to keep safe from the threat of German attack-especially by air from the Luftwaffe. Bomb shelters, blackouts and gas masks were introduced as a form of protection.</li> </ul>		<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>• By 900AD the Maya were a very advanced society who made significant advancements in maths, architecture and astronomy</li> <li>• They lived in a place called Mesoamerica which was made of Mexico and parts of Central America. They lived in Guatemala, Belize, Honduras, Yucatan Peninsula and El Salvador</li> <li>• 60 cities were built by the Maya. They had one ruler per city and believed the ruler was given power by God.</li> <li>• The Maya had a writing system where they used hieroglyphics. There were up to 800 hieroglyphs in this system. They also invented calendars, which they carved out of stone.</li> <li>• The Maya had many different Gods and Goddesses. Chaac was the God of rain and storms. Itzamna was the patron of learning. Awilix was the Goddess of night and moon.</li> </ul>



Year 6 History Autumn Term Curriculum Overview				
Key Topic Question: Why was the Battle of Britain so significant?				
National Curriculum Topic of Study: Britain Beyond 1066				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why did Britain declare war on Germany in 1939?</i>	<i>What was the Battle of Britain and why was it important?</i>	<i>How did the government try to keep people safe during WWII?</i>	<i>Why was rationing introduced and why did it last long after the war was over?</i>	<i>How did the roles of women change during WWII?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>World War II lasted from September 1939 until September 1945. The outbreak of war was announced in Britain by the Prime Minister-Neville Chamberlain-via a radio broadcast.</li> <li>Britain declared war on Nazi Germany because Hitler invaded Poland.</li> </ul>	<ul style="list-style-type: none"> <li>The Battle of Britain lasted from July 1940 until 31<sup>st</sup> October 1940 between the RAF and the German Air Force (Luftwaffe).</li> <li>Most pilots were British but there were also men from other countries. Women also played a vital role through the auxiliary air force (WAAF).</li> <li>The Battle of Britain was important because it was the first time that Hitler's military forces had been defeated.</li> </ul>	<ul style="list-style-type: none"> <li>During World War II, people were evacuated from the cities to the countryside. Over 3.5 million children were evacuated during World War II.</li> <li>There was a need to keep safe from the threat of German attack-especially by air from the Luftwaffe. Bomb shelters, blackouts and gas masks were introduced as a form of protection.</li> </ul>	<ul style="list-style-type: none"> <li>Rationing started in May 1941 and lasted until 1954. This was a system to make sure people had equal access to food, clothes and fuel.</li> <li>The United Kingdom is an island meaning that lots of produce is imported; Hitler took advantage of this by attacking supply ships.</li> </ul>	<ul style="list-style-type: none"> <li>In December 1941 women were conscripted for war work. All unmarried women aged 20-30, (later extended to 19-43), had to either join the armed forces, work in a factory or work on the land with the Women's Land Army.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Order events and accurately use dates and terms to describe historical events.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War</li> </ul>	<p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past</li> <li>Continue to develop their understanding of how historians and others investigate the past</li> </ul> <p><b>Was the Battle of Britain a turning point in the war?</b></p>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past.</li> <li>Consider different ways of checking the accuracy of interpretations of. the past and how different viewpoints have an impact.</li> </ul> <p><b>Did the government do enough to protect civilians from bombing?</b></p>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Examine causes and results of great events and the impact these had on the lives of people.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence from the past.</li> <li>Continue to develop their understanding of how historians and others investigate the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Invade, axis, allies, powers, dictator, prejudice, Jews, Nazi Party, leaders, Prime Minister.	Air force, military, battle, casualties, fighter planes, Luftwaffe, RAF, WAAF, significance, turning point, defeated, pilots, English Channel, dog-fight, victory.	Evacuation, Blitz, bombing, gas masks, blackouts, Anderson shelters, safety, air raid, vulnerable, billet officer, countryside.	System, equal access, supply, targeted, import, surrender, combat, remained, limited.	Impact, society, roles, factory, ammunition, change, influence, equality, rights.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>Y4:</b> Learnt about the Roman invasions of Britain and how Britain responded.</p> <p><b>Y5:</b> Learnt about the Anglo-Saxons raids and the Viking invasion of Britain. Reasons for invasion, expansion of land, greed, power, treasures.</p>	<p><b>Y4:</b> Learnt how the Scots continually launched small attacks on the Romans and managed to drive them out of Scotland.</p> <p><b>Y5:</b> Learnt about the significance of the Battle of Hastings to British History.</p>	<p><b>Y3:</b> Learnt the measures that Iron Age man put in place to protect themselves from neighbouring tribes and Roman invaders.</p> <p><b>Y5:</b> Learnt about the measures that the Anglo-Saxon kings put in place to try and keep the Vikings from invading Britain.</p>	<p><b>Y4:</b> Learnt through the study of Ancient Greece that Britain is a democratic society meaning it is fair and just.</p>	<p><b>Y4:</b> Ancient Greeks and Romans: know that historically, men and women have not always had equal rights, role or responsibilities.</p>

Key Topic Question: What was life like for the Maya?				
National Curriculum Topic of Study: <i>The achievements of the earliest civilisations-Ancient Maya</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who were the Maya and when and where did they live?</i>	<i>What did the Maya believe?</i>	<i>How did the Maya communicate?</i>	<i>Why was farming so important to the Maya?</i>	<i>What remains of the ancient Maya?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>The Mayan civilisation span from 900AD to 1300AD.</li> <li>The Maya people lived in a place called Mesoamerica which was made up of Mexico and parts of Central America around the same time as the Anglo-Saxons were living in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>60 cities were built by the Maya. They had one ruler per city and believed that the ruler was given power by God.</li> <li>The Maya had many different Gods and Goddesses. Chaac was the God of rain and storms. Itzamna was the patron of learning. Awilix was the Goddess of night and moon.</li> </ul>	<ul style="list-style-type: none"> <li>The Maya invented the Mayan writing script where they used hieroglyphics-up to 800 in the system.</li> <li>They also invented their own number system as well as calendars, which they carved out of stone.</li> <li>Anglo-Saxon Britain did not have the advancements that the Mayans had.</li> </ul>	<ul style="list-style-type: none"> <li>The Mayan civilisation was able to grow due to its success in farming.</li> <li>Farming and trade links were established throughout the Maya region.</li> </ul>	<ul style="list-style-type: none"> <li>The Maya were an innovative society who made significant advancements in maths, architecture and astronomy.</li> <li>The Maya invented ground breaking ideas which has help shape the way we live our lives today.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Accurately use dates and terms to describe historical events.</li> <li>Understand how some historical events/periods occurred concurrently in different locations.</li> </ul>	<p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Explain and give examples to show that things may have been different from place to place at the same time.</li> <li>Start to give reasons for these similarities and differences.</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Explain and give examples to show that things may have been different from place to place at the same time.</li> <li>Start to give reasons for these similarities and differences.</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence from the past.</li> <li>Continue to develop their understanding of how historians and others investigate the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Maya, Civilisation, ancient, Central America, Mexico, Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Pacific Ocean, Caribbean Sea, Yucatan Peninsula, Mesoamerica.	Chichen Itza, Xunantunich, civilisation, sacrifice, worship, bloodletting, ritual, Xibalba, Upperworld, Middleworld, Underworld, priest, festival, Itzamna, Kukulcan, Ix Chel, Hun Ixim, Chac, Kinich Ahau, Ah Puch, Kimi, mask, headdress.	Base 10, base 20, vigesimal positional number system, zero, hieroglyphs, syllabogram, logogram, codex, codices.	Hunter gatherer, rainforest, maize, trade.	Archaeology, interpretation, legacy, invade, architecture, evidence, bias, perspective, culture, society, decline, deforestation, historian.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Y3: The Ancient Greeks:</i> Know that the Ancient Greek civilisation span from 776BC-146BC.</p> <p><i>Y4: The Ancient Egyptians:</i> Know that the Ancient Egyptian civilisation span from 3150BC-30BC</p> <p><i>Y5: The Anglo-Saxons:</i> know that the Anglo-Saxon settlement in Britain began in 450AD.</p>	<p><i>Y3: The Ancient Greeks:</i> know that they believed in multiple Gods and Goddesses.</p> <p><i>Y4: The Ancient Egyptians:</i> Know that the Ancient Egyptian had kings as rulers who performed rituals to the Gods to keep harmony.</p>	<p><i>Y4: The Ancient Egyptians:</i> Know the Egyptians formed their own alphabetic code made up of 700 hieroglyphics and that they invented papyrus to write on.</p> <p><i>Y4 The Romans:</i> know that the Romans invented their own number system, which is still referred to today.</p>	Through studying the Egyptians and the Anglo-Saxons in Britain, know that ancient civilisations settled near rivers in order to grow crops, trade and transport.	Through studying the Egyptians, the Greeks and the Romans, know that empires and civilisations bring about advancements in architecture, communication etc which has impacted the world we live in today.