

Mount Pleasant Primary School



History Curriculum



Overarching Principles

History

Subject Intent

- ❖ Children know that history is a subject - focussing on learning about significant events and people which shaped the world as it is today.
- ❖ History starts within the children's homes, then links to the local area and then branches out globally.
- ❖ To be able to identify with the area we live in and how it has changed over time.
- ❖ To be able to order events in time, find similarities and differences.
- ❖ Be able to use different sources of information to answer questions.

Essential Elements

- ❖ Awareness of the past- chronology & vocabulary.
- ❖ Learn events within and beyond living memory.
- ❖ Significant events, people, and places.
- ❖ Use a range of historical sources.

Disciplinary Dimension

- ❖ The pursuit of knowledge through argumentation and perception of evidence.

Connecting Themes

- ❖ Topics focus on settlement and belonging.
- ❖ How people identify with places and cultures through time.
- ❖ Family life, invasions, exploration, medical advancements

Key Subject Teaching Approaches

- ❖ Topics should begin with a key question determined by the topic or range of resources.
- ❖ Trips and physical resources should be used to support teaching and learning to give first hand experiences.
- ❖ Children are encouraged to debate and question using evidence from the past.
- ❖ History and English are linked through presentations of work and reporting.
- ❖ Know key knowledge and make links to previous learning.
- ❖ Use range of tangible resources as well as drama and role play to deepen learning experience.

Intent:

- At Mount Pleasant, we prioritise an engaging History curriculum that catches the attention of all ages. It is a cohesive curriculum that teaches skills and knowledge from EYFS to Y6.
- **The common theme across all topics is 'belonging', with a key question being 'What was it like to be a...' which identifies belonging to a certain period in history.**
- **There are four key golden threads through the curriculum: family life, medical advancements, invasion and exploration.** By using them to make connections, children will deepen their understanding of the historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- **There is a close link to geography, which includes why people settle and how they identify with their surroundings through time.**
- History at Mount Pleasant starts within children's homes, then links to the local area, and branches out globally. Each part of the History curriculum is relevant to the children in Darlington.
- It is a progressive History curriculum with clearly defined expectations of knowledge and skills for each year group, which builds on previous learning.
- Mount Pleasant children are inspired to research events in school and by visiting the range of museums in the North East.
- Children can order events in time; finding differences and similarities; writing and talking about the past; using different sources of information; asking and answering questions, with the aim to link 'then' with 'now.'
- All children will develop this knowledge using transferrable skills.
English, ICT, Art and collaborative skills are used to explore and learn about the past.

Autumn**Spring****Summer****EYFS****ELGS that feed into History: Understanding the World**

Past and Present: The children will be able to 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. They can show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.

Communication and Language:

Listening, Attention and Understanding: The children can listen attentively and respond to why they hear with relevant questions comments and actions when being read to and during whole class discussions and small group interactions. They can make comments about that they have heard and ask questions to clarify understanding.

Speaking: Children participate in small group, class and on-to-one discussions, offering their own ideas, using recently introduces vocabulary. They can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. The children can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Year 1**Toys
(Family Life)**

Tell the difference between past and present in own and other people's lives through toys.
What was it like to be a Victorian?

**People Who Help Us
(Medical advancements)**

What was it like to live in Stuart times?
The Fire of London & Samuel Pepys

**In the Park
(Family Life)
(Geography based)**

Recreation in a Victorian park (Link to South Park and Hardwick Park).

Year 2**Voyages
(Exploration)**

What was it like to be an explorer?
Captain Cook

**Dirty Beasts
(Medical advancements)**

What was it like to live in Victorian times?
Poverty & health
Mary Seacole/ Florence Nightingale.

**The Seaside
(Family Life)
(Geography based)**

Saltburn visit. Link to Victorian recreation, poverty and holidays.

Year 3

The Stone Age (Family life)

What was it like to live in the stone age?
To know periods of time (BC/AD)

Darlington- Local Study

Stockton and Darlington railway & The Rocket
George Stephenson & Edward Pease

The Rainforest

(Exploration)

Geography based topic

Ancient Egypt

(Family life/medical advancements)

What was it like to be an Egyptian?
Medical practices

Year 4

Ancient Greece

(Family life/medical advancements/exploration)

What was it like to live in Ancient Greece?

Ancient Greek society compared to ancient Britons

Spain

Geography based topic

The Roman Empire

(Family life/medical advancements/invasion/exploration)

What was it like to be a Roman in Britain?
Boudicca, Hadrian, significant achievements & legacy

Year 5

Invaders & Settlers (Family life/invasion/exploration)

Daily life of Anglo-Saxons and Vikings and impact on
Britain

What was it like to be invaded?

The Tudors (Family life/medical advancements/exploration)

What was it like to be a Tudor?

Tudor life Know what it was like to live in Tudor
times- towns, sanitation, plague.

Henry V111, Francis Drake, Shakespeare

Rivers

Geography based topic

Origins of Darlington as an Anglo-Saxon
settlement.

Year 6

Britain at War (Family life/invasion)

What was it like to live through the war?
Winston Churchill, Adolf Hitler.

Brazil (Invasion)

Geography based topic

Portuguese colonisation of Brazil 1500 and
consequences.

Pedro Alvares Cabral

The Slave Trade in Brazil

Across the Atlantic (Invasion)

Geography based topic

The colonisation of America.

Columbus, Amerigo Vespucci

To know when and why the Slave Trade began.

Thread: Family Life		Topic: Toys		Term: Autumn		Year: 1	
Foundations of previous learning: Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event. Can sequence two events or objects in order.							
Unit Learning							
NC Objective - Coverage		Skills		Knowledge		Vocabulary	
Changes Over Time To know events beyond living memory that are significant nationally or globally. TRIP: Bowes Museum		<u>Chronological understanding</u> Uses words and phrases: old, new, young, days and months. Remembers parts of stories and memories about the past. Place objects in order of age. <u>Historical interpretation</u> Begins to identify and recount some details from the past from sources (e.g. pictures, stories). <u>Historical enquiry</u> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories). <u>Continuity and Change</u> Begins to identify and recount some details from the past from sources (e.g. pictures, stories).		<u>Knowledge and understanding</u> Tell the difference between past and present in own and other people's lives. To know which toys are played with when they were babies, toddler, children and teenagers. To know how toys and games that parents and grandparents played with are different to the present day. Victorian toys. Compare toys from the past with the present. Toys have changed over time. Identify changes that were made. Understand why changes were made. Use simple vocabulary relating to the past and present. To know where to find the answers to their questions (family member, book, computer etc.).		Past Sources Present Old New Newer Older Changes Toys Sequence Days\months Better Young Years Memories Stories Recount Information	
		Assessment of Skills		Assessment of Knowledge			
		I can use words and phrases such as old, new, now and then. I can place objects in order of age. I can recount some details about the past		Can you name old toys from the past? What were Victorian toys made of? How are modern toys different? Can you explain where we to find answers about the past?			

Thread: Medical advancements/family life		Topic: People Who Help Us	Term: Spring	Year: 1
<p>Foundations of previous learning: Children know about similarities and differences in relation to places, people, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Uses past and present when telling others about an event. Can sequence two events or objects in order.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To look at the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>VISITORS: firefighters / police / vets / dentist / nurse.</p>	<p><u>Chronological understanding</u> Uses words and phrases such as recently, before, after, now, later. Puts 3 people, events or objects in order using a given scale. Uses past and present when telling others about an event.</p> <p><u>Historical interpretation & enquiry</u> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.</p> <p><u>Organisation and communication</u> Describes objects, people and events. Writes simple stories and recounts about the past.</p> <p><u>Continuity & Change</u> What has remained the same from the period, and what has changed? What has changed as a result of the past?</p>	<p><u>Knowledge and understanding</u> Plague & The Great Fire of London What was it like to live in Stuart times? Key person- Pepys Know when & where the plague took place and started List and explain the events of the Great Plague How people were treated/hospitals/actions taken to prevent the spread Know the changes made after the plague Know when & where the fire took place. List and explain the events and timings of the Great Fire. Know what made the fire spread so quickly. Know how the fire stayed alight for so long. How people were treated/hospitals/medicine Know the changes made after the fire. Know about recording information – Samuel Pepys Reflect on the events and how they influence change now.</p>	Past Present Significant events House of Stuart Stuart kings Charles 1 & 11 Thomas Farynor King Charles II Pudding Lane 1666 Samuel Pepys	First, before, after Destroyed Timber Thatched roof Time line Decade baker smoke fire leather bucket River Thames Maid flames escape window climbed frightened burning wooden buildings Lord Mayor River Thames water squirts fire hooks burned diary
	Assessment of Skills	Assessment of Knowledge		
	I can sequence some events or 2 related objects in order from the fire of London. I can create a time line to include Stuart times in relation to now. I Know that photos, books and pictures can be used to learn about the past.	Where did the fire take place and why? Why did the fire spread and keep burning? Who wrote a diary about the fire of London? What important lessons have we learned about the fire of London?		

Thread: Family Life		Topic: In The Park	Term: Summer	Year: 1
<p>Foundations of previous learning: Children know about similarities and differences in relation to places, people, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur, and talk about changes with toys from the past (term 1) Begin to understand how people lived in the past- living in Stuart times during the fire of London.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To know events beyond living memory that are significant nationally or globally.</p> <p>To know significant historical events, people and places in their own locality</p> <p>TRIP: local park</p>	<p><u>Chronological understanding</u> Use words and phrases such as past and present, now and Victorian. Sequence events</p> <p><u>Knowledge and understanding</u> To use information to describe things from the past</p> <p><u>Historical interpretation & enquiry</u> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories) Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.</p> <p><u>Continuity & Change</u> What has remained the same from the period, and what has changed? Focus on the Park and compare to now.</p>	<p><u>What was it like to be a Victorian?</u> Who was Queen Victoria? What life was like in Victorian times as a child- poverty, recreation.</p> <p>Why parks were established (first one in NE). Know how Victorian parks are similar/different from Victorian to present day. Know what the Victorians did for recreational activities in the park. Know what was in a Victorian park (Link to South Park and Hardwick Park). Key people- Pease family Queen Victoria</p>	Victorians Past Present Bandstand Public Philanthropy Pease	Park Changes Old New Local Recent
	<u>Assessment of Skills</u>	<u>Assessment of Knowledge</u>		
	<p>I can sort pictures to show how parks have changed since the Victorian times.</p> <p>I can describe objects, people and events.</p> <p>I can write simple stories / recounts about the past.</p>	<p>What activities would take place in a Victorian park? What can you do in your park that Victorians did not? Why was the Victorian park important?</p>		

Thread: Exploration		Topic: Voyages	Term: Autumn	Year: 2
<p>Foundations of previous learning: Children know about similarities and differences in relation to places and times in history-(Stuart times, Victorian time- the park). Vocabulary associated with the passing of time. An early understanding of how to use different sources to answer simple questions about the past. An understanding of sequencing events/photos/people.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Pupils should be taught about significant historical events, people and places in their own locality.</p>	<p>Chronology: Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p> <p>Historical Enquiry Use a range of information to find out about the past (books, pictures, eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Asks and answers questions such as: 'What was it like for a?', 'What happened in the past?', 'How long ago did happen?'</p> <p>Interpreting History Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p> <p>Understands why some people in the past did things.</p> <p>Continuity & Change What has remained the same from the period, and what has changed? What has changed as a result of the past? Compasses, SAT nav, star mapping.</p>	<p>'What was it like to be an explorer?' Key people: Captain Cook- biography. Cook, the explorer.</p> <p>Know what life was like on a ship and how people lived in England at that time.</p> <p>Rule of law on a ship. Health on a ship (Scurvy)</p> <p>Invention: the compass,</p> <p>(Trincomalee Museum)</p>	vessel mast deck crew voyage loyal dedicated vast artefact Captain Surgeon Boatswain Crew Quartermaster Carpenter Parson Ship mates	
	Assessment of Skills		Assessment of Knowledge	
	I can use a range of media to understand about events in the past. I can talk about people and the actions they did in the past. I can compare child's life now to what it would have been like in the past/ on a ship.		Who was Captain Cook? What was the famous ship called in which he sailed? Where did he sail to? What did sailors eat on the ship?	

Thread: Medical Advancements		Topic: Dirty Beasts	Term: Spring	Year: 2
<p>Foundations of previous learning: Children know about similarities and differences in relation to places and times in history-(Stuart times) Links to Y1 the Victorian Park, Living during the great fire of London & Y2 Voyages Vocabulary associated with the passing of time An early understanding of how to use different sources to answer simple questions about the past. An understanding of sequencing events/photos/people</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To know events beyond living memory that are significant nationally</p> <p>To understand the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know significant historical events, people and places in their own locality.</p> <p>https://www.historylearning site.co.uk/a-history-of-medicine/history-hygiene-timeline/</p> <p>https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/1/</p>	<p>Causes and Consequences Recognise why people did things Recognise why some events happened</p> <p>Chronology skills Create a simple timeline with 4/5 events from Victorian times in relation to now.</p> <p>Create a more extended time line (including fire of London)</p> <p>Continuity & Change What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some the same?</p>	<p>What was it like to live in Victorian times? Child labour, education. Study the lives of significant women drawn from the history of Britain related to health & welfare: Mary Seacole/ Florence Nightingale.</p> <p>(medicine, hospitals, sanitation, disease) Know what nurses did in the past. Know where MS and FN served. Know how hospitals changed as a result of their work.</p>	Health Nurse/nursing Hospitals/patients Disease Bacteria Crimean war Battle/ battlefield Injury Sanitary conditions hygiene uniform antiseptic surgery convalescence	
	Assessment of Skills	Assessment of Knowledge		
	<p>I can draw a timeline and place different significant events on it including events from previous topics. I can explain the significance of Florence Nightingale on nursing and how it has shaped health & Hygiene.</p>	<p>What were hospitals like in in the past? Why was Florence Nightingale called 'The Lady with the Lamp'? Why did hospitals need to change? Why was Mary Seacole important?</p>		

Thread: Family Life		Topic: The Seaside	Term: Summer	Year: 2
<p>Foundations of previous learning: Links to Y1 the Victorian Park & Y2 Voyages, Dirty Beasts Children know about similarities and differences in relation to places and times in history-what life was like in the 1800s. Recognise why people did things e.g. Lives of significant women drawn from the history of Britain related to health & welfare: Mary Seacole/ Florence Nightingale. Recognise why some events happened. Recognise what happened as a result of people's actions or events.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>To know significant historical events, people and places in their own locality.</p>	<p>Historical Enquiry Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Communicate understanding of the past in a variety of ways Chronology skills Create a timeline with several events from Victorian period Continuity & Change What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some the same?</p>	<p>What was it like on a Victorian holiday? Growth of towns and cities in Victorian times. Poverty and wealth. Victorian case study- Saltburn Know who went on holiday in the past and where. Know what activities were available for visitors. Know how holidays have changed over time.</p> <p>Reasons for the growth of the seaside town, houses, railway. How recreation at the seaside has changed.</p>	Map Coordinates cliff beach bay rock pool, promenade pier jetty breakers amusements dunes route comparison climate	
	Assessment of Skills	Assessment of Knowledge		
	<p>To describe how holidays have changed using a variety of sources and media.</p>	<p>Why was Saltburn a popular Victorian holiday destination? What did Victorians do at Saltburn? How are holidays different now?</p>		

Thread: Family Life		Topic: The Stone Age (2 weeks)	Term: Autumn	Year: 3
<p>Foundations of previous learning: How lives have changed- the Victorians. Uses words and phrases: old, new, young, days and months. Sequence some events or 2 related objects in order. Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. Recognise why some events happened. Recognise what happened as a result of people's actions or events.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Changes in Britain from the Stone Age to the Iron Age.	<p><u>Chronological understanding</u> Understand passing of time from stone age and identify on a time line. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.</p> <p><u>Knowledge and understanding</u> Be able to gather information from texts. Tell the difference between past and present in own and other people's lives.</p> <p><u>Historical enquiry</u> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p><u>Continuity & Change</u> What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some the same?</p>	<p><u>What was it like to live in the stone age?</u> To know periods of time (BC/AD and place on time line). To compare people then and now. Be able to use their knowledge and understanding to answers simple questions about the Stone Age and changes in settlement. How tools affected changes in landscape. Be able to give some reasons for particular events and changes in time. Daily life of Stone Age man. Case studies- how do we know about them?</p>	Before After Now Later Past Present Century Period of time AD BC ice age extinction Disease evidence deduction source jaws teeth skeleton muscles palaeontologist identify prehistoric land formation Cretaceous Mesozoic Triassic Jurassic mya (million years ago)	
	Assessment of Skills	Assessment of Knowledge		
	I can use historical sources to discuss the stone age. I can create a time line with events from the past.	Why did Stone Age man settle in certain parts of the land? Can you name a stone age tool and what it was used for? What did stone aged man eat? How did stone age shelters change?		

Theme: Exploration		Topic: Darlington –Local Study	Term: Autumn	Year: 3
<p>Foundations of previous learning: Y1 Victorian Park, Y2 Victorian holidays, Dirty Beasts. To know periods of time (BC/AD and place on time line). To compare people then and now. Be able to use their knowledge and understanding to answers simple questions about changes in settlement. How tools affected changes in landscape. Be able to give some reasons for particular events and changes in time.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Chronology Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past.</p> <p>Historical Enquiry Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Causes and Consequences Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes.</p> <p>Continuity & Change What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some the same?</p>	<p>Key people: George Stephenson biography. Edward Pease Philanthropist, Quaker 'Father of the Railway' The Rocket invention, Stockton and Darlington railway and how it changed passenger travel (link to Saltburn). What was the impact of the railway on Darlington? (economy, coal).</p> <p>Describe the effects of the railway on the world. Tourism, employment.</p>	<p>Locomotive Passenger Station Influential Development Technology Steam Diesel Route Society Artefact Evidence Sequence</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>To compare original railroad maps to most recent. What has stayed the same and what has changed? Why? To locate key stations on a range of maps. To identify symbol for railways on maps.</p>	<p>Who was George Stephenson? What did George Stephenson invent? Why was the rocket such a great invention? How has the railway affected the world?</p>		

Thread: Family life/medical advancements		Topic: The Ancient Egyptians	Term: Summer	Year: 3
Foundations of previous learning: The Stone Age To know periods of time (BC/AD and place on time line). To compare people then and now. Be able to use their knowledge and understanding to answers simple questions about the stone age and changes in settlement. Be able to give some reasons for particular events and changes in time.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	<u>Chronology</u> Put events, people, places and artefacts on a timeline using BC & AD Use correct terminology to describe events in the past. Place on a time line including previous events (Stone Age, Darlington railways, Fire of London, Queen Victoria). <u>Causes and Consequences</u> Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. <u>Continuity & Change</u> What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some things stayed the same?	<u>What was it like to be an Egyptian?</u> Rule of law, What did the Ancient Egyptians eat, wear, how they lived. Society and slavery, inventions. Study a pharaoh- Tutankhamun and discovery of the tomb. Egyptian Medicine: Mummification, remedies, magic & religion.	papyrus pharaoh pyramid tomb sarcophagus dynasty mummy hieroglyphs edict authority afterlife temple worship architecture preserve	
	Assessment of Skills	Assessment of Knowledge		
	Construct a timeline. Use range of evidence to describe what life was like in ancient Egypt.	Who was Tutankhamun? Can you describe what it was like to be a child in school in ancient Egypt? Can you describe the mummification process? Name some Egyptians Gods and Goddesses.		

Threads: Family life/medical advancements		Topic: Ancient Greece	Term: Autumn	Year: 4
<p>Foundations of previous learning: The Ancient Egyptians To know periods of time (BC/AD and place on time line) To compare people then and now. Be able to use their knowledge and understanding to answers simple questions about the Stone Age and changes in settlement. Be able to give some reasons for particular events and changes in time.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Ancient Greece – a study of Greek life and achievements and their influence on the western world.	<p><u>Chronology</u> Uses words and phrases: century, decade, BC, AD, after, before, during. Names and places dates of significant events from Ancient Greece on a timeline.</p> <p><u>Historical Enquiry</u> Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources.</p> <p><u>Interpreting History</u> Be aware that different versions of the past may exist and begin to suggest reasons for this e.g. Athens & Sparta</p> <p><u>Causes and Consequences</u> Identify and give reasons for historical events, situations and changes.</p> <p><u>Continuity & Change</u> What has remained the same from the period, and what has changed? Link to the Olympics.</p>	<p>What was it like to live in Ancient Greece? The beginnings of ancient Greek society- why they settled. Who were the ancient Greeks compared to Ancient Britons?</p> <p>Rule of law: to understand how democracy started in Ancient Greece. To know the significance of the Athens and Sparta states in Ancient Greece and how they identified.</p> <p>To know the nature of the first Olympic Games.</p> <p>Greek medicine and medical practices.</p>	Sparta Athens Persia King Darius Acropolis Marathon Persian	Doric column tunic Olympics helmet vase soldier empire stadium citizen armour enemies slaves Parthenon Ancient Greece democracy gymnasium city state hoplite Pheidippides
	Assessment of Skills	Assessment of Knowledge		
	Name dates of significant events in Ancient Greece. Explain how Greek society has influenced modern day life. (Politics/Medicine)	Why did the ancient Greeks settle in Greece? Can you give some facts about the first Olympics? Why was Sparta famous? Why was Athens important in Greece?		

Threads: Family life/medical advancements/invasion/exploration		Topic: The Roman Empire		Term: Summer		Year: 4			
<p>Foundations of previous learning: Ancient Greeks and Egyptians Ancient Greece – a study of Greek life and achievements and their influence on the western world. Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p>									
Unit Learning									
NC Objective - Coverage		Skills		Knowledge		Vocabulary			
The Roman empire and its impact on Britain.		<p>Chronology: place Romans on time line in relation to other topics- know and sequence key events of time studied Historical Terms Develop use of appropriate subject terminology, such as: empire, civilisation, and invasion Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance. Suggest where we might find answers to questions considering a range of sources. Books, internet, artefacts Continuity and Change Describe and begin to make links between main events (Invasions) and changes in Britain. Significance Identify and begin to describe historically significant people and events in situations e.g. the Romans in Britain</p>		<p>What was it like to be a Roman? To know how the Romans invaded Britain and expanded the Roman Empire. Rule of law. To know where and why the Romans settled. Know some Roman towns and significance in Britain. Significant achievements: To know the location of Roman roads and how they were built. Medical advancements- improvements in public health/sanitation. To know the role of the Celts and the significance of Boudicca's revolt.</p>		Emperor Claudius Julius Caesar Boudicca		conquer occupy Roman road invasion conquest empire camber highway rebellion Hadrian turret milecastle fort Picts Celts chariot shield villa mosaic amphitheatre	
		Assessment of Skills		Assessment of Knowledge					
		Answer the question 'What did the Romans do for us?' Use historical sources to identify the significance of Boudicca. Comment on ways the Romans changed Britain.		How did the Roman Empire expand? Who was Boudicca? How and why did the Romans build roads? How did the Romans improve life in Britain?					

Threads: Family life /invasion/exploration		Topic: Invaders and Settlers		Term: Autumn		Year: 5	
<p>Foundations of previous learning: The Roman Empire, Ancient Greeks and Egyptians. To know how the Romans invaded Britain and expanded the Roman Empire. To know where and why the Romans settled. Know some Roman towns and significance in Britain. To know the location of Roman roads and how they were built. To know the role of the Celts and the significance of Boudicca's revolt.</p>							
Unit Learning							
NC Objective - Coverage		Skills		Knowledge		Vocabulary	
<p>Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Viking raids and invasion and Danegeld Anglo-Saxon laws and justice.</p>		<p>Chronology: Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Similarities and Differences Show understanding of some of the similarities and differences between different periods, e.g. Romans and Anglo Saxons Continuity & Change What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some the same?</p>		<p>What was it like to be invaded? Why Anglo-Saxons settled and where they settled. Why did Vikings invade and why did they settle? Anglo – Saxon and Viking settlements and how they compare with today. Daily life of Anglo-Saxons and Vikings and compare these with today. Rule of law, rituals, daily life.</p>		<p>Denmark invasion Wessex longship shield skirmishes King Alfred Saxon monks settlers Danelaw Vikings farming Anglo runes archer sword wergild Angles Jutes</p>	
		Assessment of Skills		Assessment of Knowledge			
		<p>Say why some Kings/Leaders are more significant than others and why. Can discuss the differences between different periods of history.</p>		<p>Why did Anglo Saxons and Vikings invade Britain? What jobs would a Saxon child do? How were the villages ruled and managed?</p>			
						<p>thatched Denmark norse Thor quest Frisians Odin Norway monastery Valhalla pagan Picts tunic Valkyries King Cnut Allred the Great Britons Land of Ice and Fire Sweden Danegeld</p>	

Threads: Family life/medical advancements/exploration		Topic: The Tudors		Term: Spring		Year: 5	
<p>Foundations of previous learning: Y1 Fire Of London, Y2 Victorians, Dirty Beasts- medicine Know that 1666 was within the Stuart period. Know what it was like to live in Stuart times. Study the way of life of people in the more distant past who lived in the local area or elsewhere in Britain. Sanitation and hygiene in the past, Victorian case study- Saltburn.</p>							
Unit Learning							
NC Objective - Coverage		Skills		Knowledge		Vocabulary	
<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>		<p>Chronology: place current study on time line in relation to other studies know and sequence key events of time studied. Historical Enquiry Devise, ask and answer more complex questions Use a range of source material to promote evidence about the past. Interpreting History Understand that the past is represented and interpreted in different ways and give reasons for this. E.g. Tudor Propaganda Causes and Consequences Begin to offer explanations about why people in the past acted as they did. Significance Give reasons why some events, people or developments more significant than others.</p>		<p>What was it like to be a Tudor? Tudor life Know what it was like to live in Tudor times- towns, sanitation, plague, Rule of Law: Crime and punishment Tudor Dynasty: War of the Roses, Battle of Bosworth. Significant people: Monarchs, Drake Medical advancements-A study of medicine, Exploration- trade and exploration, food (Raleigh/Drake)</p>		<p>Katherine Parr Francis Drake reign Catherine Howard Dynasty 'War of the Roses' throne civil war Lancaster heir divorced beheaded plague marriage jousting portrait feast execution</p> <p>Henry VIII Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Walter Raleigh Church of England Protestant Golden Hind Elizabeth I Spanish Armada wattle and daub</p>	
		Assessment of Skills		Assessment of Knowledge			
		<p>Answer question: Was the Tudor dynasty a good period for Britain? Use resources to explain.</p>		<p>What was the Plague? Why were the following Tudors famous? King Henry V111, Francis Drake/</p>			

Geography linked		Topic: Local Study River Tees and beginning of Darlington	Term: Summer	Year: 5
Foundations of previous learning: Invaders & Settlers, Stone Age Why Anglo-Saxons settled and where they settled. Why did Vikings invade and why did they settle? Learn about Anglo-Saxon and Viking settlements and how they compare with today. Daily life of Anglo-Saxons and Vikings and compare these with today. Know some Saxon and Viking place names.				
Unit Learning				
NC Objective - Coverage		Skills	Knowledge	Vocabulary
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)		Chronology: make comparisons between different times in history Historical Enquiry Devise, ask and answer more complex questions about the past, considering key concepts in history. Analyse a range of source material to promote evidence about the past. Significance Give reasons why some events, people or developments are seen as more significant than others.	Origins of Darlington as an Anglo-Saxon settlement. (The name Darlington derives from the Anglo-Saxon Dearthington). St. Cuthbert's, St. Andrew's Church. Growth of Darlington in Victorian times- Study of Pease family. Town Study.	Bank Basin Bed Canal Current Confluence Delta Downstream Erosion Estuary Floodplain Meander Silt Source Tidal river Tributary Watershed
		Assessment of Skills	Assessment of Knowledge	
		Use sources as evidence to explain why Darlington is significant. How the railway has affected life in Britain (using evidence).	Who was Joseph Pease? What did the Pease family do for Darlington? Why did the Saxons make a settlement in Darlington?	

Threads: Family life/invasion	Topic: Britain At War	Term: Autumn	Year: 6
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Foundations of previous learning:
 Devise, ask and answer more complex questions about the past, considering key concepts in history.
 Analyse a range of source material to promote evidence about the past.
 Give reasons why some events, people or developments are seen as more significant than others.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<p><u>Chronological understanding</u> Names date of any significant event studied from past and place it correctly on a timeline.</p> <p><u>Historical enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past. Construct and organise response by selecting and organising relevant historical data.</p> <p><u>Continuity and Change</u> What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some things stayed the same?</p>	<p><u>What was it like to live through the war?</u> To know how varying communities within Britain were affected during the war, e.g. Camaraderie amongst soldiers, Dig for Victory, women at work, underground shelters.</p> <p>To know the axis and allies during the World Wars.</p> <p>To know the key figures of those involved during the wars, e.g. Winston Churchill, Adolf Hitler.</p> <p>To know the significant reasons about how and why the war started.</p>	Air raid shelter Anne Frank Allies Axis Adolf Hitler Blitz Concentration camp D Day Evacuee Holocaust Nazi Prisoner of war Soviet Union Winston Churchill	Allotment Britain Civilians Civil defence Coupons France Germany Invaded Italy Occupied Prime Minister Propaganda Rationing Refugee Siren Telegram
	Assessment of Skills	Assessment of Knowledge		
	What are some of the main events that happened during the war and where would they be placed on a time line? Why have significant events from the war been portrayed in different ways to different countries? Why are not all sources of evidence reliable?	Which countries were involved in the World War? Who were the main leaders of the countries in the war? When did the war begin? Name 3 ways our country was kept safe during the Blitz?		

		Topic: Brazil	Term: Spring	Year: 6
<p>Foundations of previous learning: Explorers, Rainforest (Geography) Children know about similarities and differences in relation to places and times in history-what life was like in the 1800s. Recognise why people did things e.g. Lives of significant women drawn from the history of Britain related to health & welfare: Mary Seacole/ Florence Nightingale. Recognise why some events happened- invasion of Brazil (Y3). Recognise what happened as a result of people's actions or events.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Geography based topic.</p>	<p>Historical enquiry Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past.</p> <p>Continuity & Change What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some the same?</p> <p>Chronology Compare and create a range of timelines from different periods and date ranges.</p>	<p>Who colonised Brazil and consequences. Pedro Álvares Cabral, The Slave Trade in Brazil</p> <p>To understand how and why the Brazilian community celebrates with carnivals, i.e. Mardi Gras- RE.</p>	Mardi Gras	Carnival Community Culture Influence Originated
	Assessment of Skills		Assessment of Knowledge	
	Why does Brazil have a wide range of cultures? How and why did people settle in Brazil?		Why do Brazilians speak Portuguese? What is Mardi Gras?	

Threads: Family life/ invasion/exploration		Topic: Across the Atlantic		Term: Summer		Year: 6	
Foundations of previous learning: Explorers- Cabral, Drake, Cook The World Wars, Brazil: the slave trade Reign of Queen Elizabeth during the Tudor period in Year 5- Francis Drake							
Unit Learning							
NC Objective - Coverage		Skills		Knowledge		Vocabulary	
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Chronology: place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line Historical enquiry Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past. Construct and organise response by selecting and organising relevant historical data.		The colonisation of America. Columbus, Amerigo Vespucci To know when and why the Slave Trade began. To know when slavery was abolished in the UK and America.		Slavery Slave Trade Plantations Trans-Atlantic Middle Passage Colonies Slave Trade Triangle Abolished America Africa Europe Auction Human Rights Profit Empire	
		Continuity & Change What has remained the same from the period, and what has changed? What has changed as a result of the past? Why have some the same?		Assessment of Knowledge			
		Assessment of Skills		Which countries colonised America? What was the Slave Trade? What was the Slave Trade Triangle? Who ended slavery in America? When did slavery end in America?			
		What do sources of evidence tell us about this period in history? What are some of the key events that happened during the slave trade? Can you put these on a time line? What has changed in society as a result of key people in the past such as Harriet Tubman and Rosa Parks?					



History Skills Progression

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of past events, people and changes in the past	<p>Tell the difference between past and present in own and other people's lives</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant in history.</p> <p>Uses evidence to</p>	<p>Uses evidence to describe past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p> <p><i>Buildings and their uses</i></p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure,</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have</p>

		<p>explain reasons why people in past acted as they did.</p>	<p><i>People's beliefs and attitudes</i></p> <p><i>Things of importance to people</i></p> <p><i>Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline</p>	<p>clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies changes and links within and across the time periods studied.</p>	<p>changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about</p>	<p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of</p>

		<p>questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?';</p> <p>Estimates the ages of people by studying and describing their features.</p>	<p>the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and communication	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	<p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>