



Woodham Burn Primary History Progression Grid



Historical Enquiry and the Use of Sources of Evidence

Skills/Knowledge	<p>At EYFS: (**Please refer to earlier stages of dev't.) C and L- Listening and Attention</p> <p>*Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity (ELG).</p> <p>Understanding</p> <p>*Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG).</p>	<p>At Key Stage One: Year 1, Year 2</p> <p>*Identify some possible sources of historical evidence.</p> <p>*Use 'clues' linked to evidence to describe a person/event from the past.</p> <p>*'Research' the past using pictures, objects and/or simple primary and secondary texts to describe events/people.</p> <p>*Make observations about people, events, sources, stories or objects from, or relating to, the past.</p> <p>*Decide what an object/picture/piece of evidence might be telling us about the past.</p> <p>*Identify key differences between the past and present.</p> <p>*Ask simple questions about stories and sources of evidence to gain a better understanding of the past.</p> <p>*Answer questions, choosing parts of stories and other sources to show that they know and understand about the past.</p>	<p>At Lower Key Stage Two: Year 3, Year 4</p> <p>*Compare several sources of primary and secondary historical evidence and say why they are useful.</p> <p>*Classify 'clues' as 'reliable'/'unreliable'. Use them to form ideas about a person/event/period in the past.</p> <p>*'Research' the past to answer a key question, using a range of sources to support a personal response.</p> <p>*Investigate a hypothesis about a person, a place, an event, a source, a period or an object from, or relating to, the past. Test it using evidence, and draw conclusions.</p> <p>*Use 2-3 pieces of evidence from different periods in history to identify aspects of life that have changed over time.</p> <p>*Devise questions about sources, change, cause, similarity, difference and significance in relation to people, events and periods in history.</p> <p>*Answer historical questions about sources, change, cause, similarity, difference and significance in relation to people, events and periods in history.</p>	<p>At Upper Key Stage Two: Year 5, Year 6</p> <p>*Rank sources of primary and secondary evidence in order of least to most useful. Explain reasoning.</p> <p>* Assess whether clues from several sources are 'reliable'/'unreliable'. Use them to generate ideas about a person/event/period in the past.</p> <p>*Infer about the past using several sources to provide a personal response to a key question, providing justifications for thoughts.</p> <p>*Devise and test a hypothesis about a person, a place, an event, a period(s), objects, sources, change(s). Identify arguments and evidence for and against then accept or refute the hypothesis.</p> <p>*Use 3-4 pieces of evidence from different periods in history to identify aspects of life that have changed over time. Decide upon the piece of evidence depicting the most significant changes, giving reasons.</p> <p>*Devise questions about trends/changes over longer timescales, interpretations of history, reliability of sources, cause and consequence relationships, connections between events in the past and their relative significance, in relation to people, events and periods in history.</p> <p>*Answer historical questions about trends/changes over longer timescales, interpretations of history, reliability of sources, cause and consequence relationships, connections across periods and places in the past and their relative significance, in relation to people, events and periods in history.</p>
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Organisation and Communication of Historical Knowledge and Understanding

Skills/Knowledge

At EYFS: (Please refer to earlier stages of dev't)**

C and L-

Listening and Attention

*Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity (ELG).

Understanding

*Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG).

Speaking

*Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events (ELG).

Exploring and Using Media and Materials

* Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

At Key Stage One: Year 1, Year 2

***Draw, talk about, use role play, classify information or write about** significant people or events in history. →

***Create and ask simple questions** to find out more about an event, person, place, object or source from the past. →

***Begin to provide answers** to simple questions about sources, historical stories and significant events. →

***Group** objects/evidence/events into categories relating to different periods of time. E.g. old, older, oldest

***Sequence events, famous figures, objects** historical terms in **chronological order** on a timeline. →

***Describe similarities and differences, a change, cause and consequence relationship, or level of importance** in relation to events/people/periods in history-within their own lifetime/within living memory/ beyond living memory. →

***Use a range of words and phrases** relating to the passing of time alongside everyday historical terms. →

At Lower Key Stage Two: Year 3, Year 4

***Communicate understanding** of the past, orally, in writing or through ICT, by **re-telling, presenting, debating, evaluating, explaining, reporting and through the use of imaginative, and first person re-counts.** →

***Devise and ask questions** about sources, **change, cause, similarity, difference and significance** in relation to people, events and periods in history. →

***Answer historical questions** about sources, **change, cause, similarity, difference and significance** in relation to people, events and periods in history. →

***Create/add to a timeline** to present the most significant historical events, from within a period studied, in **chronological order.** Add to this as the topic progresses. →

***Add a significant event from the current topic,** and agreed events/figures from KS1 studies, to a cumulative KS2 timeline to give context to past, present and future learning. **Identify the most significant event, justifying** the choice made.

***Describe** similarities and differences, changes, trends, cause and consequence, or **significance,** in relation to events/people/periods in history-within their own lifetime/within living memory/ beyond living memory. →

***Select from a range of topic related and transferable terms** to communicate historical skills and knowledge effectively. →

At Upper Key Stage Two: Year 5, Year 6

***Communicate understanding** of the past, orally, in writing or through ICT, by **re-telling, presenting, debating, evaluating, explaining, justifying, generalising, hypothesising, reporting and through the use of imaginative, and first person re-counts.** →

***Devise and ask questions** about **trends/changes over longer timescales, interpretations of history, reliability of sources, cause and consequence relationships, connections between events in the past and relative significance,** in relation to people, events and periods in history. →

***Answer historical questions** about **trends/changes over longer timescales, interpretations of history, reliability of sources, cause and consequence relationships, connections across periods and places in the past and relative significance,** in relation to people, events and periods in history. →

***Create/add to a timeline** to present the most significant historical events, from within a period studied, in chronological order. Add to this as the topic progresses. →

***Create a timeline showing related themes,** e.g. crime and punishment, spanning periods. *Add a significant from the current topic to a cumulative KS2 timeline to give **context** to past, present and future learning. **Identify the 5 most significant events, justifying/evidencing/** their views.

***Describe** similarities and differences, changes, trends, cause and consequence, or **relative significance,** in relation to events/people/periods in history/aspects or themes across periods in history-within their own lifetime/within living memory/ beyond living memory. →

***Select the most relevant topic related and transferable terms** to communicate historical skills and knowledge effectively and precisely. →

Perspective, Interpretation and the 'Construction' of History

<p>Skills/Knowledge</p> <p>At EYFS (**Please refer to earlier stages of dev't) <u>Exploring and Using Media and Materials</u> * Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <u>Listening and Attention</u> *Children listen attentively in a range of situations.They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity (ELG). <u>Understanding</u> *Children follow instructions involving several ideas or actions.They answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG). <u>Speaking</u> *Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events (ELG).</p>	<p>At Key Stage One: Year 1, Year 2</p> <p>*Suggest what an object/picture/video/story/person might be telling us about the past. (Literal level initially)</p> <p>*Use several sources of evidence to begin to build their own picture of an event/individual/achievement or period from the past. Notice how they may differ.</p> <p>*Give reasons why they have offered a particular opinion about what an object/a picture/several sources might tell us about the past.</p> <p>*Begin to see that the past can be represented in many different ways.</p> <p>*Begin to suggest how a key figure/group from the past might have felt about a particular event or achievement through drama and role play.</p> <p>*Give reasons why they think another person/group may have felt differently about this event or achievement.</p>	<p>At Lower Key Stage Two: Year 3, Year 4</p> <p>*Identify key messages about the past provided by historical sources. Begin to infer other less obvious, related conclusions from the sources in an effort to 'construct' the past.</p> <p>*Compare different interpretations of the past, and begin to reason as to why they may offer different representations of what happened. Suggest which reasons might be more reliable and why.</p> <p>*Explain how sources of evidence, with differing levels of reliability, have informed their interpretation of the past.</p> <p>*Recognise that the past is often depicted in entirely different ways, depending on whose evidence we are seeing and when it originated.Explain 'primary' and 'secondary' as terms for sources.</p> <p>* Present/Explore two differing accounts of the same event from two different participants. Suggest why they may have seen events in these diverging ways and offer a personal view of whose was the most genuine, accurate account.</p>	<p>At Upper Key Stage Two: Year 5, Year 6</p> <p>*Identify key messages about the past provided by historical sources. Infer other less obvious, related conclusions from the sources, explaining, justifying and evidencing these interpretations.</p> <p>*Distinguish between sources of evidence- those that are indisputable and those containing opinion or misinformation for the purpose of deliberately garnering public support for a cause/person-e.g. propaganda.</p> <p>*Identify the similarities and differences between two or more sources of evidence and justify their own, personal view of the past based on their experience and knowledge of reliability.</p> <p>*Understand why the past is often depicted in entirely different ways, depending on whose evidence we are seeing, when it originated and whether evidence has been altered. Explain the term 'perspective'.</p> <p>* Present/Explore different accounts of the same event from different participants. Suggest why they may have seen events in these diverging ways and offer a personal view of whose was the most genuine, accurate account. Justify reasoning. Understand the term 'context'.</p>
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Chronological and Conceptual Knowledge and Understanding- History as a Coherent Narrative

Skills/Knowledge

At EYFS: (Please refer to earlier stages of dev't) Mathematics-S, S and M**

*Uses everyday language related to time.*Orders and sequences familiar events.
*Measures short periods of time in simple ways (40 to 60+ months).
*Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them (ELG).

Speaking

*Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events (ELG).

Understanding the World- People and Communities

*Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)

At Key Stage One: Year 1, Year 2

***Know and demonstrate** what we mean by '**past**' and '**present**' in relation to events in their own lifetimes.

* **Identify 'past' and 'present'** 'in relation to people/events in 'living memory'.
*Identify 'past' and 'present' in relation to people/events 'beyond living memory'.

***Identify and know** terms associated with the passing of time and periods in history.

***Place events/pictures/objects/significant figures** from within their own lifetime/their parents' lifetime /from 'within living memory' and from 'beyond living memory' **on timelines.**

***Use a range of simple historical terms and concepts** -e.g. 'before', 'after', 'then', 'now', 'during', 'before I was born', 'when I was younger', 'when my parents were children', 'past', 'present', 'Victorian period', 'long ago', 'years', 'decade', 'century'-when navigating and placing events on a timeline or in groups.

At Lower Key Stage Two: Year 3, Year 4

***Understand that the 'past' is comprised of larger chunks of time, broadly B.C./A.D., and smaller, defined 'eras' or 'periods'** which can span many years and are named by what they represent e.g. The Roman Era.

***'Fit' significant people/events/developments /eras from the past within the broader timescales or 'eras'. Name these periods** when grouping information and **describe links or contrasts** between them.

***Use dates and appropriate historical terms when sequencing and grouping** events and periods of time. **Begin to understand and use more abstract terms** e.g. 'civilisation'

***Create/add to a timeline** to present the most significant historical **events from within a period studied in chronological order.** Add to this as the topic progresses.
***Add a significant event from the current topic,** and agreed events/figures from KS1 studies, to a cumulative KS2 timeline to give context to past, present and future learning. **Identify the most significant event, justifying the choice made.**

***Begin to explore and use relevant concepts and terms** such as 'empire', 'civilisation', 'parliament', 'invasion', 'empire', 'achievement', 'error', 'national', 'global', 'local', 'continuity', 'change', 'cause', 'consequence', 'significance' **when navigating timelines, and discussing the past.**

At Upper Key Stage Two: Year 5, Year 6

***Recognise and name chunks of time:- B.C./A.D., Pre-historic era-->1,200 B.C. Ancient Period 3,600 B.C.-500A.D. The Middle Ages 500 A.D.-1,500 A.D. The Modern Era 1,500 A.D. to present**

Understand that smaller eras/periods sit beneath these 'umbrella' eras.
*When grouping information in eras, **Analyse connections, changes, influences, similarities, contrasts between broader and narrower periods of time using the names of given eras.**

***Use dates and a wide range of appropriate historical terms** when sequencing, grouping, **linking, comparing, investigating and analysing events, themes and periods of time.** **Use and explore abstract terms** with confidence.

***Create/add to a timeline** to present the most significant historical **events from within a period studied in chronological order.** Add to this as the topic progresses.
***Create a timeline showing related themes,** e.g. crime and punishment, spanning periods.
*Add a significant event from the current topic to a cumulative KS2 timeline to give context to past, present and future learning. **Identify the 5 most significant events on the timeline, justifying their views.**
***Fully investigate and apply relevant concepts and terms** such as 'empire', 'civilisation', 'parliament', 'invasion', 'empire', 'achievement', 'human error', 'national', 'global', 'local', 'continuity', 'change', 'cause', 'consequence', 'leadership', 'dictatorship', 'democracy', 'slavery', 'industry/industrial' 'significance', 'society', 'economy', 'political', 'power', dominance', 'social strata' when navigating timelines and discussing the past .

Knowledge and Understanding of Significant, Events, People and Periods in History- Comparisons, Changes, Connections and Contrasts

Skills / Knowledge	<p>At EYFS: (**Please refer to earlier stages of dev't) Understanding the World- People and Communities</p> <p>*Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG).</p> <p>The World</p> <p>*To know about similarities and differences in relation to places, 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 of animals and plants and explain why some things occur and talk about changes (ELG).</p> <p>Speaking</p> <p>*Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events (ELG).</p>	<p>At Key Stage One: Year 1, Year 2</p> <p>*Describe events/anniversaries 'within' and 'beyond living memory' with national/global significance.</p> <p>*Know about important historical events/anniversaries and places in their own locality.</p> <p>*Recall details of the lives of significant individuals in the past who have contributed to national and international achievements, including those from within their own locality.</p> <p>*Describe changes from 'within living memory' (-their own→ their parents' →their grandparents' lifetimes), in particular, those reflecting national changes.</p> <p>*Identify and comment upon changes when comparing the past with the present and when comparing past times.</p> <p>*Identify similarities and differences between ways of life in different periods through studies of significant individuals.</p> <p>*Identify simple connections between the past and present and between different times in the past. (e.g. grandparents' childhoods and their parents childhoods)</p> <p>*Identify and comment on 'cause and consequence' relationships-e.g. why an individual may have acted as they did, the consequences, and the child's view.</p> <p>*Begin to find examples of how the past has significantly influenced the present.</p>	<p>At Lower Key Stage Two: Year 3, Year 4</p> <p>*Discuss, using dates and chronological terms, and give reasons for events during periods studied, showing recognition of their local, national and/or global significance.</p> <p>* Begin to link 'versions' of events to different human responses of those involved in situations e.g. victim/perpetrator; rich/poor</p> <p>Recall details in the lives of significant individuals in the periods studied who have contributed to national and international achievements/events/catastrophes including those people from within their own locality.</p> <p>*Describe and distinguish between long/short term and positive/negative changes including those happening locally nationally and globally.</p> <p>*Identify the cause(s) , consequence(s) and impact of change(s) when comparing past with present events or when comparing different periods/events in the past.</p> <p>*Find similarities/differences in the roles and lifestyles of significant people/groups in the past, explaining why circumstances may have influenced their actions. Consider how things might be different for them today and why.</p> <p>*Use the terms 'influence' and 'legacy' to explain how individuals, Britain and the world have been shaped by the events of the past or have helped to change the course of history.</p>	<p>At Upper Key Stage Two: Year 5, Year 6</p> <p>*Discuss, using dates and chronological terms, and give reasons for events during and across periods studied, showing recognition of their local, national and/or global significance.</p> <p>* Recognise that different perspectives linked to personal beliefs/bias can lead to us having a skewed understanding of events.</p> <p>*Assess the the value of the involvement of significant leaders in the periods studied who have contributed to national and international achievements/events/catastrophes, including those people from within their own locality.</p> <p>*Distinuish between long/short term; gradual/rapid and low-impact/high impact changes, evaluating their significance locally nationally and globally.</p> <p>*Identify examples of continuity and change both within and between periods studied, recognising chains of causal relationships which linked together to bring momentous change.</p> <p>*Identify and assess the significance of the contributory factors that influenced the actions of individuals/groups into instigating major change, locally, nationally or globally. Debate how actions of certain individuals or catalysts for change may have fared differently today. Assess the extent of change/continuity.</p> <p>*Analyse the 'legacy'/'influence' of events, leaders, inventors, groups or countries in changing the course of history. Identify and evaluate relationships between, for example, personality+timing+power+opportunity=change.</p>

General Historical and Transferable Vocabulary-Use and Show Understanding of Terms through their Responses

At EYFS:

Old, older, oldest, new, newer, newest, young, younger, youngest, same, different, families, sister, brother cousin, baby, parents, grandparents, aunty, uncle, sister, brother, neighbour, memory, remember, past, present, forwards, backwards, tomorrow, before, after, after that, next, later, today, yesterday, long ago, day, week, month, year, spring, summer, autumn, winter, first, second, third etc., days of the week, holiday, Months of year, birthday, calendar, time
 Use past, present and future forms of common verbs
 Question words-How? When? Why? Where? Who? Which? because

At Key Stage One: Year 1, Year 2

Check, consolidate and practise end of EYFS vocabulary, and teach: later, earlier, old, older, oldest, new, newer, newest, long time, many years ago, many years before, same/similar/different, monarch, monarchy, reign, parliament, similarities/differences, significant, artefact, tradition, photograph, primary sources, secondary sources, inventor, parents' childhoods, grandparents' childhoods, generation, family history, family tree, invention, museum, inventor, exploration, explorer, pioneer, heroes, activists, relationship, link, historian, archaeologist, first-hand account, eye-witness account, period/era, compare, past, present, modern, remember, memory(ies), date, year, decade, century, ancient, modern, long ago, timeline, important, history detective, century, chronological order, era/period, ancient, lifetime, within living memory, beyond living memory, recent, distant, fact, opinion, point of view, interpret, interpretation, enquiry, research, evidence, impact, cause, consequence, example, clue, local, national, global, event, figure, achievement, discovery, historical change, connections, past, present and future forms of common verbs, question words-How? When? Why? Where? Who? Which? because and other KS1 conjunctions

Identify, use, research, observe/make observations, decide, ask, answer, suggest, decide, create, group, sort, give reasons, place, sequence (chronologically), know, demonstrate, describe, comment upon, recall (Also, please see topic specific vocabulary for each year group.)

At Lower Key Stage Two: Year 3, Year 4

Check, consolidate and practise end of KS1 vocabulary, and teach: influence, legacy, effects, significance/significant, empire, ancient civilisation, parliament, peasantry, role, lifestyle, trends over time, change, cause and effect, archaeology, pre-historic times, continuity, interpretation, ancient, modern, research, artefact, archaeologists, positive, negative, long-term changes, short-term changes, conquest, oral/written evidence, proof, reliable, reliability, millennium, invasion, withdrawal, Christianity, reputation, resistance, invaders, settlers, settlement, culture/cultural, leaders/leadership, empire, versions of events, human responses, circumstances, victims, social/political activist, social change, political change, perpetrators, rich, poor, nation, national, international, catastrophe/catastrophic situation, development, genuine, accurate, abstract, migrate, migration, representations of the past, millennium

era/period, Stone/Bronze/Iron Age Anno Domini, A.D.-in the year of our Lord Before Christ-B.C.

Explain, compare, contrast, describe, distinguish between, justify, present, explore, recognise, infer, discuss, select, devise, classify, investigate, report, evaluate, debate, present, reason

(Also, please see topic specific vocabulary for each year group.)

At Upper Key Stage Two: Year 5, Year 6

Check, consolidate and practise end of lower KS2 vocabulary, and teach: trends over time, perspectives, depicted, arguments- for and against, justifications, relative significance, broader, narrower periods of time, catalyst, ambiguous/ambiguity, crime, punishment, context, indisputable, misinformation, propaganda, garnering, popular support, error, personal beliefs, bias, causal relationships, human error, leadership, dictatorship, democracy, slavery, industry/industrial, society, economy, political, power, dominance, skewed, national, international, long/short term; gradual/rapid and low-impact/high impact changes, chains of causal relationships, momentous change, catalyst for change, extent of change, extent of continuity, context

**B.C./A.D.
 Pre-historic era—>1,200 B.C.
 Ancient Period 3,600 B.C.-500A.D.
 The Middle Ages 500 A.D.-1,500 A.D.
 The Modern Era 1,500 A.D. to present**

Rank, explain reasoning, devise a hypothesis, prove, accept, refute, assess, generate, evidence, illustrate, generalise, hypothesise, report, analyse, identify trends/themes/developments (across and between periods)

(Also, please see topic specific vocabulary for each year group.)

Topic Overview- Year 1-Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What is History?</p> <p><u>My Grandparents' Lifetime and memories</u></p> <p><u>My Parents' Lifetime and memories</u></p> <p><u>My Lifetime and memories</u></p> <p>Use models such as the above to establish an early grasp of 'living memory'- include a box for great-grandparents and a longer box for 'beyond living memory'. Collect memories/pictures for each category and sequence them. Show overlap where there is one to show that generations can share the same memories.</p>	<p>Explorers/Pioneers- Captain Scott</p> <p>What might Bear Grylls and Captain Scott have had in common?</p> <p>(The lives and achievements of significant people from Britain's past-CS)</p> <p>(Beyond living memory)</p>	<p>Changes over time-road travel</p> <p>How has travel by road in Britain changed since Queen Victoria took the throne?</p> <p>(Within living memory)</p> <p>(Beyond living memory)</p> <p>(Changes within our parents'/grandparents'/great-grandparents' lives linked to national changes)</p>	<p>Changes over time-toys and childhood</p> <p>How have toys and the experiences of children changed over time?</p> <p>(Within living memory)</p> <p>(Beyond living memory)</p> <p>(Changes within our parents'/grandparents'/great-grandparents' lives linked to national changes)</p>	<p>Leaders and Monarchs- Why are Kings and Queens so important and what are the similarities and differences between the reigns of Henry VIII, Queen Victoria and Queen Elizabeth II?</p> <p>(Within living memory)</p> <p>(Beyond living memory)</p> <p>(Changes within our parents'/grandparents'/great-grandparents' lives linked to national changes)</p> <p>(The lives and achievements of significant people from Britain's past)</p>	<p>Leaders and Monarchs/Changes over time-</p> <p>What has happened within our country and the royal family since my parents/grandparents were born?</p> <p>(Within living memory)</p> <p>(Changes within our parents'/grandparents'/great-grandparents' lives linked to national changes)</p>
Year 2	<p>Heroes/Changes over time-seaside</p> <p>Why did Grace Darling and the Victorians love to be beside the seaside?</p> <p>(Beyond living memory)</p> <p>(Significant figure from the wider locality-GD)</p> <p>(Local destinations- Seaton Carew/Saltburn-by-the-sea/Bamburgh)</p> <p>Changes over time-</p> <p>How have seaside holidays changed since Victorian times?</p> <p>(Within living memory)</p> <p>(Beyond living memory)</p> <p>(Changes within our parents'/grandparents'/great-grandparents' lives linked to national changes)</p>	<p>Explorers/Pioneers- Columbus, Cook and Armstrong</p> <p>How did Captain James Cook, Christopher Columbus and Neil Armstrong change our view of the world?</p> <p>(The lives and achievements of significant people from past times-Britain and beyond.)</p> <p>(Within living memory-NA)</p> <p>(Beyond living memory-CJC/CC)</p> <p>(Significant figure from the locality-CJC)</p>	<p>Key Event(s)/Pioneers- Mount Everest and RMS Titanic</p> <p>Can ice be both a friend and a foe-why are Mount Everest and RMS Titanic so memorable in history?</p> <p>(Within living memory)</p> <p>(Beyond living memory)</p> <p>(Events with national or global significance)</p>	<p>Explorers/Pioneers- Why were George Stephenson and Timothy Hackworths' steam locomotives so important in the North-East, Britain and in the world?</p> <p>(The lives and achievements of significant people from Britain's past-GS/TH)</p> <p>(Significant figures from the wider locality-GS/TH)</p>	<p>Key Event(s)- The Great Plague and The Great Fire of London</p> <p>Did the Great Fire of London really make the Great Plague go up in smoke and what did Samuel Pepys make of it all?</p> <p>(Events with national or global significance)</p> <p>(Beyond living memory)</p> <p>(The lives and achievements of significant people from Britain's past-SP)</p>	<p>Changes over time/Pioneers- Rosa Parks and Amelia Earhart</p> <p>How did Rosa Parks and Amelia Earhart both sit down in order to make a stand and steer change?</p> <p>(The lives and achievements of significant people from past times-Britain and beyond.)</p> <p>(Within living memory-NA)</p> <p>(Beyond living memory-CJC/CC)</p>

Timeline Overview- Year 1-Year 2-Notable dates to carry through school to establish an understanding of chronological 'fit'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>What is History?</u></p> <p>Teacher to use the years/dates of birth relevant to the children.</p> <p>Select other recent, memorable dates as appropriate.</p>	<p><u>Explorers/Pioneers- Captain Scott</u></p> <p><u>January 18th, 1912-</u>After a difficult, 81-day trek, Captain Scott and his team reach the South Pole.</p> <p><u>June 7th, 1974-</u> Bear Grylls, the British survival expert, is born.</p>	<p><u>Changes over time-road travel</u></p> <p><u>1829-</u>Horse-drawn omnibuses are introduced in London.</p> <p><u>1885-</u>The first steam-powered trams are introduced.</p> <p><u>1885-</u>Karl Benz invents the first car powered by an internal combustion engine.</p> <p><u>1900-</u>Electric trams begin to run in towns.</p> <p><u>1930's-</u>Electric trams are replaced by buses.</p>	<p><u>Changes over time-toys and childhood</u></p> <p><u>1850's-</u>Thaumatrope, spinning tops and rocking horses are popular toys.</p> <p><u>1910's-</u> The 'Teddy Bear' is named after American President Theodore 'Teddy' Roosevelt.</p> <p><u>1914-</u>Hornby clockwork trains appear.</p> <p><u>1928-</u>Walt Disney creates Mickey Mouse.</p> <p><u>1959-</u>Barbie dolls are created.</p> <p><u>1966-</u>Action man is a hit as a doll.</p> <p><u>1974-</u>Erno Rubik invents the Rubik's Cube.</p> <p><u>1990's-</u>The Nintendo Gameboy is popular</p> <p><u>1997-</u>Teletubbies toys are popular.</p>	<p><u>Leaders and Monarchs- 1509-</u>Henry VIII takes the throne in England.</p> <p><u>June 20th, 1837-</u>Queen Victoria takes the throne in England.</p> <p><u>June 2nd, 1953-</u>Queen Elizabeth II is crowned at her coronation in Westminster Abbey.</p>	<p><u>Leaders and Monarchs/Changes over time-</u></p> <p><u>July 29th, 1981-</u>Prince Charles marries Lady Diana Spencer, mother to Princes William and Harry.</p> <p><u>July 22nd, 2013-</u> Prince George, third in line to the throne, is born.</p>
Year 2	<p><u>Heroes/Changes over time-seaside</u></p> <p><u>September 7th, 1838</u> Grace Darling rescues survivors from a wrecked steamship, the Forfarshire, near the Farne Islands.</p> <p><u>May 1869-</u>Saltburn pier officially opens.</p>	<p><u>Explorers/Pioneers- Columbus, Cook and Armstrong</u></p> <p><u>August 3rd, 1492-</u> Christopher Columbus sets sail across the Atlantic Ocean.</p> <p><u>May 27th, 1768-</u> Captain James Cook sets sail on HMS Endeavour.</p> <p><u>July 20th, 1969-</u> Neil Armstrong is the first person to set foot on the Moon</p> <p><u>July 20th, 2019-</u>50th Anniversary of Moon Landing.</p>	<p><u>Key Event(s)/Pioneers- Mount Everest and RMS Titanic</u></p> <p><u>April 14th, 1912-</u> The 'unsinkable' RMS Titanic sinks on her maiden voyage to New York City from Southampton, England.</p> <p><u>May 29th, 1953-</u> Sir Edmund Hillary and Tenzing Norgay reach the summit of Mount Everest.</p>	<p><u>Explorers/Pioneers- Stephenson and Hackworth</u></p> <p><u>1829-</u>George Stephenson's locomotive, 'The Rocket', was built.</p> <p><u>September 27th, 1825-</u>The Stockton-Darlington railway opens.</p>	<p><u>Key Events- The Great Plague and The Great Fire of London</u></p> <p><u>1665-1666</u> The Great Plague spreads across London.</p> <p><u>September 2nd-6th, 1666-</u> The capital is ablaze during The Great Fire of London.</p>	<p><u>Changes over time/Pioneers- Rosa Parks and Amelia Earhart</u></p> <p><u>October 22nd, 1922-</u> Amelia Earhart breaks the women's altitude record when flying a plane.</p> <p><u>December 1st, 1955-</u> African American Rosa Parks refuses to give up her seat on a bus to a white passenger.</p>

Specific Topic-related Vocabulary and additional foci for learning- Year 1-Year 2 (See General Vocabulary also.)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What is History? timeline, later, earlier, old, older, oldest, new, newer, newest, long time, many years ago, many years before, similarities/differences, artefact, photograph, primary sources, secondary sources parents' childhoods, grandparents' childhoods, generation, family history, family tree, museum past, present, modern, remember, memory(ies), date, year, lifetime, within living memory, beyond living memory. Focus on chronological order and language associated with this.</p>	<p>Explorers/Pioneers- Captain Scott Robert Falcon Scott, explorer, South Pole, Ernest Shackleton, Roald Amundsen, Cardiff, Ship-Terra Nova, expedition, equipment, winter, terrain, trek, Norwegian, temperature, centigrade, frost bite, survival, regret, spirit, risk, bravery A focus could be placed on the resilience and bravery shown in the face of danger and tragedy.</p>	<p>Changes over time-road travel- high street, horse-drawn carriages, delivery carts, steam- powered trams, bicycle, omnibuses, automobile, internal combustion engine, electric trams/tramways, petrol engine, miles per hour, technology, Rolls Royce, Henry Ford, double decker buses, passenger, pneumatic tyres, A focus could be on the pace of technological change, the impact of wars and on peoples' experiences.</p>	<p>Changes over time-toys and childhood- Diablo, spinning tops, cup and ball, rocking horse, hobby horse, hopscotch, skipping roles, pull-along, mechanical, clockwork, springs, batteries, electricity/electrical, wireless, technology, generations, popular/popularity, brands, family, board games, games consoles, puppets, rich, poor, impact of wartime, fictional characters A focus could be on the long-term popularity of certain key toys that have spanned generations; also, the impact of technology.</p>	<p>Leaders and Monarchs- Monarch, monarchy, royal family, king, queen, tradition, marriage, palace, castle, throne, House of Tudor, lineage, heir to the throne, descendent, King Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr, divorced, beheaded, died, survived, The Tower of London, Crown Jewels, House of Hanover, Queen Victoria, Prince Albert, House of Windsor, Queen Elizabeth II, Prince Phillip Focus on similarities and differences-reigns/times</p>	<p>Leaders and Monarchs/Changes over time- House of Windsor, royal, royalty, Queen Elizabeth II, Prince Phillip, lineage, silver jubilee, golden jubilee, diamond jubilee, sapphire jubilee, tradition, public, celebration, Royal family tree, Prince Charles, Princess Anne, Prince Andrew, Prince Charles, Buckingham Palace, Windsor Castle, Sandringham, location, Princess Diana, Prince William, Prince Harry, Prince George, Princess Charlotte, Prince Louis, corgis, beefeaters, crown jewels</p>
Year 2	<p>Heroes/Changes over time-seaside Grace Darling, Victorian Era, The Forfarshire, Longstone Lighthouse, Big Harcar Rock, Hull, Dundee, sea, coastline, bravery, courage, selflessness, paddle steamer, captain, ship wrecked, lighthouse, survivors, hero, rowing boat, risk, personal safety, duty, rescue, 'unlikely hero', tuberculosis, holiday resort, Punch and Judy, beach hut, pier, sandcastle, music hall, horse-drawn, bathing machine, privacy Focus on how times have changed-beach attire, foreign trips, modes of travel.</p>	<p>Explorers/Pioneers- Columbus, Cook and Armstrong Pioneer, exploration, discovery, Christopher Columbus, pirates, The Americas, accidental, China, India, Italian, unpopular, crew, navigator, European, Santa Maria, ship, native peoples, Captain James Cook, British Empire, England, Marton, birthplace, South Pacific, The Endeavour, voyage, scurvy, nutrition, Australia, Hawaii, Neil Armstrong, Buzz Aldrin, Michael Collins, astronaut, Space Race, USA, Soviet Union, NASA, Moon Landing, Apollo Eleven, The Eagle, Houston Focus-interpretations</p>	<p>Key Event(s)/Pioneers- Mount Everest and RMS Titanic RMS Titanic, North Atlantic Ocean, luxury, passenger liner, steamship, White Star Line, Belfast, Northern Ireland, launch, Captain Edward John Smith, Southampton, lifeboats, evacuation, unsinkable, maiden, voyage, iceberg, first class, second class, third class, cabins, confusion, chaos, victims, Mountain/mountaineer, Sir Edmund Hillary, New Zealander, Tenzing Norgay, Nepalese, ascent, base camp, summit, southern face, conquest, conquer, descent. Focus-resilience/interpretations</p>	<p>Explorers/Pioneers- Stephenson and Hackworth George Stephenson, English, local, locality, achievements, inventions, 'Father' of the railways, The Rocket, steam locomotive, engineer, Rainhill Trials, Stockton-Darlington Railway, passenger, Timothy Hackworth, Puffing Billy, manager, Stockton-Darlington Railway Company, partnership, rivalry, fairness A focus could be placed on the concepts of rivalry, fair play and partnership, also taking different perspectives on the relative achievements of both men.</p>	<p>Key Events-The Great Plague and The Great Fire of London Disease, London, capital city, rapid spread, The Black Death, outbreak, victims, King Charles II, fled, illness, symptoms, suffering, house bound, banishment, mercy, red cross, destruction, population, reduced, blame, rats, remedies, 'Ring-a-ring o' roses' Samuel Pepys, diary, first-hand account, bakery, Pudding Lane, Sir Christopher wren, monument, fire prevention regulations A focus could be on whether the fire really did 'cure' the plague or on how ethical it was for the king to flee the capital.</p>	<p>Changes over time/Pioneers- Rosa Parks and Amelia Earhart Rosa Parks, civil rights, beliefs, inequality, tension, United States of America, Alabama, African American, Montgomery, segregated, segregation, racism, refused, arrested, fine, Montgomery Bus Boycott, symbol of freedom and equality, Kansas, aviation, aviator, flight, pilot's license, altitude record, historic flight, Atlantic Ocean, solo, Distinguished Flying Cross, recognition A focus could be on comparing the achievements and impact of the two women.</p>

Topic Overview- Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 3 Key Questions</p>	-	<p>What was the spark that ignited the Gunpowder Plot? British History-beyond 1066 Beyond living memory Chronological knowledge and understanding Depth Study Use of sources for enquiry Organising and communicating historical information/terms. Perspective/Interpretation Cause and effect; significance</p> <p>(Reference the 1600's- Great Fire/Plague-KS1)</p>	<p>What was life in Britain like in prehistoric times? Prehistoric British History Beyond living memory Chronological knowledge and understanding Local history. Overview and Depth Study-Stone Age Use of sources for enquiry Organising and communicating historical information/terms. Exploring change, cause and effect, similarity, difference, trends, connections and contrasts.</p>	<p>What was it like to live in Ancient Greece and how did the Ancient Greeks shape my world? Ancient World History Beyond living memory Chronological knowledge and understanding. Depth Study-legacy and lifestyle Organising and communicating historical information/terms. Use of sources for enquiry Exploring change, cause and effect, similarity, difference, trends, connections and contrasts.</p>	-	<p>Who were The Aycliffe Angels? British History-beyond 1066 Within living memory Chronological knowledge and understanding Local History Depth Study Use of sources for enquiry Organising and communicating historical information/terms. Perspective/Interpretation Cause and effect; significance</p>
Suggested Foci	-	Compare possible perspectives on events/possible scenarios.	Reasons for changes within and between 'Ages'.	Legacy- culture, theorists, architecture, politics, science, beliefs, literature	-	First-hand accounts, then and now, perspectives, women in industry
Topic Specific Vocabulary	-	King James I, gunpowder, explosives, politicians, Lord Monteagle, letter, Thomas Percy, November, treason, Tower of London, punishment, crime, Catholic, Protestant, Guy Fawkes, Robert Catesby, conspiracy, plot, cellar, Houses of Parliament, perspective, reasons, foiled (Was James I a strong monarch in his treatment of the plotters? Compare King Henry VIII-wives beheaded/ Charles II-fleeing the capital fearing the plague (KS1 studies).	Pre-history, New Stone Age, Neolithic Britain, Bronze Age, Iron Age, climate change, nomad, Skara Brae, carvings, cave paintings, prehistoric times, written record, archaeology, Stone Age, remains, longbarrows, preserved, Romans, Julius Caesar, hunter-gatherer, bows, arrows, spears, harpoons, religion, technology, hill forts, tribal kingdoms, culture, Stone Henge, druid, hill fort, smelting	Hellenes, Hellas, legacy, Mount Olympus, gods, heroes, Persius, Medusa, Hercules, Theseus, Minotaur, Myths and Legends, Olympic games, marathon, Zeus, wreath, alter, sacrifice, chariots, city-states, festivals, alphabet, word origins, democracy, citizen, column, Alexander the Great, crime, punishment, jury, Pythagorus, Hippocrates, Earth, sphere, theatre, comedy, tragedy	-	ROF Aycliffe, Newton Aycliffe, County Durham, North-East England, World War II, Aycliffe Business Park, munitions factory, bullets, shells, mines, William Joyce, American, traitor, broadcast, Luftwaffe, Germany, blackout, sirens, King George VI, The Queen Mother, Winston Churchill, Gracie Fields, manufacturing, danger, accidents, secrecy, memorial, memories
Timeline (Dates in purple to carry through school on cumulative timeline)	-	May 20th, 1604-Co-conspirators meet. November 5th, 1605-The plot is foiled, and Guy Fawkes is arrested. January 31st, 1606-GFawkes is put to death.	3,000 BC-New Stone Age begins 2,100 BC-Bronze Age begins 2,000BC-Stone Henge is completed. 750BC-Iron Age Begins.	423BC -The Parthenon, temple to Athena, is completed. 776BC -The First Olympic Games takes place. AD1896 -The first modern Olympics takes place.	-	1939-45 -World War II 1941 -ROF 59 opens as a munition's factory. 2,000 - The memorial sculpture to the 'Aycliffe Angels' is unveiled.

Topic Overview- Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Key Questions	<p>Who were the Romans and what did they do for us?</p> <p>Ancient World History-earliest Civilisations</p> <p>Beyond living memory</p> <p>Chronological knowledge and understanding.</p> <p>Depth Study -invasion, resistance, conquest and legacy</p> <p>Use of sources for enquiry</p> <p>Organising and communicating historical information/terms.</p> <p>(Draw comparisons with Ancient Greece-Y3 study)</p>	<p>How did people spend their free time 50-100 years ago?</p> <p>British History-leisure and entertainment</p> <p>Beyond living memory</p> <p>Within living memory</p> <p>Chronological knowledge and understanding</p> <p>Local history.</p> <p>Overview study.</p> <p>Use of sources for enquiry</p> <p>Organising and communicating historical information/terms.</p> <p>Exploring change, cause and effect, similarity, difference, trends, connections and contrasts.</p>	-	<p>Why were the Ancient Egyptians so clever?</p> <p>Ancient World History</p> <p>Earliest Civilisations</p> <p>Beyond living memory</p> <p>Chronological knowledge and understanding.</p> <p>Overview of other ancient civilisations and Depth Study of Ancient Egypt.</p> <p>Use of sources for enquiry</p> <p>Cause and effect; significance</p> <p>Organising and communicating historical information/terms.</p> <p>(Make links with other ancient civilisations e.g. Ancient Greeks, Romans.)</p>	-	<p>Would the city of Durham ever have been born if St Cuthbert had not died?</p> <p>British History</p> <p>Beyond living memory</p> <p>Chronological knowledge and understanding</p> <p>Local history.</p> <p>Depth study</p> <p>Use of sources for enquiry</p> <p>Organising and communicating historical information/terms.</p> <p>Exploring change, cause and effect, similarity, difference, trends, connections and contrasts.</p>
Suggested Foci	Explore the Roman conquest of Britain and the Roman legacy. Look at a range of sources to 'prove' Roman influence	Compare/contrast entertainment and leisure opportunities for different generations across 100 years.		Establish a basic overview of the dates/ locations of the earliest civilisations. Explore the rituals/achievements of the Ancient Egyptians-know the importance of archaeology.		Explore the story of how Durham grew around the resting place of St Cuthbert; look at the Norman Conquest and the Prince Bishop, and at Henry VIII's destructive acts.
Topic Specific Vocabulary	Ancient civilisation, Julius Caesar, invasion, Roman Empire, emperor, Claudius, invasion, conquest, Hadrian's Wall, Britain, resistance, Boudicca, Iceni, 'Romanisation', influence, impact, technological developments, culture, beliefs, Christianity, paganism straight roads, towns, forum, grid, construction, army, centurions, sewer, amphitheatre, colosseum, mythology, mosaic, pantheon, native tribes, foreign invaders, Emperor Honorius, Latin, coins	First World War, hobbies, leisure time, entertainment, childhood, conkers, hide and seek, bicycles, leapfrog, two ball, skipping, whip and top, football, televisions, black and white, generations, china dolls, bricks, tricycles, colouring, reading, theatre, cinemas, silent movies, wireless, sport, dance, foxtrot, waltz, board games, tidly winks, jazz music, Video players, record players, colour televisions, music- 'Glam Rock',		Ancient Sumer, Indus Valley, Shang Dynasty, Ancient Egyptians, Pyramids, tombs, temples, conquered, pharaohs, rulers, afterlife, preservation, process, soul, mummification, embalming, inscription, ritual, Pyramid of Khufu, Giza, structure, bandages, hieroglyphics, deities, cats, sacred, Senet, sticks, inventors, locks, River Nile, Mediterranean Sea, Cairo, Nile River Delta, desert, oases, mountains., hunters, civilization, Howard Carter, Tutankhamen, archaeologist		Archaeological evidence, North-East, England, county, city, Durham, Norman Cathedral, resting place, St Cuthbert, Cuthbert's bier, miracle, relics, The Venerable Bede, medieval times, 11 th century castle, River Wear, Lindisfarne, Viking raids, dun holmr-city on an island, natural defences, monks, William the Conqueror, fled, industry, watermills, fulling, leather, Middle Ages, Henry VIII, shrine of St Cuthbert, destroyed, Plague
Timeline (Dates in purple to carry through school on cumulative timeline)	<p>55BC-Julius Caesar invades Britain.</p> <p>AD60-Boudicca leads a revolt against the Romans.</p> <p>AD122-Emperor Hadrian orders his soldiers to build a wall between Roman Britain and Scotland.</p> <p>AD391-Christianity is the main religion of Roman Britain.</p> <p>c.AD410-The Roman Empire falls in Britain.</p>	<p>1918-First World War ends.</p> <p>Late 1920's-The 'silent movie' begins to be replaced by 'talkies'.</p> <p>1947- First LP Records</p> <p>1968-Colour TV licence introduced in Britain.</p> <p>1989-The World Wide Web creates new opportunities.</p>		<p>c.3,100BC-c.2,600BC-Early Egypt is one country under the first pharaoh, Menes.</p> <p>c.2250BC-The Great Pyramid of Giza is built.</p> <p>1324BC-Tutankhamen dies.</p> <p>332BC-Alexander the Great conquers Egypt.</p> <p>AD1922-Howard Carter discovers Tutankhamen's tomb.</p>		<p>AD995-Monks from Lindisfarne move the body of St Cuthbert.</p> <p>AD1072-Durham Castle built by the Normans</p> <p>AD1104-St Cuthbert's body finds its final resting place in Durham Cathedral.</p> <p>1538-The shrine of St Cuthbert is destroyed by Henry VIII's men.</p> <p>1844-Railway to Durham is built.</p> <p>2008-Statue of St Cuthbert is erected.</p>

Topic Overview- Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 5 Key Questions</p>	<p>Did people continue to 'follow the leader' during and after World War II?</p> <p>British History Within living memory Chronological knowledge and understanding Local history Depth study-leadership/rivalry Use of sources for enquiry Perspective/Interpretation Organising and communicating historical information/terms. Exploring change, cause and effect, similarity, difference, trends, connections and contrasts.</p>	<p>The African Slave trade- why did people buy and sell people?</p> <p>World History British History Beyond living memory Chronological knowledge and understanding. Depth Study Perspective/Interpretation Use of sources for enquiry Exploring change, cause and effect, similarity, difference, trends, connections and contrasts. Organising and communicating historical information/terms.</p>	<p>How can we learn about the Anglo-Saxons and did they settle near us?</p> <p>British History Beyond living memory Chronological knowledge and understanding. Depth Study-Sutton Hoo Perspective/Interpretation Use of sources for enquiry Exploring change, cause and effect, similarity, difference, trends, connections and contrasts Organising and communicating historical information/terms. (link Y4 Durham study)</p>	<p>Was there a winner in the battle for supremacy between the Anglo-Saxons and the Vikings?</p> <p>British History Beyond living memory Chronological knowledge and understanding. Depth Study-battle for supremacy Perspective/Interpretation Use of sources for enquiry Exploring change, cause and effect, similarity, difference, trends, connections and contrasts Organising and communicating historical information/terms. (Refer to earlier studies on Anglo-Saxons and mention the 'Golden Age' in the Middle East in readiness for Y6 and Baghdad.)</p>	-	<p>Was coal mining good for the North East of England?</p> <p>British History Within living memory Chronological knowledge and understanding Local history Depth study-growth/decline of the mining industry Use of sources for enquiry Perspective/Interpretation Organising and communicating historical information/terms. Exploring change, cause and effect, similarity, difference, trends, connections and contrasts. (refer to Victorian times/Ancient civilisations-child labour etc.)</p>
Suggested Foci	Focus on the origins of war and roles/popularity of key leaders. Compare modern day leaders e.g. Boris Johnson and 'war' on corona virus. Look into the 'Space Race' and cold war-who won? Explore the role of propaganda.	Explore the issues of race and wealth, and the contrasting living conditions of slave owners and slaves on plantations. Consider motivating factors around 'Triangular Trade'. Closely investigate the idea of buying and selling people.	Focus on archaeological evidence and lack of written records. Look at the excavation of the Sutton Hoo ship burial site, to examine what it reveals of Anglo-Saxon Kingship, Explore Anglo-Saxon culture and Christian conversion	Focus on evidence and lack of written records in exploring the battle for supremacy. Consider the possible bias of individuals reporting, for example, on the Viking raids on monasteries. Explore the resistance of Alfred the Great and the establishment of the Danelaw and Danegeld.		Identify how mining could lead to the evolution of a strong community and industrial town but could, when in decline, or during disasters, lead to financial and community breakdown. Consider perspectives of those involved.
Topic Specific Vocabulary	Neville Chamberlain, appeasement, Winston Churchill, Adolph Hitler, Germany, Britain, allies, axis, Cold War, Space race, cold war, world war two, evacuation, rationing, Anderson Shelters, popular support, propaganda, dig for victory, surrender, victory (Refer back to Y3 studies-The Aycliffe Angels)	Slave trade, triangular trade, status, wealth, Britain, ports, Liverpool, Bristol, West Africa, slave trips, Caribbean, North and South America, Middle Passage, buy, sell, enslaved, slave auctions, highest bidder, sugar, coffee, tobacco, plantations, labour, William Wilberforce, abolition, anti-slavery, underground railway, Parliament, fines (Refer to slavery in Ancient Greece, Rome, Egypt)	Invasion, settlement, Roman withdrawal, Britain, Scots, Anglo-Saxons, Angles, Saxons, Jutes, Ireland, rune, wattle and daub, archaeology, Beowulf, Anglo-Saxon saga, Sutton Hoo ship burial, mound, Basil Brown, excavation, sceptre, sword, helmet, belt buckle, after life, warrior ethos, Great Hall, artefacts, jewellery, kingdoms, tribes, manuscript, Dark Ages, Offa, Offa's Dyke, Mercia, Alfred the Great, legacy, days of the week, Norman Conquest	Invasion, conquest, resistance, Alfred the Great, Athelstan, Viking age, domination, Lindisfarne, aggression, Pagans, treasures, plundering, Scandinavia, Britain, long boat, Norse men, raiders, monasteries, skilful, craftsmen, farmers, metal workers, trading, battle, Danelaw, Jorvik, Wessex, Mercia, Edward the Confessor, Danegeld tax, Ethelred the Unready, uneasy peace, King Cnut, Christianity, Viking empire, The Dark Ages		Coal, mines, miners, pits, trappers, drawers, ventilation, industry, fuel, engineering, steel, danger, conditions, explosions, roof collapse, flooding, community, close-knit, workforce, Miners' Strike, colliers cottages, Durham Miners' Gala, coal-'the black diamond', railways, Stockton-Darlington, Victorian child labour, colliers, nationalisation, NUM, Arthur Scargill, National Miners' Strike. trade unions, Conservative Government, Margaret Thatcher
Timeline (Dates in purple to carry through school on cumulative timeline)	September 1st, 1939 -Hitler invades Poland. September September 3rd, 1939 -Britain and France declare war on Germany. May 7th, 1945 -War ends in Europe. 1955-1975 -The 'Space Race' (refer to other leaders/pioneers studied in KS1/lower KS2)	1500's onwards -The international slave trade is operating. March 25th, 1807 -The Abolition of the Slave Trade Act is passed. (make links to civil rights movements and leaders e.g. MLK Junior/Rosa Parks-does slavery still exist?)	c.AD410 -The Roman Empire falls in Britain. AD-449-550 -The Angles, Saxons and Jutes arrive in Britain. AD597 -St Augustine brings Christianity to Britain from Rome. AD625 -King Raedwald dies and is rumoured to be buried within the Sutton Hoo burial mound. AD871-899 -King Alfred the Great rules. .1938-39 - The Anglo-Saxon graves at Sutton Hoo are excavated.	AD787 -The Anglo-Saxon Chronicle records the first Viking raid. AD867 -The Vikings capture Jorvik and made it their capital (York) AD874 -All but Wessex had fallen to the Vikings. AD886 - 'The Danelaw' is created. 1016 -King Cnut, a Christian, Viking King controls England.as part of his empire. AD1066 -The 'Viking Age' and Dark Age ends in Britain.		1815 -Humphrey Davy and George Stephenson invents the Miners' Safety Lamp. 1847 -The Mines Act forbids children under ten from mining. 1871 -The first Durham Miners' Gala. 1923-170 , 000 miners are employed in County Durham coalfields. 1909 -The West Stanley Pit Disaster sees 160 men killed. 1950-70 -100 North East coal mines are closed. 1994 -Wearmouth colliery closes.

Topic Overview- Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Key Questions	<p>Did the Islamic Civilisation really experience a 'Golden Age' c. AD900 and how did Baghdad compare with London?</p> <p>World History Beyond living memory Chronological knowledge and understanding Overview Study and Depth Study of Baghdad-comparison with British history Perspective/Interpretation Use of sources for enquiry Exploring change, cause and effect, similarity, difference, trends, connections and contrasts. Organising and communicating historical information/terms. (Link back to other ancient civilisations-Ancient Rome, Egypt, Greece, Anglo-Saxon England and the Viking Age.)</p>		<p>A 'Bard' or 'not a Bard'? That is OUR question...</p> <p>British History Beyond living memory Chronological knowledge and understanding Depth Study-William Shakespeare Perspective/Interpretation Use of sources for enquiry Exploring change, cause and effect, similarity, difference, trends, connections and contrasts Organising and communicating historical information/terms.</p>	<p>Were the punishments of the past as criminal as the crimes themselves?</p> <p>World History British History/Local History Beyond living memory Chronological knowledge and understanding Overview Study-crime and punishment Perspective/Interpretation Use of sources for enquiry Exploring change, cause and effect, similarity, difference, trends, connections and contrasts. Organising and communicating historical information/terms. (Explore crime and punishment across all key periods studied previously as a way of creating one, long narrative, from prehistory to modern times. Include reference to key figures/events. Find similarities and differences, trends, key changes etc.)</p>		
Suggested Foci	<p>Explore the perfectly round city of Baghdad c.AD900. Compare the so-called 'Golden Age of Islam' with the Dark Ages in Europe. Consider why the two are different. Compare the religions of Islam and Christianity identifying similarities and differences. Look at the House of Wisdom, the 'store place' of the world's knowledge, and consider how knowledge within the Islamic civilisation might have been transferred to Europe.</p>		<p>Focus on Shakespeare's legacy as the second most quoted writer after the Bible; his importance in introducing words to the English language. (Links to English curriculum.) (Refer back to knowledge of 1600s-Great fire/Plague/ Henry VIII etc.)</p>	<p>Research and explore crime and punishment-Ancient Egypt, Ancient Greece, Roman Empire, Islamic Civilisation, Dark Ages-Anglo-Saxon and Viking Times, Tudor/Stuart times (Henry VIII, Elizabeth I, James I, Shakespeare's lifetime), Gunpowder Plot-treason, During Charles II reign-Great Fire/Plague, 17/18th century (during period of slave trade), Victorian era, Period from WW1-modern day. (The result should be a timeline spanning the studies from Y1-Y6.)</p>		
Topic Specific Vocabulary	<p>Prophet Muhammed, Islamic Civilisation, Middle East(Iraq), 'Golden Age of Islam', Abbasid Caliphate, Caliph, Hajj, market place, House of Wisdom, knowledge, store place, books, overseas, servants, riddles, scholars, Arab world, hospitals, anti-septics, universities, observatories, mechanical devices, time, Crusades, Nomadic, destruction, scholar, Bazaar, Caravan, Algebra, Roman numerals, Arabic numerals, origins, number system, Round City, central buildings, Baghdad, Mesopotamia, Tigris River, trade routes, advanced, mosque, prayer, discoveries, Ibn Battuta, Rihla, Al-Khwarizimi 'Father of Algebra', Muslim, medicine, philosophy, violin, guitar, soap, learning, influence, Dark Ages, Britain/Europe, Viking times (Britain),</p>		<p>William Shakespeare, The Bard, Stratford-upon-Avon, birth place, Anne Hathaway, wife, biography, playwright, writer, actor, The Lord Chamberlain's Men, 'King's Men', poet, Romeo and Juliet, Hamlet, Macbeth, Midsummer Night's Dream, comedy, tragedy, The Globe Theatre, sonnets, legacy, word origins, Queen Elizabeth I, King James I, Tudor times</p>	<p>crime, punishment, capital punishment, citizens, constitution, police, legal system, corporal punishment, death penalty, justification, society, government, parliament, laws, treason, court, evidence, witnesses, fairness, judiciary, jury, legislation, democracy, senate, assembly, monarchy, dictatorships, leniency, prison, jail, crime rate, discrimination, branding, exile, beheading, gallows, flogging, branding, the pillory, stocks, ducking stool, gender, brank, 'drunkard's cloak', Draconian, severity, burnt at the stake, cane, beatings, lashing, fines, social strata, outlaws, 'weregild', blood feuds, 'The Thing', trial, innocent, guilty, Australia, deter, rehabilitation, loss of liberty, transportation, colonies, convicts, cells, looting</p>		
Timeline (Dates in purple to carry through school on cumulative timeline)	<p>AD500-1066-The 'Dark Ages' hit Europe and Britain, following the decline of the Roman Empire. AD610-Muhammed receives the first revelations from the Quran, leading to the start of Islam. AD750-1258-The Abbasid Caliphate builds Baghdad and the Islamic Empire experiences the 'Golden Age'. AD780-The 'Father of Algebra', Al-Khwarizimi, is born. AD1025-Ibn Sina completes his encyclopaedia of medicine. AD1096-The First Crusades begin. AD1099-Christian armies re-capture Jerusalem.</p>		<p>April 23rd, 1564-William Shakespeare is born in Stratford-upon-Avon 1582-Shakespeare marries Anne Hathaway. 1606-Shakespeare welcomes King James I with the writing of 'Macbeth'. June 16th, 1613-The Globe theatre is burned down. April 23rd, 1616-Shakespeare dies on his 52nd birthday.</p>	<p>1495-Beggars are put in the stocks for three days. 1587-Mary Queen of Scots is executed by beheading following an order by her cousin, Queen Elizabeth I. 1717-The Transportation Act-convicts are sent from Britain to the colonies in America as punishment for their crimes. 1787-Transportation to Australia begins after Captain Cook's 'discovery'. 1810-Durham Prison is built. 1965-The Death Penalty is abolished in Britain. 2017-The Age of criminal responsibility in Britain is 10 years old. 2020- People are fined for breaking 'lockdown rules imposed by Boris Johnson during the coronavirus outbreak. (Link coronavirus restrictions/fines to breaches of rationing rules in WW2.)</p>		

