



## History 2019-2021

### School Drivers

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| <p><b>21st Century citizen</b><br/>         Understanding of the Wider World<br/>         Multicultural Awareness, British Values<br/>         Sense of Community</p> | <p><b>Independent learners</b><br/>         Creative and Curious<br/>         Think Critically</p> |
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### History Cycle A- 2019/2020 Cycle B- 2020/2021

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| <p><b>Reception</b></p> | <p><b>Who was Guy Fawkes?</b></p> <p>Every year people celebrate bonfire night. There is a bonfire and fireworks. (M) Know that this is because of a man in the past called Guy Fawkes. Recall some important narratives, characters and figures from the past encountered in books read in class. (Guy Fawkes)</p> <p><b>Core learning:</b><br/>         Children at the expected level of development will:<br/>         Talk about the lives of the people around them and their roles in society.<br/>         Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>         Recall some important narratives, characters and figures from the past encountered in books read in class.</p> <p><b>Vocabulary:</b><br/>         Fireworks, sparklers, safe, rocket, explosion, Guy Fawkes, London, Houses of Parliament, gun powder.</p> | <p><b>Past and present events in my own life.</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br/>         (Playground Games/Technology)</p> <p><b>Core learning:</b><br/>         Know some things have happened recently and some things happened a long time ago.<br/>         To talk about special times in their own life.</p> <p><b>Vocabulary:</b><br/>         Birthday, Christmas, Holiday, Celebrations, party, past, now, next, last, before</p> | <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</b></p> <p><b>Core learning:</b><br/>         Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>         Recall some important narratives, characters and figures from the past encountered in books read in class.</p> <p><b>Vocabulary:</b><br/>         (Queen Elizabeth 2<sup>nd</sup>/ Royal Family)<br/>         Queen; king; Prince; Princess</p> |
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| <p><b>Y1</b></p> | <p><b>I'm making History!</b><br/> NC ref: changes within living memory<br/> Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.<br/> Suggestion: My timeline, family history, investigating Christmas now and in the past. Moon Zoom topic: Neil Armstrong. NC Ref: Significant individuals in the past.</p> <p><b>Core learning:</b><br/> What is my history? Pupils develop a timeline from present to past of their own life. Add to the timeline school start dates, special events they can remember, pets/toys etc.<br/> Discuss the memories pupils have, where appropriate, pupils can record their favourite memory or annotate a copy of a photograph.<br/> Who was here before me? Neil Armstrong (to refer to English topic: Moon Zoom) - compare toys/homes/events/school/special events<br/> Think about questions we could ask of people from the past.<br/> What was Christmas like in the past? Look at images and photographs of Christmas in the past. What do pupils notice? What was the same? What has changed?</p> <p><b>Vocabulary:</b><br/> The past clues Timeline Date Before After Memory Photograph Story Source Interview</p> | <p><b>History detectives</b> - spot the differences! NC Ref: changes within living memory, places in locality Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity. Suggestion: local history enquiry, toys/ phones/ transport now and then. (Visit to Preston Park Museum)</p> <p><b>Core learning:</b><br/> What were homes like before I was born? - use clues in photographs to find information and develop close observation skills. Develop core vocabulary related to houses and homes as well as build on basic chronological knowledge.<br/> Create a timeline of houses, strengthening their sense of chronology.<br/> Discuss how life would be, their feelings/thoughts, if they were living in such houses. Extend to <b>toys</b><br/> Compare their toys now with toys from the past: handle artefacts and discuss.<br/> Encourage thoughts and vocabulary relating to time. "Why does this toy look dusty/dull/cracked?" etc<br/> How have toys changed?</p> <p><b>Vocabulary:</b><br/> (related to houses and homes) Chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, PreWar, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats</p> | <p><b>Who has helped make History?</b> NC ref: Significant individuals in the past, local significant individuals Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance. Suggestion: <b>Beatrix Potter</b></p> <p><b>Core learning:</b><br/> Explore primary sources: photographs of Lake District/ Beatrix Potter.<br/> Who could this person be? Encourage chn to analyse photos and develop vocabulary of time.<br/> Make comparisons between then and now.<br/> Use a series of primary sources to build up a sequence of her life.<br/> Pupils will look at the key features of life in rural areas at the time and compare them with aspects of life today - transport, homes/kitchens, work, life for children to look at similarity and difference. (visit to the farm at Beamish?)</p> <p><b>Vocabulary:</b><br/> Victorian, Edwardian, Twentieth Century, Nineteenth Century. Individual, effect, change. Author, rural, birth certificate, Lake District, home, work, farming, conservation.</p> |
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| <p><b>Y2</b></p> | <p><b>Fantastic Firsts</b><br/> NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance. Suggestion: inventions, special events - moon landing, electricity, first train etc.</p> <p><b>Core learning:</b><br/> To know about events beyond living memory - inventions<br/> Know about events that were significant globally or nationally (may have a remembrance day or be commemorated through festivals and anniversaries)<br/> Chronology over a longer time frame (years)</p> <p><b>Vocabulary:</b><br/> Century Inventor invention significance</p> | <p><b>Why are some places special?</b><br/> NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources. Suggestion: Special places in the area visit and enquiry- cathedral etc.</p> <p><b>Core learning:</b><br/> Significant places in own locality<br/> Use primary sources of information</p> <p><b>Vocabulary:</b><br/> Timeline Place Century Long age Recent Church Cathedral Castle Mine</p> | <p><b>All change? Holidays now and then</b><br/> <b>NC</b> ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources Suggestion: Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn.<br/> NC ref: Significant individuals in the past, local significant individuals; Grace Darling</p> <p><b>Core learning:</b><br/> To know about significant local individuals in the past who have had an impact - Grace Darling<br/> Identify and write about changes within living memory and beyond - holidays then and now</p> <p><b>Vocabulary:</b><br/> Holiday Bank holiday Leisure Coast Transport/ travel Victorian/ Edwardian 1950s</p> |
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| <p><b>Y3/4 A</b></p> | <p><b>Who does the skeleton found near Stonehenge belong to?</b><br/> NC reference Changes in Britain Stone Age to Iron Age (The Amesbury Archer - an exploration of Archaeology of the Bronze Age)</p> <p><b>Core learning:</b><br/> explore the role of archaeologists<br/> understand timeline of prehistoric Britain<br/> use correct terminology<br/> explore and understand the importance of the discovery of the Amesbury Archer (focus on Stonehenge)</p> <p><b>Vocabulary:</b><br/> Stone Age, Bronze Age, Iron Age, archer, Stonehenge, Henge, flint knapping, archaeology, torc BC AD century trench artefact</p> | <p><b>Why did the Ancient Egyptians build pyramids?</b> NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of <b>primary sources</b> (supported inferences)</p> <p><b>Core learning:</b><br/> extend understanding of chronology (timeline of world history)<br/> use correct terminology<br/> understand why the Egyptians built pyramids<br/> explore the discovery of Tutankhamen's tomb</p> <p><b>Vocabulary:</b><br/> Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile</p> | <p><b>Ancient Greek builders</b><br/> NC Ref: Ancient Greece; achievements and influence Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of <b>primary sources</b>, use of written interpretations.</p> <p><b>Core learning:</b><br/> extend understanding of chronology (timeline of world history)<br/> use correct terminology<br/> explore Greek buildings - Acropolis, Parthenon - linked to Greek democracy and religion<br/> understand key aspects of Greek architecture (columns)</p> <p><b>Vocabulary:</b><br/> Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite,</p> |
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| <p><b>Y3/4 B</b></p> | <p><b>Who were Britain's first builders?</b><br/> NC ref: Changes in Britain Stone Age to Iron Age<br/> Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p> <p><b>Core learning:</b><br/> chronological knowledge of the long arc of time, century and millennia, BC/ AD<br/> Chronological knowledge and understanding are developed via a range of activities using timelines, key terms and dates<br/> pupils will be thinking about change, significance and similarity and difference</p> <p><b>Vocabulary:</b><br/> hunter- gathers nomadic lifestyle ice age century and millennia, BC/ AD Stone Age, Bronze Age, Iron Age, archer, Stonehenge, Henge, flint knapping, archaeology, torc BC AD century trench artefact</p> | <p>The Shang Dynasty<br/> NC ref: Achievements of earliest civilisations. Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p> <p><b>Core learning:</b><br/> develop a chronologically secure knowledge and understanding of world history<br/> devise historically valid questions about change, cause, similarity and difference<br/> interpret primary and secondary sources.</p> <p><b>Vocabulary:</b><br/> Peasant Artisan Diviner Sacrifice<br/> Ancestor Millet Rural Yellow River<br/> Ritual Bronze Dynasty Hu Acupuncture<br/> Bamboo Buddhism Pagoda Confucius<br/> Oracle bones Ding Terracotta</p> | <p><b>How have the Greeks shaped my world?</b><br/> NC Ref: Ancient Greece; achievements and influence. Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p> <p><b>Core learning:</b><br/> chronological knowledge of the long arc of time, century and millennia, BC/ AD.<br/> Explain/ analyse: pupils will be developing and using their knowledge to think about change, consequences and significance.<br/> Primary source use: photographs of artefacts Interpretations/ representations of the past</p> <p><b>Vocabulary:</b><br/> Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite,</p> |
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**Y4/5 A**

**What was daily life like for Romans?**

NC ref: The Roman Empire and its impact on Britain  
Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/free) use of primary sources - supported inference and lines of enquiry. (Looking at the broader idea of the Roman Empire, focusing on Architecture and Artefacts - use of Primary sources: what do they tell you about the Romans?)

**Core learning:**

To know that life in Britain changed after the invasion of the Romans including the use of roads, plumbing and some foods.

To know that we can find out about life in Roman times through the use of artefacts found by archaeologists

**Vocabulary:**

Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts

**Tudors: Why did Henry VIII marry six times?**

NC ref: Construct informed responses by selecting and organising relevant historical information. Development of Church, State and Society. (significant individual; what were the consequences of Henry's first divorce? Use of **primary and secondary sources**; empathy with characters from the past; study of portraits and symbolism; comparing life then and now.)

**Core learning:**

What were the consequences of Henry's first divorce?

The impact Henry's divorce had on the church today.

**Vocabulary:**

Heir, Roman Catholic, protestant, Reformation, Taxes, Monasteries, priest, renaissance, divorce

**Were the Vikings really vicious?**

NC Ref: The Viking and Anglo Saxon struggle for England to 1066 Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.

**Core learning:**

Where the Vikings came from

Why the Vikings invaded England

How they invaded England

The impact Vikings had on English history

**Vocabulary:**

Interpretation, Viking Representation

Raider Primary source, Invasion

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| <p><b>Y4/5 B</b></p> | <p><b>Why did the Romans march through County Durham?</b><br/> NC ref: A Local history study Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models) <b>Binchester; Arbeia?</b></p> <p><b>Core learning:</b><br/> focus upon primary source use and developing pupil skills in the handling of historical interpretations. investigation of the local dimension<br/> Development of inference skills and combining information from sources.</p> <p><b>Vocabulary:</b><br/> Primary source, interpretation Empire, province, Julius Caesar, Emperor Claudius Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple Invasion - legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse Civilisation Archaeology</p> | <p><b>What happened when the Romans left Britain?</b><br/> NC ref: Britain's settlement by the Anglo Saxons and Scots Focus: Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p> <p><b>Core learning:</b><br/> Explain and analyse second order concepts: effects and consequences<br/> using knowledge to make inference from primary sources<br/> explore gradual change</p> <p><b>Vocabulary:</b><br/> Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindsifarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke</p> | <p><b>Who was making history in faraway places in the year 1000? The Mayas</b><br/> NC ref: non-European society that provides contrast to British History Focus: Chronology - developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p> <p><b>Core learning:</b><br/> similarity and difference to Britain at the same time<br/> change and continuity<br/> cause and consequence</p> <p><b>Vocabulary:</b><br/> Civilisation, Maya, Mayan, century, millennium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza</p> |
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| <p><b>Y5/6 A</b></p> | <p><b>Local Victorians</b><br/> NC Ref: Local History unit<br/> Describe changes which took place in our local town, during the nineteenth century. (buildings, transport)<br/> Compare and contrast different accounts of life.<br/> Features of child labour in Victorian pits. (Victorians at Beamish; mining at Beamish) (suggestions: Robert Stephenson; William Armstrong; Lewis Carroll - grew up near Darlington, the Jabberwocky was based on the Lambton Worm; the infamous Mary Ann Cotton; Timothy Hackworth; Elizabeth Barratt Browning; Gertrude Bell; Josephine Butler)</p> <p><b>Core learning:</b><br/> To understand the significance and impact of changes during Victorian times on today's society.<br/> Understand different methods of historical enquiry and recognise that sources can be interpreted in different ways.<br/> To study and understand a significant turning point in local history with the development of the railways.</p> <p><b>Vocabulary:</b><br/> Empire, exploration, society, technology, democracy.</p> | <p><b>WWII</b><br/> (75th Anniversary of the ending of, <b>8 May</b>)<br/> NC ref: Significant historical events, people and places.<br/> What was life like during WWII? How did life change after WWII? (founding of NHS; Welfare state etc)</p> <p><b>Core learning:</b><br/> To understand cause and consequence: reasons for the war starting.<br/> Significant turning point in society with the introduction of the NHS and Welfare State.</p> <p><b>Vocabulary:</b><br/> air raid, air raid drill, raid shelter, Allies, allotment, atomic bomb, Axis Powers, blackout, Blitz, British Empire, civilians, e concentration camp, coupons, D-Day, evacuee, Frank, Anne (1929-1945) gas mask, gramophone, Hitler, Adolf (1929-1945), Holocaust, Jews, Nazi, occupied, prime minister, prisoners of war, propaganda, rationing, refugee, Resistance, siren</p> | <p><b>The Monarchy over time (particular focus on Victoria?)</b><br/> NC ref: Aspect or theme since 1066). Focus: Chronological security - sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p> <p><b>Core learning:</b><br/> To understand the chronological order of events in British History.<br/> To recognise how the role of Monarchy has altered as society has changed.</p> <p><b>Vocabulary:</b><br/> Divine Right of Kings, Parliament, Nobility, Democracy</p> |
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| <p><b>Y5/6 B</b></p> | <p><b>What's in a name?</b><br/> NC Ref: Local History unit - WW1 war memorials Focus: Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past (suggestion: Bradford boys from Bishop Auckland)</p> <p><b>Core learning:</b><br/> <b>Developing Historical Knowledge:</b> Local history of the turn of the century and Durham's involvement in WW1. Written accounts and key features of particular developments.<br/> <b>Explaining/ Analyse second order concepts:</b> Consideration of significance of historical events and how this might be communicated.<br/> <b>Use of primary sources:</b> Use of the census, photographs and other primary sources.<br/> <b>Interpretations/ representations of the past:</b> An opportunity to remind pupils of the difference between primary sources, representations and interpretations.</p> <p><b>Vocabulary:</b><br/> Conflict, war, Durham, census, useful, utility, area, identify, source, consequences, memorial, chronology.</p> | <p><b>Crime and punishment over the ages.</b><br/> NC ref: Aspect or theme since 1066). Focus: Chronological security - sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p> <p><b>Core learning:</b><br/> develop chronological understanding and an awareness of the key features of differing periods in the past use dates and key terms as appropriate.<br/> ask questions about sources, suggest new lines of enquiry and make supported inference.</p> <p><b>Vocabulary:</b><br/> Medieval change Tudor continuity Georgian transformation Victorian century Twentieth Century similarity Post war difference Leisure technology Class pastimes</p> | <p><b>Why do we remember Norman Cornish?</b><br/> NC ref: local history study Focus: Use of the historic local environment to further enquiry skills, develop chronological range and use of <b>primary sources</b> such as maps, census, buildings and photographs.<br/> The life and times of Norman Cornish: an insight into the region's rich mining heritage. What was life like in mining communities in the 1950s/1960s?</p> <p><b>Core learning:</b><br/> To build skills of using historic environment, artefacts and oral history in an enquiry<br/> Use of primary source photographs, written sources to observe, describe and infer using images of artwork also.</p> <p><b>Vocabulary:</b><br/> Twentieth Century, birth certificate, 1950s, individual, effect, change, miner, artist, painting, drawing, Spennymoor, The Settlement, sketching club, advice, determination, succeed, Miners' Gala mural, Durham Coalfield</p> |
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