

# East Stanley School



## History

# Scheme of Work

Updated December 2022

KS1 Curriculum Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

## Key Stage 2 Curriculum

### Changes in Britain from the Stone Age to the Iron Age (Y3)

#### Examples (non-statutory)

- ❖ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- ❖ Bronze Age religion, technology and travel, for example, Stonehenge
- ❖ Iron Age hill forts: tribal kingdoms, farming, art and culture

### The Roman Empire and its impact on Britain (Y4)

#### Examples (non-statutory)

- ❖ Julius Caesar's attempted invasion in 55-54 BC
- ❖ the Roman Empire by AD 42 and the power of its army
- ❖ successful invasion by Claudius and conquest, including Hadrian's Wall
- ❖ British resistance, for example, Boudica
- ❖ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

### Britain's settlement by Anglo-Saxons and Scots (Y4)

#### Examples (non-statutory)

- ❖ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- ❖ Scots invasions from Ireland to north Britain (now Scotland)
- ❖ Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- ❖ Anglo-Saxon art and culture
- ❖ Christian conversion - Canterbury, Iona and Lindisfarne

### The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y5)

#### Examples (non-statutory)

- ❖ Viking raids and invasion
- ❖ resistance by Alfred the Great and Athelstan, first king of England
- ❖ further Viking invasions and Danegeld
- ❖ Anglo-Saxon laws and justice

## Pupils should be taught:

- ❖ Edward the Confessor and his death in 1066

### A local history study (Y4/ Y5)

#### Examples (non-statutory)

- ❖ a depth study linked to one of the British areas of study listed above
- ❖ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- ❖ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

### A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y6)

#### Examples (non-statutory)

- ❖ the changing power of monarchs using case studies such as John, Anne and Victoria
- ❖ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- ❖ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- ❖ a significant turning point in British history, for example, the first railways or the Battle of Britain

### The achievements of the earliest civilizations (Y3)

- an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

**Ancient Greece (Y3)** - a study of Greek life and achievements and their influence on the western world

**A non-European society that provides contrasts with British history (Y5)** - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900

## Long Term Plan

	Autumn	Spring	Summer
Year 1	<p><b>I'm making History! How do I find out about me?</b>  <b>NC ref:</b> changes within living memory  <b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.  <b>Suggestion:</b> My timeline, family history, investigating Christmas now and in the past.</p>	<p><b>Can I be a History detective? (Using the local historic environment)</b>  <b>NC Ref:</b> changes within living memory, places in locality  <b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.  <b>Suggestion:</b> local history enquiry, toys/ phones/ transport now and then.</p>	<p><b>Who helped make History? Why do we remember Grace Darling?</b>  <b>NC ref:</b> Significant individuals in the past, local significant individuals  <b>Focus:</b> use of historical interpretations, chronology over a longer period, thinking about historical significance.</p>
Year 2	<p><b>Why are some places special?</b>  <b>NC ref:</b> Significant places in own locality  <b>Focus:</b> Thinking about historical significance, using primary sources.  <b>Suggestion:</b> Special places in the area visit and enquiry–cathedral etc.</p>	<p><b>Fantastic Firsts! What special events and inventions have changed our world?</b>  <b>NC ref:</b> events beyond living memory that are significant globally or nationally  <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.  <b>Suggestion:</b> inventions, special events – moon landing, electricity, first train etc.</p>	<p><b>How have our holidays changed over time?</b>  <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality.  <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources  <b>Suggestion:</b> Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn</p>
Year 3	<p><b>Who were Britain's first builders?</b>  <b>NC ref:</b> Changes in Britain Stone Age to Iron Age  <b>Focus:</b> 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>Why did the Ancient Egyptians build pyramids?</b>  <b>NC ref:</b> Achievements of earliest civilisations - Ancient Egypt  <b>Focus:</b> key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	<p><b>How have the Greeks shaped my world?</b>  <b>NC Ref:</b> Ancient Greece; achievements and influence  <b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>
Year 4	<p><b>Why did the Romans march through County Durham?</b>  <b>NC ref:</b> A Local history study  <b>Focus:</b> 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)</p>	<p><b>What was daily life like for Romans?</b>  <b>NC ref:</b> The Roman Empire and its impact on Britain  <b>Focus:</b> 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</p>	<p><b>What happened when the Romans left Britain?</b>  <b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots  <b>Focus:</b> 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>
Year 5	<p><b>Were the Vikings really vicious?</b>  <b>NC Ref:</b> The Viking and Anglo saxon struggle for England to 1066  <b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>	<p><b>Who was making history in faraway places in the year 1000?</b>  <b>NC ref:</b> non-European society that provides contrast to British history  <b>Focus:</b> 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.  <b>Suggestion:</b> Mayans.</p>	<p><b>Who was Tommy Armstrong?</b>  <b>NC ref:</b> local history study  <b>Focus:</b> Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs</p>
Year 6	<p><b>What's in a name?</b>  <b>NC Ref:</b> Local History unit – WW1 war memorials  <b>Focus:</b> Chronological security, key features of an ear, use of primary sources, similarity and difference of experience at a point in the past</p>	<p><b>Can we choose the UK's most important monarch?</b>  <b>NC Ref:</b> Aspect or Theme since 1066  <b>Focus:</b> Chronological security</p>	<p><b>Has life got better for children in Britain?</b>  <b>NC ref:</b> Aspect or theme since 1066 (Changing life for children).  <b>Focus:</b> 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>

## Year 1 Autumn Medium Term Plan

### How do I find out about me?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
YEAR 1	AUTUMN	<p>Qu: What is my history?            Qu: How can I find out more about me?            Qu: Who was here before me?            Qu: What did we learn from our interview?            Qu: What was Christmas like in the past?</p> <p>This unit begins the study of history for pupils by looking personal chronology and the ways we might discover information about the past. It moves gradually to look at the past within living memory and involves a series of source investigations with a big emphasis upon chronology, oral history and artefact handling.</p> <p>The unit uses an interview with an older person as an introduction to oral history and pupils designing and asking their own questions as part of an enquiry. Teachers will want space on the wall to extend the timeline backwards for the second half of the unit. As this is often the focus in the Autumn term, there is a link to Christmas in the past at the end of the unit.</p>	<p><b>N.C. Ref: Changes within living memory</b></p> <p><b>Chronology:</b> develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework.</p> <p><b>Historical terms:</b> begin to use a vocabulary of historical terms such as recently, younger, years, decade</p> <p><b>Enquiry:</b> ask questions about events, begin to understand some ways we find out about the past</p> <p>Interpreting History</p> <p><b>Continuity and Change:</b> discuss change in as aspect of life</p> <p><b>Causation:</b></p> <p><b>Similarity and difference:</b> identify similarities and differences between ways of life in different periods.</p> <p><b>Significance:</b> talk about what was important at a particular time</p>	<p>The past</p> <p>clues    Timeline</p> <p>Date    Before</p> <p>After    Memory</p> <p>Photograph    Story</p> <p>Source    Interview</p>	<p><a href="https://www.youtube.com/watch?v=tUU82mcTO9Y">https://www.youtube.com/watch?v=tUU82mcTO9Y</a></p> <p><a href="https://rnli.org/youth-education/education-resources/lower-primary/topic-pack">https://rnli.org/youth-education/education-resources/lower-primary/topic-pack</a></p> <p><a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/grace-darling/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/grace-darling/</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8">https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8</a></p>	

## Year 1 Spring Medium Term Plan

### Can I be a history detective?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 1	SPRING	<p>Qu: What were homes like before I was born?            Qu: How have houses and homes changed? (Internally)            Qu: What did my town look like before I was born?            Looking for clues on maps and old photos            Qu: We're going on a History Hunt - what will we find?            Looking for clues on streets and houses            Qu: What did we find out on our history hunt?            Let's build up our evidence board.            This unit extends the chronology further back to look at changes within and beyond the pupil's own living memory.            The unit does not go too far back into the past to avoid confusion.            It introduces pupils to the idea of change over time by looking at concrete objects or buildings.            A range of foci are useful for this type of unit – this particular planning looks firstly at homes and then at the historic environment via local streets or an older local building.            In some areas, this work can be extended via a visit to a local older building such as a local church, village hall, bridge etc. This unit could also look at toys/ transport/ kitchens/ phones etc. with a similar focus on change, similarity and difference.</p>	<p><b>NC Ref: changes within living memory, places in locality</b></p> <p>Developing Historical Knowledge: develop an awareness of the past, begin to use simple dates, show where people and events fit into a basic chronological framework.            Begin to use a vocabulary of historical terms such as old, new, recently, younger, years, decade, and century, long ago.            Explain/ analyse second order concepts: this unit has a strong focus on the concepts of change, continuity, basic similarity and difference comparison.            Primary source use: ask questions about sources and artefacts, begin to understand some ways we find out about the past from objects/ buildings in the historic environment.            Interpretations/ representations of the past: not a focus of this unit.</p>	<p>(related to houses and homes)            Chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre War, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats</p>		

## Year 1 Summer Medium Term Plan

### Who helped make History? Why do we remember Grace Darling?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 1	SUMMER	<p>Qu: Who is our mystery person?            Qu: What clues can we find about Grace?            Qu: Why do we remember Grace Darling?            Qu: Which other people from the past do we remember? Qu: How will we remember Grace Darling?</p> <p>This unit is timed to come towards the end of Y1. It follows work on personal and local history, widening the scope of enquiry to national scale and involving a longer period of time. It lays the ground work for work in Y2 comparing individuals and study of a longer time period. Grace Darling is the chosen focus to give insight into a pioneering woman's contribution.</p> <p>The unit continues work on the sequencing aspect of chronology and develops understanding of duration. Knowledge of the key features of the Victorian and Edwardian eras should be built by looking at homes, rural life and possibly clothing. Comparison of these features with their own experiences will build on the understanding pupils have of similarities and differences.</p> <p>The focus on a single individual is designed to enable increased understanding of historical significance and impact. Use of primary sources is integral to this unit to support a move from description to inference.</p> <p>There is an opportunity to link to some key geographical knowledge for KS1 via this unit and develop aspects of literacy. In reading there are opportunities to think about different types of story and biography.</p>	<p><b>NC ref: Significant individuals in the past, local significant individuals</b></p> <p>Historical knowledge:            Chronological development from living to beyond living memory with key terms, features of rural life in the period.            Beginning to think about simultaneous events/ people.            Using information texts to gather historical knowledge.            Explain/ analyse second order concepts: begin to consider significance as impact rather than well known, this will link to a consideration of consequences.            Comparison of features of life beyond living memory with modern life will support development of understanding of work on similarity and difference.</p> <p>Primary source use: Use of primary source photographs, simple written sources to observe, describe and infer.            Interpretations/ representations of the past</p>	Bravery Lighthouse keeper Rescue Survivors Northumberland Farne Islands 19 <sup>th</sup> Century	<p><a href="https://www.youtube.com/watch?v=tUU82mcTO9Y">https://www.youtube.com/watch?v=tUU82mcTO9Y</a></p> <p><a href="https://rnli.org/you-th-education/education-resources/lower-primary/topic-pack">https://rnli.org/you-th-education/education-resources/lower-primary/topic-pack</a></p> <p><a href="https://www.keystagehistory.co.uk/key-stage-1/outstanding-lessons/grace-darling/">https://www.keystagehistory.co.uk/key-stage-1/outstanding-lessons/grace-darling/</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8">https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8</a></p>	



## Year 2 Autumn Medium Term Plan

### Why are some places special?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 2	AUTUMN	<p>Qu: What did people build before I was born?</p> <p>Qu: Where are these important places?</p> <p>Qu: Why are these places important?</p> <p>Qu: What important places can we find in the local area that were built before I was born? (Using old maps)</p> <p>Qu: Going on a history hunt...what will we find?</p> <p>Qu: What did we find out on our history hunt?</p> <p>This unit builds on the local history dimension established in Y1 local study.</p> <p>The study offers an opportunity to extend the chronology further back in overview only and introduces the concept of historical significance via a site visit to a significant building in the historic environment.</p> <p>In the County, key buildings could include the Cathedral, Barnard Castle</p>	<p><b>NC ref:</b> Significant places in own locality</p> <p><b>Focus:</b> Thinking about historical significance, using primary sources.</p> <p><b>Suggestion:</b> Special places in the area visit and enquiry-cathedral etc.</p>	<p>Timeline</p> <p>Place</p> <p>Century</p> <p>Long age</p> <p>Recent</p> <p>Church</p> <p>Cathedral</p> <p>Castle</p> <p>Mine</p>	<p>Photos:</p> <ul style="list-style-type: none"> <li>• Hadrian's Wall - 136 AD</li> <li>• Durham Cathedral - 1133</li> <li>• Auckland Palace - 13th century</li> <li>• Kilhope lead mine - 1818</li> <li>• East Stanley School - 1975</li> <li>• Angel of the North - 1998</li> <li>• The Tyne Bridge - 1928</li> <li>• Gateshead Millennium Bridge - 2001</li> </ul>	

## Year 2 Spring Medium Term Plan

### Fantastic Firsts! What special events and inventions have changed our world?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 2	SPRING	<p>Qu: What do you think would be important 'first ever...' to know about?</p> <p>Qu: When did our amazing events happen?</p> <p>Qu: What can I find out about the first ever flight?</p> <p>Qu: What were the first films like and when were they made?</p> <p>Qu: Who made the very first phone call?</p> <p>Qu: Why was the moon landing so special?</p> <p>Qu: What do we think has been the most important first?</p> <p>To develop knowledge of events beyond living memory that are significant globally or nationally. This unit builds on discussions on significant people and places and reinforces a chronological approach. Allows comparison of different contributions to development. Teachers need to overtly make the connections across time to support pupils. Schools will want to vary the actual ground breaking people and events studied so that local context as well as national developments can be considered. This unit prepares pupils to think across the wider chronology and lays down potential knowledge links across different subject areas. (The planning below looks at the first flight, the first films, the first telephone call and the first steps on the moon - there are endless possibilities.)</p>	<p><b>NC ref:</b> events beyond living memory that are significant globally or nationally</p> <p><b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.</p> <p><b>Suggestion:</b> inventions, special events - moon landing, electricity, first train etc.</p>	<p>Century</p> <p>Inventor</p> <p>invention</p> <p>significance</p>		



## Year 2 Summer Medium Term Plan

### How have our holidays changed over time? (Linked to Geography What might we see on holiday?)

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 2	SUMMER	<p><b>Qu: What do you think makes the perfect holiday?</b></p> <p><b>Qu: What were holidays like in the 1950s?</b></p> <p><b>Qu: What did the Victorians do on holiday?</b></p> <p><b>Qu: Holidays - what has changed and what has stayed the same?</b></p> <p><b>Qu: What stands out about holidays from the past?</b></p> <p>This unit extends the chronological range beyond living memory to the Edwardian/ late Victorian era with comparison of a familiar experience of holidays and leisure. It builds on the wider chronology developed in other Y2 study units and prepares pupils to think about loner blocks of time.</p> <p>This is a theme also picked up in the Durham framework in Y6 when pupils will look at changes to leisure over a time.</p> <p>This unit contributes to pupils understanding of primary sources and knowing that there are different ideas about the past/ places and events.</p> <p>There may also be an opportunity to develop local historical knowledge and use oral history sources if available.</p>	<p><b>NC ref:</b> Changes within living memory and beyond.</p> <p>Significant places in our own locality.</p> <p><b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources</p> <p><b>Suggestion:</b> Compare holidays now and 1950s and Victorian.</p> <p>Use of historic environment e.g. Saltburn</p>	<p>Holiday, Bank holiday, Leisure, Coast, Transport/ travel, Victorian/ Edwardian, 1950s</p>	<p><b><u>Useful links for teachers</u></b></p> <p><a href="http://www.seasidehistory.co.uk">http://www.seasidehistory.co.uk</a></p> <p><a href="https://www.historicengland.org.uk/services-skills/education/educational-images/?tag=holiday">https://www.historicengland.org.uk/services-skills/education/educational-images/?tag=holiday</a></p> <p>Some possible primary sources:</p>	

## Year 3 Autumn Medium Term Plan

### Who were Britain's' first builders?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 3	AUTUMN	<p>Qu: Who lived in Britain before me? Qu: What do we know about the first people who lived on our islands?</p> <p>Qu: What happened when Britain warmed up? (The Mesolithic 10,500 BC - 4000 BC)</p> <p>Qu: What was the mystery buried in the sand?</p> <p>Qu: What was so important about the Bronze Age? (2400 BC - 800 BC)</p> <p>Qu: Why is Stonehenge a special place in Bronze Age Britain?</p> <p>Qu: What does the evidence at Maiden Castle show us? (Iron Age - 800 BC - 43 AD)</p> <p>Qu: What objects would you include in a museum display about Britain's first people?</p>	<p>NC ref: Changes in Britain Stone Age to Iron Age</p> <p><b>Historical knowledge:</b> chronological knowledge of the long arc of time, century and millennia, BC/ AD</p> <p><b>Explain/ analyse second order concepts:</b> pupils will be thinking about change, significance and similarity and difference.</p> <p><b>Primary source use:</b> use of photographs of artefacts throughout, inference observation.</p> <p><b>Interpretations/ representations of the past:</b> pupils will encounter artistic representations of the distant past, discuss the difference with a primary source and think about what artists base their ideas on.</p>		<p>There is useful material for teachers at: <a href="http://www.britishmuseum.org/PDF/visit-resource_prehistoric-britain-KS2.pdf">http://www.britishmuseum.org/PDF/visit-resource_prehistoric-britain-KS2.pdf</a></p> <p>Star Carr Summary</p> <p>In North Yorkshire near Pickering. Inhabited about 8770BC</p> <p>Very muddy area has preserved animal, plant and wood remains.</p> <p>Archaeologists have found a deliberately built platform next to the edge of what was a lake.</p> <p>Huge numbers of animal bones have been found - red deer, elk, pigs, bear, and wolf.</p> <p>Bones of dogs.</p> <p>Tools made of stone and flint but also spears and harpoons made from deer antlers. Axes, saw blades, scrapers</p> <p>Beads made of stone and amber</p> <p>Evidence of the use of fire</p> <p>Tools such as flint scrapers for cleaning animal skins and worked bone and antler have been found, including 91 barbed points.</p> <p>A fragment of a wooden oar implies that the people built simple boats.</p> <p>Skulls of deer with the antlers attached turned into special headdresses</p> <p>A special necklace called a pendant</p> <p>The remains of a round house made of wood, probably covered in animal skins.</p> <p>The Cheddar Gorge</p> <p>The oldest full human skeleton to be found in the Britain was found in Gough's cave in Cheddar Gorge. Archaeologists have worked out he must have had a wound on his face. They think he died around 9000BC</p>	

**Year 3 Spring Medium Term Plan**  
**Why did the Ancient Egyptians build pyramids?**

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 3	SPRING	<p>Qu: Where and when did people start to build towns and cities?</p> <p>Qu: What do we already know about the Ancient Egyptians?</p> <p>Qu: How do we know so much about the Ancient Egyptians?</p> <p>Qu: Why did the Egyptians build pyramids?</p> <p>Qu: What was at the most important item in a pyramid?</p> <p>Qu: What did Howard Carter find?</p>	<p>NC ref: Achievements of earliest civilisations - Ancient Egypt</p> <p><b>Developing Historical Knowledge:</b> chronology, locations of the emergence of the earliest civilisations, key features of Egyptian civilisation - chronology of developments.</p> <p><b>Explaining/ Analyse second order concepts:</b> Causation and significance</p> <p><b>Use of primary sources:</b> The nature of the primary sources available for study of Egypt are in great contrast to the artefacts used so far in Stone Age to Iron Age with the appearance of writing and a far wider range of specialist tools/ equipment. Pupils will need some background knowledge to enable them to make inference from the primary sources.</p> <p><b>Interpretations/ representations of the past:</b> Not explicitly developed in this unit. When reading information text/ looking at artistic representations, pupils should be increasingly aware that there are many versions of the same event.</p>	<p>Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile</p>	<p><a href="http://www.ancientegypt.co.uk/mummies/home.html">http://www.ancientegypt.co.uk/mummies/home.html</a></p> <p><a href="http://www.bbc.co.uk/history/interactive/games/mummy_maker/index_embed.shtml">http://www.bbc.co.uk/history/interactive/games/mummy_maker/index_embed.shtml</a></p> <p><a href="https://www.bbc.com/bitesize/clips/z7nyr82">https://www.bbc.com/bitesize/clips/z7nyr82</a></p> <p><a href="https://www.independent.co.uk/news/science/archaeology/queen-nefertiti-tomb-egypt-king-tutankhamun-have-we-found-secret-lostburial-a6942696.html">https://www.independent.co.uk/news/science/archaeology/queen-nefertiti-tomb-egypt-king-tutankhamun-have-we-found-secret-lostburial-a6942696.html</a></p>	

## Year 3 Summer Medium Term Plan

### A study of Ancient Greek life and achievements and their influence on the western world

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 3	SUMMER	<p>A study of Ancient Greek life and achievements and their influence on the western world</p> <p><b>Key Unit Question: How have the Ancient Greeks shaped my world?</b></p> <p><b>Qu: When were the Ancient Greeks powerful?</b></p> <p><b>Qu: How do we know about the Ancient Greeks?</b></p> <p><b>Qu: What was daily life like in Ancient Athens?</b></p> <p><b>Qu: Who made the big decisions in Ancient Athens?</b></p> <p><b>Qu&amp;6 What new ideas did the Ancient Greeks have and why do we still use so many of them?</b></p> <p><b>Qu: How well did the Ancient Greeks get on with their neighbours?</b></p> <p><b>Qu: History investigation Who was Alexander the Great?</b></p> <p><b>Qu: What is the most important legacy of the ancient Greeks?</b></p>	<p><b>NC Ref: Ancient Greece; achievements and influence</b></p> <p>Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD. Ancient Greeks significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art. Explain/ analyse second order concepts: pupils will be developing and using their knowledge to think about change, consequences and significance.</p> <p>Primary source use: use of photographs of artefacts throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation.</p> <p>Interpretations/ representations of the past: pupils may encounter some artistic representations of the distant past. It is important to discuss the difference with a primary source and think about what artists base their ideas on.</p>	<p>Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite,</p>	<p>Useful links</p> <ul style="list-style-type: none"> <li>• British Museum - Ancient Greece</li> <li>• Smithsonian Learning Lab - useful images of artefacts</li> <li>• Durham Library Resource Service - boxes and books related to all aspects of Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Year 4 Autumn Medium Term Plan

### Why did the Romans march through County Durham?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 4	AUTUMN	<p>Qu: Who were the Ancient Romans and Ancient Britons?</p> <p>Qu: What happened in 55BC?</p> <p>Qu: Can we be sure what happened in 55BC?</p> <p>Qu: What happened when the Romans finally conquered Britain?</p> <p>Qu: What was so special about the Roman army?</p> <p>Qu: Why did Romans march through County Durham?</p>	<p>NC ref: A Local history study</p> <p>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)</p> <p>Historical knowledge: place of Romans in chronology of UK, connection to Iron Age and other key dates, overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations.</p> <p>Explain/ Analyse second order concepts: Looking at causes and consequences of events (invasion).</p> <p>Primary source use: use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations.</p> <p>Interpretations/representations of the past: identifying the key points made by an interpretation, linking primary sources and interpretations.</p>	<p>Primary source, interpretation</p> <p>Empire, province, Julius Caesar, Emperor Claudius</p> <p>Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple</p> <p>Invasion - legion, legionary, soldier, weapon, Eagle standard, chariot</p> <p>Ancient Rome Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse Civilisation Archaeology</p>	<p>PP from ED</p> <p>Lesson plans and suggestions from ED</p> <p>Roman Britain maps</p>	

## Year 4 Spring Medium Term Plan

### What was daily life like for Romans?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 4	SPRING	<p>Qu: When were the Romans in Britain and how do we know?</p> <p>Qu: What were the key features of Roman towns?</p> <p>Qu: How did Romans have fun?</p> <p>Qu: How did Romans have fun?</p> <p>Qu: What were Roman really toilets like? How do we know?</p>	<p><b>NC ref:</b> The Roman Empire and its impact on Britain</p> <p><b>Focus:</b> 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</p> <p><b>Historical knowledge:</b> Knowledge of People in the periods, their daily lives and habits. Chronology – when was the Roman period and when were the Romans in Britain? Key features – of daily Roman life. Historical terms – interpretation, source, villa, reconstruction</p> <p><b>Explain/ analyse second order concepts:</b> Developing skills of locating and explaining similarity and difference</p> <p><b>Primary source use:</b> Developing use of primary sources - observation, inference and clustering</p> <p><b>Interpretations/ representations of the past:</b> Developing understanding and analysis of historical interpretations – nature, comprehension and comparison. Begin to think about purpose and reasons for a particular view.</p>	<p>Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueduct</p>		

## Year 4 Summer Medium Term Plan

### What happened when the Romans left Britain?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 4	SUMMER	<p>Qu: Why did the Romans leave Britain and what happened next?</p> <p>Qu: Who invaded Britain when the Romans left?</p> <p>Qu: Who was in charge in Anglo Saxon England?</p> <p>The rise of the kings and their kingdoms.</p> <p>Qu: Was life hard on an Anglo Saxon farm?</p> <p>Jobs, houses, women and children</p> <p>Qu: What did the Anglo Saxons believe?</p> <p>Qu: Who were the Anglo Saxons' enemies?</p> <p>Qu: How significant was Alfred the Great?</p>	<p><b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots</p> <p><b>Focus:</b> 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>Developing Historical Knowledge:</b> The end of Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo Saxon life – power, beliefs, farming, conflict with later invaders</p> <p><b>Explaining/ Analyse second order concepts:</b> effects and consequences</p> <p><b>Use of primary sources:</b> using knowledge to make inference from primary sources</p> <p><b>Interpretations/ representations of the past:</b> Awareness that information texts are always one version of events.</p>	<p>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>		



## Year 5 Autumn Term Plan

### Were the Vikings vicious?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 5	AUTUMN	<p>Qu: When was Britain in danger?</p> <p>Qu: What does Terry think?</p> <p>Qu: Who were the Vikings?</p> <p>Qu: What do the primary sources tell me about the Vikings?</p> <p>Qu: Do the sources back up Terry's view?</p> <p>Qu: So was Terry right?</p> <p>OR</p> <p>Qu: Do all historians agree with Terry?</p> <p>Qu: How will you represent the Vikings?</p>	<p><b>NC Ref:</b> The Viking and Anglo saxon struggle for England to 1066</p> <p><b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p> <p><b>Historical knowledge:</b> develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge.</p> <p><b>Explain/ analyse second order concepts:</b> Not a focus of this unit</p> <p><b>Primary source use:</b> ask questions about primary sources, make inference.</p> <p><b>Interpretations/ representations of the past:</b> pupils identify the features of a particular interpretation of an event/ person and the main message of an interpretation. Pupils test an interpretation to see connection with primary sources and then build their own interpretation.</p>	<p>Interpretation Viking Representation Raider</p> <p>Primary source Invasion</p>	<p><a href="http://www.bbc.co.uk/schools/primaryhistory/vikings/viking_raiders/">http://www.bbc.co.uk/schools/primaryhistory/vikings/viking_raiders/</a></p> <p><a href="https://digventures.com/lindisfarne/timeline/diary/ad-793-the-vikings-invade-lindisfarne/">https://digventures.com/lindisfarne/timeline/diary/ad-793-the-vikings-invade-lindisfarne/</a></p> <p>Extract from the Anglo Saxon Chronicle (from GR own notes 1989)</p> <p>This year came dreadful fore-warnings over the land of the Northumbrians, terrifying the people most woefully: these were immense sheets of light rushing through the air, and whirlwinds, and fiery dragons flying across the firmament. These tremendous tokens were soon followed by a great famine: and not long after, on the sixth day before the ides of January in the same year, the harrowing inroads of heathen men made lamentable havoc in the church of God in Holy-island, by rapine and slaughter." Entry for the year 793 in the Anglo Saxon chronicle.</p>	

## Year 5 Spring Term Plan

### Who was making history in faraway places in the year 1000?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 5	SPRING	<p>Qu: Who has shaped our world's history?</p> <p>Qu: Who was making history around the world in the year 1000?</p> <p>Qu: Who were the Mayans?</p> <p>Qu: Who were the Mayans?</p> <p>Follow up</p> <p>Qu: Destination Chiten Itzi – What can we find out from the famous Maya city?</p> <p>Qu: How similar were the Maya and the Anglo Saxons?</p> <p>Qu: Why did the Mayans vanish?</p> <p>Time to convince Indiana Jones!</p> <p>Qu: What happened after the Mayan civilisation 'disappeared'?</p>	<p><b>NC ref: non-European society that provides contrast to British history</b></p> <p><b>Focus:</b> 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>Suggestion:</b> Mayans</p> <p><b>Developing historical knowledge:</b> the key features of a Mayan society in contrast to Britain at a similar time. Chronological knowledge around contemporaneous development and duration.</p> <p><b>Explain analyse second order concepts:</b> similarity and difference to Britain at the same time, change and continuity, cause and consequence.</p> <p><b>Primary source use:</b> use of primary sources and artefacts in unfamiliar style and language to make supported inferences, connect information from different primary sources, consider how useful a primary source is for a particular enquiry.</p> <p><b>Interpretations/ representations of the past:</b> identification of the main message in a historian's interpretation of a key event.</p>	<p>Civilisation, Maya, Mayan, century, millennium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza</p>	<p>Teacher knowledge support at <a href="http://www.bbc.co.uk/archive/chronicle/8620.shtml">http://www.bbc.co.uk/archive/chronicle/8620.shtml</a> . See also very useful material on the Smithsonian Website. <a href="http://maya.nmai.si.edu/the-maya/maya-world">http://maya.nmai.si.edu/the-maya/maya-world</a> .</p>	

## Year 5 Summer Term Plan

### Who was Tommy Armstrong?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 5	SUMMER	<p>Qu: What can we find in our village? (Heritage Walk)</p> <p>Qu: What did we find? (Back in class)</p> <p>Qu: How has our village changed?</p> <p>Qu: Who was Tommy Armstrong and what was his town like?</p> <p>Qu: What was life like for mining children? Beamish visit?</p> <p>Qu: Why was mining so important in County Durham?</p>	<p><b>NC ref: local history study</b></p> <p><b>Focus:</b> Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs</p> <p><b>Historical knowledge:</b> To know key features of the village (local historic environment) in the past. To develop knowledge of significant local individual. To introduce the role of mining in the community and examine the key features of an event (mining disaster).</p> <p><b>Explain/ analyse second order concepts:</b> To develop understanding of similarities and differences over time. To develop understanding of change over time.</p> <p><b>Primary source use:</b> To build skills of using historic environment, artefacts and oral history in an enquiry. To include maps, photographs, census if possible and other written records.</p> <p><b>Interpretations/ representations of the past:</b> Introducing concept of museum reconstructions as a representation of the past.</p>	<p>Historic building, architecture, feature, mine, miner, locality, community. Lever, trapper, child worker, newsagent, tobacconist, Stanley Market, white pudding bairn.</p> <p>Coal bunker, name plaques, cottages, Aged Miners, village, park, mine, terrace, estates, feature, and disaster.</p>		

## Year 6 Autumn Term Plan

### What's in a name?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 6	AUTUMN	<p><b>Qu: Dangerous moments from the past! When has Britain been under threat?</b></p> <p><b>Qu: What's in a name?</b></p> <p><b>Qu: What was life like for our research family?</b></p> <p><b>Qu: How did our family's world change in 1914?</b></p> <p><b>Qu: How were the people of my area involved in WWI?</b></p> <p><b>Qu: How should we remember Durham's involvement in WWI?</b></p>	<p><b>NC Ref:</b> Local History unit – WW1 war memorials</p> <p><b>Focus:</b> Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past</p> <p><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.</p> <p><b>Explaining/ Analyse second order concepts:</b> Consideration of significance of historical events and how this might be communicated.</p> <p><b>Use of primary sources:</b> Use of the census, photographs and other primary sources.</p> <p><b>Interpretations/ representations of the past:</b> An opportunity to remind pupils of the difference between primary sources, representations and interpretations.</p>	<p>Conflict, war, Durham, census, useful, utility, area, identify, source, consequence, memorial, chronology.</p>	<p>Census material attached to the DC MTP</p>	

## Year 6 Spring Term Plan

### What are the key human geographical features of our local area? Or How has our local area changed over time?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 6	SPRING 6	<p>Can we choose the UK's most important monarch?</p> <p><b>Qu: What have these famous Britons got in common?</b></p> <p><b>Qu: When did some of our most famous monarchs rule?</b></p> <p><b>Qu: What can we discover about Britain's earliest monarchs?</b></p> <p><b>Qu: Were medieval monarchs all mighty?</b></p> <p><b>Qu: What stands out about Henry VIII and Elizabeth I?</b></p> <p><b>Qu: Why did the UK kill their king?</b></p> <p><b>Qu: Why was Victoria not just a Queen?</b></p> <p><b>Qu: Can we choose a greatest monarch?</b></p>	<p><b>NC Ref: Aspect or Theme since 1066</b>  <b>Focus:</b> Chronological security</p> <p><b>Knowledge of explaining / analysing second order concepts</b> – this unit has a strong focus on the knowledge involved with the concepts of change / continuity and similarity/ difference.</p> <p><b>Knowledge of primary source use</b> – know that a primary source is something made or written at the time being studied, know that we ask questions about sources, suggest new lines of enquiry and make inferences supported by detail(s) from a source.</p> <p><b>Knowledge of historical interpretations/ representations of the past</b> – depending on resources selected, this unit can offer the opportunity to develop knowledge about how monarchs have been represented in different ways in portraits, stories or films for example.</p> <p><b>Substantive historical knowledge:</b> chronological knowledge and understanding of the sequence and duration of the main time periods. Key features of the role and power of selected monarch in differing periods in the past. Knowing some of the key dates and key terms of UK History. Key first order concept knowledge – monarch, ruler, 'the people', power, democracy, law. The monarchs suggested for this unit have been selected to allow development of knowledge of some of the changing aspects of monarchy.</p>	<p>Monarch - Greek origin, one who rules alone. Usually for life.</p> <p>Saxon</p> <p>Medieval change Tudor</p> <p>Stuart continuity</p> <p>Georgian transformation</p> <p>Victorian century</p> <p>Twentieth Century similarity</p> <p>Post war difference</p> <p>Monarch monarchy</p> <p>ruler crown</p> <p>sovereign reign</p> <p>heir hereditary</p> <p>constitutional</p> <p>warrior soldier</p> <p>power</p> <p>democracy law</p> <p>The people.</p>	<p>Background knowledge contained in the DC MTP</p>	

## Year 6 Summer Term Plan

### Has life got better for children in Britain?

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment (Tasks to demonstrate if pupil is ARE)
YEAR 6	SUMMER	<p>Qu: What was going on here?</p> <p>Qu: What did happen when the Romans left?</p> <p>Qu: What can we discover about having fun long ago?</p> <p>Qu: How did having fun change over the centuries?</p> <p>Qu: Did everyone enjoy themselves in the past?</p> <p>Qu: Having fun! What has changed since the Romans left?</p>	<p>NC ref: Aspect or theme since 1066 (Changing life for children).</p> <p>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>Explain/ analyse second order concepts:</b> this unit has a strong focus on the concepts of change / continuity and similarity/ difference.</p> <p><b>Primary source use:</b> ask questions about sources, suggest new lines of enquiry and make supported inference.</p> <p><b>Interpretations/ representations of the past:</b> not the focus of this unit.</p> <p>Teachers will want to look at the materials used in the unit to ensure that differences between primary sources and historical interpretations/ representations are made clear.</p>	<p>Medieval change</p> <p>Tudor continuity</p> <p>Georgian transformation</p> <p>Victorian century</p> <p>Twentieth Century similarity</p> <p>Post war difference</p> <p>leisure technology</p> <p>class pastimes</p>	<p><b>Resources:</b> primary sources on this theme are widely available. A collection of suggested sources is available from the Education Durham CPD office. Artefacts also enhance this unit - contact the LRS for details</p>	

PROGRESSION OF SKILLS AND ASSESSMENT TASKS

YEAR GROUP		1	2	3	4	5	6
TOPICS		ABOUT ME LOCAL HISTORY GRACE DARLING	SPECIAL PLACES INVENTIONS HOLIDAYS	STONE AGE ANCIENT EGYPT ANCIENT GREECE	ROMAN EMPIRE ROMAN BRITAIN AFTER THE ROMANS	VIKINGS MAYANS LOCAL HISTORY	LOCAL HISTORY (WW1) MONACHS CHILDHOOD
HISTORICAL KNOWLEDGE	Skills	Pupils can use some very simple historical details about events/ people or places studied in their work and can order some of the main periods in history, including their own lives. They use words to refer to the passage of time within their own and beyond living memory.		Pupil can use some basic historical knowledge about an event/person in written answers and can order most of the main periods in history on a simple timeline. Pupils use some of the key historical terms.		Pupil can use generalised historical knowledge using everyday language to show basic understanding of key features and characteristics. Pupil can order the main periods of history and link them to some important developments. They use a range of key historical terms with accuracy.	
	Suggested Assessment Tasks	Look at these three events/ artefacts from our timeline and put them in date order on your own timeline sheet.	What can you remember about the special event we studied? E.g. the moon landing	Describe one of the important buildings in Bronze Age Britain that we have looked at. Remember to use your history words. ( <i>key terms appropriate to the topic</i> )	Write a factual account of the rebellion of Boudicca. Remember to use your dates and great facts and make sure your report is in chronological order.	Describe two of the important features of Viking longboats. Remember to use the key words we studied.	Describe two of the main features of the work children did in Victorian pits. Write an account of the pit disaster in .... Remember to use your dates and key history words.
EXPLAIN/ ANALYSIS	Skills	Pupils comment upon a simple cause/consequence, change or the importance of an event/ person or place. Pupils comment on similarities or differences between people/ places/ events/ features in different time periods.		Pupil can produce simple generalised answers about some of the concepts we use in history - cause/consequence, change or the importance of an event/ person or place. They comment in general ways on similarities or differences between people/ places/ events/ features in different time periods.		Pupil can begin to make general comments about cause/consequence/similarities & difference /significance in their work.	
	Suggested Assessment Tasks	Look at the toy from 1950 and the toy from 2016. What is the same? What is different?	Why do you think the Queen's Coronation/moon landing was such an important event?	Why was Stonehenge built? Try and think of two reasons. Remember to use your history words.	Describe one or two of the reasons why the Roman army was so successful.	Describe one similarity and one difference between the Vikings and Anglo Saxons. You could think about their jobs and their religion.	Describe 2 of the main changes that took place in our local town during the 19 <sup>th</sup> Century. You could think about building or transport or work.
PRIMARY SOURCE USE	Skills	Pupils sometimes identify a primary source and comment on what the source shows. They suggest simple questions to ask about a primary source or artefact and suggest simple answers to questions about sources/ artefacts.		Pupil can find information from a primary source and put it into their own words. Pupil can suggest some strengths/weaknesses of a source for a particular enquiry and the questions they have about the source.		Pupil can use different types of primary source to investigate a historical issue, make a supported inference and make a general comment upon the utility of a source for an enquiry.	
	Suggested Assessment Tasks	What can you see in the photograph?	Look carefully at the photograph of the kitchen, what can you see? What can you work out about living in 1950?	Look at the 2 artefacts found in the pyramid. What can you work out about the Ancient Egyptians? (Think about their beliefs or clothes)	Look at the piece of Roman glass found at Vindolanda. What does it tell you about Romans? What else would you like to know about the Romans now you have looked at the glass?	Design a web page for a new museum of Anglo-Saxon life. Choose 5 primary sources to include and explain to browsers why you have chosen to include them.	Look at the two primary sources from the Mayans. Which one would be most useful if you were investigating Mayan ideas about religion? What types of primary sources could we use to find out more about the Mayans?



<b>INTERPRETATION</b>	<b>N</b>	Skills	Pupils sometimes identify a historical interpretation /representation and comment upon the message it gives.		Pupils can identify a representation/ interpretation. Pupil can identify the main message of an historical interpretation/ representation.		Pupil can study and compare 2 historical interpretations to identify the main similarities and differences between the two.	
	Suggested Assessment Tasks	How does the artist's painting make you feel about Grace Darling?	Think about all the things we have studied. What do you think should be included in a painting of a Victorian seaside scene?	Write a letter to Disney telling them why you disagree with how 'The Croods' shows the Stone Age. Remember to use your history words.	Look at the two paintings of Roman towns. What differences can you spot between the two paintings? Why might the paintings show differences?	Look at Alcuin's account of the Viking raid. It is his view on what happened. Do you think Alcuin's view can be trusted? Tell me your reasons.	Look at the two accounts of life in a Victorian town. What are the main messages of each account? Why are there such differences between the two accounts?	

	Autumn	Spring	Summer
Y1	I'm making history	Can I be a history detective?	Who helped make history?
	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>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 (Grace Darling)</li> <li>Significant historical events, people and places in their own locality.</li> </ul>
Y2	Why are some places special?	Fantastic Firsts!	How have our holidays changed over time?
	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>

	Autumn	Spring	Summer
Y3	Who were the first builders?	Why did the Ancient Egyptians build pyramids?	How have the Greeks shaped my world?
	changes in Britain from the Stone Age to the Iron Age	the achievements of the earliest civilizations	Ancient Greece
Y4	Why did the Romans march through Durham?	What was daily life like for Romans?	What happened when the Romans left Britain?
	a local history study	the Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots
Y5	Were the Vikings really vicious?	Who was making history in faraway places in the year 1000?	Who was Norman Cornish?
	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a non-European society that provides contrasts with British history	a local history study
Y6	What's in a name?	Can we choose the UK's most important monarch?	Has life got better for children in Britain?
	a local history study	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

MAYANS  
LOCAL HISTORY

LOCAL HISTORY (WW1)  
MONACHS  
CHILDHOOD