

History Long Term Plan

National Curriculum coverage

Additional content to support the GC

Key concepts to be compared and contrasted over different enquiries (characteristic features of periods studied)			
<u>Settlements</u>	<u>Society</u>	<u>Power</u>	<u>Invasion</u>
What were the houses like in this period of history?	What were peoples' daily lives like in this period of history?	Who was in charge and who made the decisions in this period of history?	Who invaded who and why in this period of history?
<u>Vocabulary which could relate to this concept</u>	<u>Vocabulary which could relate to this concept</u>	<u>Vocabulary which could relate to this concept</u>	<u>Vocabulary which could relate to this concept</u>
dwelling, land use, local, national, settlement hierarchy, natural resources, wattle and daub, wood, clay, brick, thatched, communal, terraced, community, electricity, commodities, hygiene	tax, civilization, community, wealth, class, education, occupation, poverty, peasantry, religion, culture, leisure, hierarchy, education, transport, entertainment, technology, industry, protest, rebellion, language, music, art, clothing	monarchy, democracy, dictatorship, fascism, communism, military, tyranny, queen, king, major, duke, emperor, pharaoh, duchess, election, parliament, voting, oppression, crime and punishment, control, union	empire, national, global, resources, naval, armed forces, battle, soldier, conscientious objector, trade, indigenous, commodity, fort, castle, Commonwealth

Foundation stage

Guidance

ULG: Past and present

Children at the expected level of development will:

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

	Autumn	Spring	Summer
Nursery	Identity and Diversity	Justice and Equity	Sustainable Development
	<ul style="list-style-type: none"> ● Power - through monarchy in stories ● Leadership in school - why we have rules & who makes them ● Settlements- children's own sense of belonging in their families and communities & similarities and differences between them ● Remembrance (Invasion) ● Local history- MITNE- Farming 		
Reception	Identity and Diversity	Sustainable Development	Peace and Conflict
	<ul style="list-style-type: none"> ● Power - through monarchy in stories ● Leadership in school - why we have rules & who makes them ● Settlements- children's own sense of belonging in their families and communities & similarities and differences between them ● Local history- MITNE- Farming 		
	<p>Topic Guy Fawkes and King James Core concepts: Settlement, Society, Power, Invasion</p> <p>Topic Remembrance (Invasion) Core concepts: Settlement, Society, Power, Invasion</p> <p>Topic The Birth of Jesus and King Herod</p>	<p>Topic Life of Jesus (Easter Story) Core concepts: Settlement, Society, Power, Invasion</p> <p>Topic Family History Core concepts: Settlement, Society, Power, Invasion</p> <p>Topic Local history- MITNE- Farming</p>	<p>Topic Famous pirates Core concepts: Settlement, Society, Power, Invasion</p>

	Core concepts: Settlement, Society, Power, Invasion	Core concepts: Settlement, Society, Power, Invasion	
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Key Stage 1

<p><u>National Curriculum objectives</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - 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. 	<p><u>Guidance</u></p> <p>Children should:</p> <ul style="list-style-type: none"> - have an awareness of the past- common words and phrases - know where the people and events fit in a chronological framework - recognise similarities and differences between periods - ask and answer questions - understand some of the ways we find out about the past.
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Year 1	Identity and Diversity	Social Justice	Globalisation and Interdependence
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Topic

The history of our locality.

Key Question

What was life like in Ponteland in the past?

Sub Questions

- How can I be a good historian?
- What are the similarities and differences between Ponteland now and in the past?
- How do we know what Ponteland was like in the past?
- How did Ponteland change over time?
- What jobs did people have in Ponteland in the past?
- How did people travel in the past?
- What is the significance of Ponteland landmarks?
- What is the Pele tower?
- What is a blacksmith?
- How old is the church?
- How old is the Blackbird?
- Were all the buildings built at the same time in Ponteland?

National Curriculum objective

-significant historical events, people and places in their own locality.

-the lives of significant individuals in the past who have contributed to national and international achievements.

Key Vocabulary

Catholic, Protestant, Pele Tower, blacksmith, Parliament, gunpowder,

Topic

History of grandparents, significant events in own lifetime

Key Question

What was life like in the 1960's?

Sub Questions

- How was life different during the 1960's?
- Why do historians divide up time?
- When were the 1960's?
- Who was alive during the 1960's?
- What do people I know remember about the 1960s?
- What was life like during the 1960's?
- How do we know what happened during the 1960's?
- How do our most popular toys and games compare to the 1960s?
- Why were there no smart toys or games in the 1960s?
- Who is Sir Tim Berners Lee?

National Curriculum objective

-changes within living memory (parents/grandparents/great grandparents). Where appropriate, these should be used to reveal aspects of change in national life

Key Vocabulary

Past, decade, family tree, moon landing, internet, computers, Sir Tim Berners

Topic

Key explorers

Key Question

What does it take to be a great explorer?

Sub Questions

- Who was Ranulph Fiennes?
- Why is Ranulph Fiennes in the Guinness World Records?
- Who was Amy Johnson?
- How do Amy Johnson's achievements compare to Ranulphs?
- Who was Christopher Columbus?
- Why did Christopher Columbus sail across an unknown ocean?
- Who was Neil Armstrong?
- Why was Neil Armstrong's small step also a great leap forward?
- Are you the kind of person who could be a Mars explorer?

National Curriculum objective

-the lives of significant individuals in the past who have contributed to national and international achievements.

Key Vocabulary

Explorer, continent, Atlantic Ocean, America, discover, invade, conquer, Antarctica, the moon, Mount Everest, slavery, indigeneous, Native American

Core concepts: Settlement, Society, Power, Invasion

	<p>century, treaty, legend, coach inn, vicarage, carriage, Guy Fawkes, Victorian, lighthouse, lifeboat, RNLi</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p> <p><u>Supporting text/book</u> Ponteland 1000 years of history</p>	<p>Lee, Neil Armstrong, Buzz Aldrin, VHS, Cassette tape, World Cup</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p>	
		<p><u>Topic</u> Local history- MITNE- Bridges and local landmarks</p> <p><u>Key question</u> What historical events led to the construction of our local landmarks?</p> <p><u>Sub Questions</u></p> <ul style="list-style-type: none"> ● Where is the North East? ● What is a landmark? ● What landmarks is the North East famous for? ● What is a bridge? ● Why are the landmarks famous? ● When was the Tyne Bridge opened? ● What happened at the opening of the Tyne Bridge? ● How do you build a bridge? <p><u>Key Vocabulary</u> Tyne Bridge, Millennium Bridge, Angel of the North, St James Park, construction, Gateshead, Newcastle, landmark.</p>	

		Core concepts: Settlement, Society, Power, Invasion	
Year 2	Power and Governance	Sustainable development	Peace and conflict
	<p>Topic The Great Fire of London</p> <p>Key Question Who was to blame for the Great Fire of London?</p> <p>Sub questions</p> <ul style="list-style-type: none"> • What was life like in London in 1666? • What jobs did people do in 1666? • What order did events happen during the Great Fire of London? • Who was to blame for the Great Fire of London? • What were the similarities and differences between the Grenfell Tower fire and the Great Fire of London? • What caused the fire and who was to blame? • Why was it unfair? <p>National Curriculum objective - 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]</p>	<p>Topic Local history- MITNE- Inventors</p> <p>Key question How did inventions change society in the North East?</p> <p>Sub questions</p> <ul style="list-style-type: none"> • What is an invention? • Why is Cragside House important? • What is hydroelectric power? • Which inventions were created in the North East? • Who is William Armstrong and what did he invent? • How does a water wheel work? • What positive impact has Greggs had on society in the North East? • What is the Stephenson Rocket and how has it helped society? <p>Key Vocabulary Inventor, invention, hydroelectric power, power house, Chronological, William Armstrong, George Stephenson, Stephenson Rocket</p>	<p>Topic World War II- The homefront</p> <p>Key Question What would it have been like to be an evacuee during World War II?</p> <p>Sub questions</p> <ul style="list-style-type: none"> • Why did World War II start? • Who caused World War II? • What was life like for soldiers? • What happened to children? • What would happen to families in the city and in the countryside? • How was peace resumed at the end of the war? • What changed in society during the war and how do we know? <p>National Curriculum objective -Changes within living memory (parents/grandparents/great grandparents). Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Key Vocabulary evacuated, evacuee, ration, countryside, city, air raid, home front, army, navy, air force.</p>

	<p><u>Key Vocabulary</u> government, mayor, king, monarchy, extinguish <u>Core concepts:</u> Settlement, Society, Power, Invasion</p> <p><u>Supporting text/book</u> You wouldn't want to be in the Great Fire of London (non-fiction)</p>	<p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p>	<p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p>
	<p><u>Topic</u> The Monarchy and Government today</p> <p><u>Key Question</u> Who is in charge of our country in 2021?</p>		

Key Stage 2

<p><u>National Curriculum objectives</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - the achievements of the earliest civilizations – 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 - Britain’s settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Ancient Greece – a study of Greek life and achievements and their influence on the western world - a non-European society that provides contrast with British history – 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 900-1300. - a local history study 	<p><u>Guidance</u></p> <p>Children should:</p> <ul style="list-style-type: none"> - have a chronologically secure knowledge and understanding of British, local and world history - be able to note connections, contrasts and trends over time - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources
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Year 3	Power and Governance	Sustainable development	Globalisation and interdependence
	<p><u>Topic</u> World history- An overview of the earliest civilizations</p> <p><u>Key Question</u> What makes a civilization?</p> <p><u>National Curriculum objective</u> -the achievements of the earliest civilizations –an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The</p>	<p><u>Topic</u> Local History- Made in the North East- Castles</p> <p><u>Key Question</u> Why are there so many castles located in the North East of England?</p> <p><u>Sub questions</u></p> <ul style="list-style-type: none"> ● What is a castle? ● When was the medieval period? 	<p><u>Topic</u> British history- Stone Age to Iron Age</p> <p><u>Key Question</u> How did life change in Britain from the Stone Age to the Iron Age?</p> <p><u>Sub questions</u></p> <ul style="list-style-type: none"> ● When was the Stone Age/ Bronze Age/ Iron Age? ● Why do historians divide the

Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

Key Vocabulary

Laws, culture, writing, religion, protection, language, agriculture

Core concepts: Settlement, Society, Power, Invasion

Topic

World history- Ancient Egypt

Key Question

What was it like to live in Ancient Egypt?

Sub questions

- Who were the Ancient Egyptians?
- When did they live? Where did they live?
- Why was the River Nile so important to the Ancient Egyptians?
- Who was in charge during the Ancient Egyptian period?
- Who is Howard Carter?
- What was daily life like in Ancient Egypt?
- How do we know?

National Curriculum objective

-the achievements of the earliest civilizations
-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

Key Vocabulary

- Where can we find castles in the North East?
- How are castles a good form of defence?
- Who lived/lives in castles?
- What was life like for a variety of people in a castle?
- Who was in charge of a castle?
- What is our most local castle and why is it important?
- How do we know?

National Curriculum objective

- a local history study

Key Vocabulary

medieval, fortified, battlements, walls, towers, moats, turret, ramparts, drawbridge, portcullis, bailey, tower, keep, crenulation, feudal, knight, artisan, Lady, Lord, coat of arms

Core concepts: Settlement, Society, Power, Invasion

Stone Age into the Palaeolithic, Mesolithic and Neolithic periods?

- How much did life change when man learned how to farm?
- What can we learn about the Stone Age from a study of Skara Brae?
- Why did they build Stonehenge?
- How should we remember the Bronze Age?
- What was life like in the Iron Age and how do we know?

National Curriculum objective

-Changes in Britain from the Stone Age to the Iron Age

Key Vocabulary

palaeolithic, mesolithic, neolithic, bronze, iron, alloy, roundhouse, hillfort, weapon, tool, flint, burial, monument, artefact, archaeology.

Core concepts: Settlement, Society, Power, Invasion

Supporting text/book

Stone Age Boy

pharaoh, pyramid, civilization, Nile,
crops, tomb, priest, noble, farmer,
craftsman, Gods, linen, headdress.

Core concepts: Settlement, Society,
Power, Invasion

Topic

British/Local History- The Romans

Key Question

How did the arrival of the Romans change Britain?

Sub questions

- Who are the Romans?
- Where did they come from?
- Why did Emperor Claudius want to invade Britain?
- Why did the Romans nearly lose control of Britain?
- Why did Emperor Hadrian build a wall?
- How do we know so much about the towns the Romans built in Britain?
- Why did the Romans organise gladiatorial games?

National Curriculum objective

- The Roman Empire and its impact on Britain

Key Vocabulary

empire, emperor, resources, town, town hall, bath house, soldier, Latin, chariot, theatre, road, coin, fort, tunic, stola, Christianity, gladiator.

Core concepts: Settlement, Society, Power, Invasion

Year 4	Social Justice and Equity	Identity and Diversity	Sustainable development
	<p><u>Topic</u> British History- Vikings and Anglo Saxons</p> <p><u>Key Question</u> Who were the Anglo-Saxons and how do we know what was important to them?</p> <p><u>Sub questions</u></p> <ul style="list-style-type: none"> • Where did the Anglo-Saxons settle in Britain? • How does Scandinavia compare to the UK? • What was life like for an Anglo-Saxon? • What was the Battle of Hastings? • What was a Viking village like? • What were Norse symbols? <p>*We also cover kings of Britain during Anglo-Saxon times (King Ethelred, King Vortigern, King Arthur)</p> <p><u>National Curriculum objective</u></p> <p>-Britain settlement by Anglo-Saxons and Scots</p> <p>-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Britain)</p> <p><u>Key Vocabulary</u> invasion, kingdom, settlement, resources, monarchy, migration, rule, impact, raid, monastery, longship,</p>	<p><u>Topic</u> Ancient/world History - Ancient Greeks</p> <p><u>Key Question</u> Who were the Ancient Greeks?</p> <p><u>Sub questions</u></p> <ul style="list-style-type: none"> • How does Greece compare to the UK? • What are the Olympics? • What are the Ancient Greek myths? • What have I learned about Greece? <p>*We also cover Ancient Greek religions (gods and goddesses)</p> <p><u>National Curriculum objective</u></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Key Vocabulary</u> gods/goddesses, religion, beliefs, sacrifice, worship, parthenon, myth, acropolis, culture, cuisine, olympics, philosophers, democracy, theatre, underworld, Mount Olympus, pottery</p> <p><u>Core concepts:</u> Settlement, invasion, power, society</p>	

	<p>Europe, conquered, Saxony, Jutes, Danes, voyage, pillage, battle, defence</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p>		
	<p>Topic- GC History</p> <p>Modern history - Civil rights movement- Martin Luther King Jr, Sojourner Truth, Ruby Bridges, Bristol Bus Boycott</p> <p>Key Question Why are people treated differently based on race?</p> <p>Sub questions</p> <ul style="list-style-type: none"> • What is slavery? • What is it like in Africa? • Who was Abraham Lincoln? • What is segregation? • What is the Black Lives Matter Movement? <p>Key Vocabulary Segregation, civil rights, aspirations, Emancipation Proclamation, revolution, independence, slave trade, discrimination, Jim Crow, union and confederacy, president, racism, aspiration, liberation</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p> <p>Supporting text/book</p>	<p>Topic Local History - Made in the North East - Transport</p> <p>Key Question What is my local area like?</p> <p>Sub questions</p> <ul style="list-style-type: none"> • Where is our local area? • What does our local area look like? • What are the buildings like? • Why do people visit my local area? • Why were the buildings built? • How is the land used? • What is human and physical geography? <p>National Curriculum objective - a local history study</p> <p>Key Vocabulary Riverbed, airport, intercity, budget, Northumbria, village, town, city, land use, urban, rural, connections, global, local, purpose, landmarks, society</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p>	

	The Youngest Marcher, Only Passing Through		
Year 5	Social Justice and Equity	Identity and Diversity	Globalisation and interdependence Power and Governance
	<p><u>Topic</u> The British Empire- Invasion as the aspect/theme of study</p> <p><u>Key Question</u> Why did Britain once rule the largest empire the world has ever seen?</p> <p><u>Sub questions</u></p> <ul style="list-style-type: none"> • What does it mean to be a Historian? • Why did the sun never set on the British Empire? • Why did Britain build an empire? • Why was slavery abolished? • What happened to the British Empire? • Who was influential in the abolition of slavery? <p><u>National Curriculum objective</u> -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Key Vocabulary</u> resource, naval force, Christianity, colony, sovereign, commonwealth</p>	<p><u>Topic</u> World history- The Ancient Maya</p> <p><u>Key Question</u> Why did the Maya change the way they lived?</p> <p><u>Sub questions</u></p> <ul style="list-style-type: none"> • Who are the Maya people and where do they live? • What are the main occupations of Maya people today? • What did John and Frederick rediscover in 1839? • What do the ruins of Chichen Itza tell us about the lives of ancient Maya? • Why do historians know so much about ancient Maya society? • Why was pok-a-tok more than just a ball game? • Why did the ancient Maya leave their jungle cities? <p><u>National Curriculum objective</u> -a non-European society that contrasts with British history – 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 900-1300. (World)</p>	

	<p>Core concepts: Settlement, Society, Power, Invasion</p>	<p>Key Vocabulary jungle city, temple, farming, maize, Gods, King, Queen, Pok-a-tok, overpopulation</p> <p>Core concepts: Settlement, Society, Power, Invasion</p>	
	<p>Topic- GC History</p> <p>Poverty in Victorian Britain</p> <p>What was it like to be poor in Victorian Britain?</p> <p>*Explored through English via the core text Street Child.</p>	<p>Topic Local History- Made in the North East- Mining</p> <p>Key Question Why is mining so important to the North East?</p> <p>Sub questions</p> <ul style="list-style-type: none"> ● Why was mining so important in this part of the country? ● When was mining a part of the North East? ● How is coal formed? ● What jobs did miners do? ● What is the Durham Miners Gala? ● What happened in The Felling Pit Disaster? ● How did the mining community influence music and poetry? ● What impact has mining had on 	

		<p>local North East communities?</p> <ul style="list-style-type: none"> • What impact did Margaret Thatcher have on the mining industry? <p><u>National Curriculum objective</u> - a local history study</p> <p><u>Key Vocabulary</u> colliery, pitt, Thatcher, union, coal</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p>	
Year 6	Peace and Conflict	Sustainable development	Human rights
	<p><u>Topic</u> The World Wars- Invasion as the aspect/theme of study</p> <p><u>Key Question</u> How was Britain on the winning side of two World Wars?</p> <p><u>Sub Questions</u></p> <ul style="list-style-type: none"> • When has Britain been involved in conflict? • Which countries were involved in World War 1 and World War 2? • Why did the world go to war in 1939? • How does a country prepare for war? 	<p><u>Topic</u> Local History- Made in the North East- Shipbuilding</p> <p><u>Key Question</u> Why was shipbuilding so important to the North East of England?</p> <p><u>Sub Questions</u></p> <ul style="list-style-type: none"> • Why are ships no longer built on the Tyne? • Where were the North East ships built? • Why was shipbuilding important to the North East? • How was the North East affected by the demise of the shipyards? • What was life like on the 	<p><u>Topic- GC History</u></p> <p><u>Women's suffrage</u> <u>Protest movements in history</u></p> <p><u>Key Question</u> How can we change the world?</p> <p><u>Sub Questions</u></p> <ul style="list-style-type: none"> • What are human rights? • How did the Declaration of Human Rights change the world? • What is a global citizen? • How can voices for change be heard? • How has education law changed over time?

	<ul style="list-style-type: none"> • Trenches - What were they and what was life like in them? • How did a small island win two world wars? • What changes when war is over? • What are the similarities between WW1 and WW2? <p><u>National Curriculum objective</u></p> <p>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Key Vocabulary</u> Peace, conflict, war, truce, invasion, settlement, empire, colonise, foreign, domestic, ally, Allied Powers, Axis Powers, propaganda, border, resource, Windrush, immigration</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p> <p><u>Supporting text/book</u> Letters from the Lighthouse The Last Post Coming to England</p>	<p>shipyards?</p> <ul style="list-style-type: none"> • Which notable ships were built in the North East? • How has the shipbuilding industry changed over time? <p><u>National Curriculum objective</u> - a local history study</p> <p><u>Key Vocabulary</u> Ship, shipyard, industry, development</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p>	<ul style="list-style-type: none"> • How have ordinary people changed the world? • Who were the suffragettes and what did they campaign for? <p><u>Key Vocabulary</u> Protest, movement, peaceful, protest, pressure group, change, campaign, suffrage, equality, vote Suffragette/Suffragist</p> <p><u>Core concepts:</u> Settlement, Society, Power, Invasion</p>
	<p><u>Topic-</u> GC History</p> <p><u>Modern conflict</u></p> <p><u>Key Question</u> Why do countries go to war in modern times?</p>		

	<p><u>Key Vocabulary</u> civil war, militia, paramilitary, parliament, government, terrorism, refugee, displacement</p> <p><u>Supporting text/book</u> Oranges in No Man's Land/the Breadwinner</p>		
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Local history - Made in the North East week		MITNE Book	Other
N	Farming		
R	Farming		
Y1	Bridges		History of Ponteland
Y2	Inventions		
Y3	Castles including the Pele Tower		Hadrian's Wall during Roman topic
Y4	Transport with particular focus on Newcastle airport		
Y5	Mining		
Y6	Ship building		Local history in WW2

British history	
R	Gunpowder Plot
Y1	Britain in the 1960's
Y2	Great Fire of London; Grenfell; WW2: The Homefront; History of the Royal Family

Y3	Romans, Stone Age to Iron Age
Y4	Anglo Saxons, Vikings
Y5	The British Empire
Y6	WW2; Women's Suffrage

World History

R	Famous Pirates
Y1	Explorers
Y2	
Y3	The Ancient Egyptians
Y4	Ancient Greece, Civil Rights Movement
Y5	The Ancient Maya
Y6	WW2; Modern Conflict - Lebanon, Syria, Afghanistan

Skills progression

Chronological Understanding

N	<ul style="list-style-type: none"> • Understand simple words and phrases to describe the past – then and now • Know that they have a birthday • To make comments about when they were a baby e.g. I was in a cot
R	<ul style="list-style-type: none"> • Use simple words and phrases to describe the past – then and now • Understand that they have had more than one birthday • To make comparisons about when they were a baby and now • Know that the days and months change
Y1	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects based on when they happened.
Y2	<ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event.

	<ul style="list-style-type: none"> ● Describe things that happened to themselves and other people in the past and present their findings. ● Understand how to put people, events and objects in order of when they happened, using a timeline.
Y3	<ul style="list-style-type: none"> ● Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE. ● Describe and order significant events within the period studied and compare to present day, using dates. ● Use a timeline to present historical periods and events in chronological order and give reasons for their order.
Y4	<ul style="list-style-type: none"> ● Understand that a timeline can be ordered into BC/AD, BCE/CE and eras. ● Use mathematical skills to help work out the time differences between certain major events in history. ● Describe and order significant events and dates on a timeline using prepositional language. ● Describe significant events within a period of history and how they have evolved over time.
Y5	<ul style="list-style-type: none"> ● Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales. ● Explain how significant events and dates have impacted on a period of time. ● Research and explain the origins of a concept and its development over time.
Y6	<ul style="list-style-type: none"> ● Draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade. ● Independently place features of historical events and people from past societies and periods in a chronological framework. ● Identify and compare changes within and across different periods. ● Argue how a historical concept can have both continuity and change and the impact of this on society.

Understanding of Events, People and Changes in the Past

N	<ul style="list-style-type: none"> ● Talk about old and new possessions of their own ● Recall personal information from stories, pictures and artefacts from the past ● Shows an interest in what they have heard or seen. ● Observe and handle artefacts and use this to make comments
R	<ul style="list-style-type: none"> ● Recall and talk about old and new items within their home and school environment. ● Recall information from stories, pictures and artefacts from the past. ● Makes comments about what they have heard or seen. ● Observe and handle artefacts and use this to begin to ask and answer questions.
Y1	<ul style="list-style-type: none"> ● Recall some facts about people/events within living memory. ● Understand how a location has changed over time. ● Describe how a significant person from the past has contributed to society.
Y2	<ul style="list-style-type: none"> ● Use information given to describe events and people beyond living memory. ● Compare and contrast the differences within a locality over time. ● Give reasons why a significant person in the past may have made decisions in order to bring about change. ● Give examples of how their lives are different to the lives of others in the past.

Y3	<ul style="list-style-type: none"> ● Use information given to describe key features of a time period. ● Identify reasons for and results of people's actions in the past. ● Identify similarities and differences between social classes.
Y4	<ul style="list-style-type: none"> ● Research what life was like and the key features of a given time period. ● Identify similarities and differences between social classes and the causes behind them. ● Identify reasons for and results of peoples' actions in the past and explain the impact on modern life.
Y5	<ul style="list-style-type: none"> ● Research and evaluate what life was like and the key features of a given time period. ● Identify similarities and differences between social classes and the causes behind them, within and between time periods. ● Give own reasons why changes may have occurred, backed up by evidence.
Y6	<ul style="list-style-type: none"> ● Research and formulate an opinion about what life would have been like and the key features of a given time period. ● Analyse trends between different social classes and the causes behind them, within and between time periods. ● Create a structured account of a past event, from multiple perspectives.

Historical Enquiry and Interpretation

N	<ul style="list-style-type: none"> ● Listen to stories from the past. ● Show interest in the stories of others that have happened in the past e.g. other children's birthday parties. ● Show an interest in the lives of people around them and their roles in society.
R	<ul style="list-style-type: none"> ● Recall events from stories from the past. ● Recall some important narratives, characters and figures from the past. ● Talk about the lives of people around them and their roles in society.
Y1	<ul style="list-style-type: none"> ● Explore the different ways in which the past is represented. ● Explore events, look at pictures, objects and artefacts and ask questions to compare. ● Look at books, videos, photographs, pictures and artefacts to build a picture about the past. ● Ask and answer questions about old and new objects.
Y2	<ul style="list-style-type: none"> ● Recall different ways in which the past is represented. ● Ask questions and find out answers about the past. ● Use a wide range of sources, including trips and eye witness accounts to build a picture about the past. ● Identify the difference between primary and secondary sources.
Y3	<ul style="list-style-type: none"> ● Use primary and secondary sources as evidence about the past. ● Ask questions and find answers about the past from a range of sources. ● Explore the idea that there are different accounts of history and why they exist. ● Suggest why certain events happened as they did in history. ● Recognise the part archaeologists have had in helping us understand more about the past.

Y4	<ul style="list-style-type: none"> ● Analyse and evaluate primary and secondary sources to collect evidence about the past. ● Ask questions and find answers about the past, from a range of sources, evaluating the reliability. ● Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis. ● Know that people in the past represent events or ideas in a way that persuades others.
Y5	<ul style="list-style-type: none"> ● Compare and contrast primary and secondary sources to collect evidence about the past. ● Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. ● Investigate own lines of enquiry by posing probing questions to answer. ● Know that people in the past could also have a point of view and that this can affect interpretation. ● Give reasons why there might be different accounts of history. ● Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment. ● Pose a historical hypothesis using primary and secondary sources to reach a reasoned conclusion.
Y6	<ul style="list-style-type: none"> ● Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some may be more significant than others. ● Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints. ● Create a historical account, using existing primary and secondary sources as evidence. ● Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. ● Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Communication

N	<ul style="list-style-type: none"> ● With support, talk about significant events in their own past.
R	<ul style="list-style-type: none"> ● Talk about significant events in their own past. ● Talk, draw and role play events and people from the past.
Y1	<ul style="list-style-type: none"> ● Tell stories and experiences about the past. ● Talk, write, draw and role play events and people from the past.
Y2	<ul style="list-style-type: none"> ● Describe objects, people or events in history, building on others ideas and discussions. ● Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using ICT.
Y3	<ul style="list-style-type: none"> ● Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions.
Y4	<ul style="list-style-type: none"> ● Present opinions that are contradictory to their own. ● Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions coherently.
Y5	<ul style="list-style-type: none"> ● Structure a detailed argument or complex narrative on a period of time. ● Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source.
Y6	<ul style="list-style-type: none"> ● Structure talk and debate in both formal and informal ways by grouping arguments by theme. ● Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support.

Greater Depth	
N	<ul style="list-style-type: none"> •
R	<ul style="list-style-type: none"> • Show understanding that a story was set in the past.
Y1	<ul style="list-style-type: none"> • Give reasons why a story was set in the past. • Explain why certain objects were different in the past. • Ask relevant questions, using artefacts provided.
Y2	<ul style="list-style-type: none"> • Use a timeline to order objects or events chronologically using dates. • Research the past using multiple sources to find relevant information. • Explain why different accounts of the past may vary.
Y3	<ul style="list-style-type: none"> • Use mathematical knowledge to work out how long ago events happened. • Describe and explain events using cause and effect. • Begin to use more than one source of information to bring together a conclusion about a historical event.
Y4	<ul style="list-style-type: none"> • Use mathematical skills to round up time differences into centuries and decades. • Communicate knowledge and understanding offering points of view based on their research. • Recognise that people's way of life in the past was dictated by a variety of factors.
Y5	<ul style="list-style-type: none"> • Explain how major events have impacted on our lives, such as medicine, technology and natural disasters. • Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. • Explore mankind's greatest follies from a specific time period.
Y6	<ul style="list-style-type: none"> • Compare the advancements from two different time periods. • Suggest relationships between causes in history. • Compare mankind's greatest follies from one or more time periods.