



## History Curriculum

### Intent:

- At Corporation Road we prioritise an engaging history curriculum that catches the attention of all ages. It is a cohesive curriculum that teaches skills and knowledge from EYFS to Y6.
- **The common theme across all topics is belonging, with a key question being ‘What was it like to be a ....’, which identifies belonging to a certain period in history.**
- **Other golden threads include key people, scientific achievements and rule of law.**
- **There is a close link to geography which includes why people settle and how they identify with their surroundings through time.**
- History at Corporation Road starts within children’s homes, then links to the local area, and branches out globally. Each part of the history curriculum is relevant to the children in Darlington.
- It is a progressive history curriculum with clearly defined expectations of knowledge and skills for each year group, which builds on previous learning.
- Children are inspired to research events in school and by visiting the range of museums in the North East.
- Children can order events in time; finding differences and similarities; writing and talking about the past; using different sources of information; asking and answering questions, with the aim to link ‘then’ with ‘now.’
- All children will develop this knowledge using transferrable skills.  
English, computing, art and collaborative skills are used to explore and learn about the past.

**EYFS**

**ELGS that feed into History: Understanding the World**

*Past and Present:* The children will be able to talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They can show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.

**Communication and Language:**

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

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

**Year 1**

**Toys**

Tell the difference between past and present in own and other people's lives through toys.

Sequence some events or 2 related objects in order.

**People Who Help Us**

What was it like to live in Stuart times?

The Fire of London & Samuel Pepys

Place 3 people, events or objects in order using a given scale.

**In the Park**

(Geography based)

What was it like to be a Victorian?

Queen Victoria & Pease family

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

Sequence events in Victorian times.

**Year 2**

**Year 3**

**Transport**

What was it like to be an explorer?

Know what life was like on a ship and how people lived in England at that time.

Trains/Locomotion 1

George Stephenson

Captain Cook

Sequence artefacts/events. Begin to use dates

**The Stone Age**

What was it like to live in the stone age?

To know periods of time (BC/AD)

**Dirty Beasts**

What was it like to live in Victorian times?

Poverty & health

Mary Seacole/ Florence Nightingale.

Create a simple timeline with 4/5 events from Victorian times in relation to now.

**The Rainforest**

Geography based topic

**The Seaside**

(Geography based)

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

Create a timeline with several events from facts known.

**Ancient Egypt**

What was it like to be an Egyptian?

Society & slavery

|               |  |  |  |
|---------------|--|--|--|
|               | <p><b>Darlington- Local Study</b></p> <p>Stockton and Darlington railway &amp; The Rocket<br/>George Stephenson &amp; Edward Pease<br/>Put events, people, places and artefacts on a timeline.<br/>Use correct terminology to describe events in the past.</p> |  | <p>Put events, people, places and artefacts on a timeline.<br/>Use correct terminology to describe events in the past. Place on a time line including previous events (Stone Age, Darlington railways, Fire of London, Queen Victoria).</p>                  |
| <b>Year 4</b> | <p><b>Ancient Greece</b></p> <p>What was it like to live in Ancient Greece? Ancient Greek society compared to ancient Britons<br/><br/>Put events, people, places and artefacts on a timeline using BC and dates</p>   | <p><b>Brazil</b></p> <p>Geography based topic<br/><br/>Portuguese colonisation of Brazil 1500 and consequences.<br/>Pedro Alvares Cabral<br/>The Slave Trade in Brazil</p>   | <p><b>The Roman Empire</b></p> <p>What was it like to be a Roman in Britain?<br/>Boudicca, Hadrian, significant achievements &amp; legacy<br/>Place current study on time line in relation to other studies know and sequence key events of time studied</p> |
| <b>Year 5</b> | <p><b>Invaders &amp; Settlers</b></p> <p>What was it like to be invaded?<br/><br/>Daily life of Anglo-Saxons and Vikings and impact on Britain<br/><br/>Chronology of Romans, Saxons, Vikings</p>  | <p><b>The Tudors</b></p> <p>What was it like to be a Tudor?<br/>Tudor life Know what it was like to live in Tudor times- towns, sanitation, plague.<br/>Henry V111, Francis Drake, Shakespeare<br/>Place current study on time line in relation to other studies</p> | <p><b>Rivers</b></p> <p>Geography based topic<br/><br/>Origins of Darlington as an Anglo-Saxon settlement.</p>   |
| <b>Year 6</b> | <p><b>Britain at War</b></p> <p>What was it like to live through the war?<br/>Winston Churchill, Adolf Hitler.<br/>Names date of any significant event studied from past and place it correctly on a timeline.</p>   | <p><b>Early Islam</b></p> <p>How Bagdad was different to London around 9000AD<br/>The House of Wisdom<br/>Ibn Battuta and The Five Pillars</p>   | <p><b>Across the Atlantic</b></p> <p>Geography based topic<br/><br/>The colonisation of America.<br/>Columbus, Amerigo Vespucci<br/>To know when and why the Slave Trade began.</p>  |

SCHOOL

| History Changes over time (living memory)  |   | Topic: Toys   | Term: Autumn | Year: 1   |
|--|---|---|--------------|---|
| <b>Foundations of previous learning:</b><br>Uses words and phrases such as recently, before, after, now, later.<br>Uses past and present when telling others about an event.<br>Can sequence two events or objects in order. |   |   |              |   |
| Unit Learning  |   |   |              |   |
| NC Objective - Coverage  | Skills  | Knowledge   |              | Vocabulary  |
| <b>Changes Over Time</b><br>To know events beyond living memory that are significant nationally or globally.<br><br><b>TRIP: Bowes Museum</b>  | <u><b>Chronological understanding</b></u><br>Uses words and phrases: old, new, young, days and months.<br>Remembers parts of stories and memories about the past.<br><u><b>Historical interpretation</b></u><br>Begins to identify and recount some details from the past from sources (e.g. pictures, stories).<br><u><b>Historical enquiry</b></u><br>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).<br><u><b>Continuity and Change</b></u><br>Begins to identify and recount some details from the past from sources (e.g. pictures, stories). | <u><b>Knowledge and understanding</b></u><br>Tell the difference between past and present in own and other people's lives.<br><br>To know which toys are played with when they were babies, toddler, children and teenagers.<br>To know how toys and games that parents and grandparents played with are different to the present day.<br><br>Compare toys from the past with the present.<br>That toys have changed over time.<br>Identify changes that were made.<br>Understand why changes were made.<br>Use simple vocabulary relating to the past and present.<br>To know where to find the answers to their questions (family member, book, computer etc.). |              | Past<br>Sources<br>Present<br>Old<br>New<br>Newer<br>Older<br>Changes<br>Toys<br>Sequence<br>Days\months<br>Better<br>Young<br>Years<br>Memories<br>Stories<br>Recount<br>Information |
|  | Assessment of Skills  | Assessment of Knowledge   |              |   |
|  | I can use words and phrases such as old, new, now and then.<br>I can place objects in order of age.<br>I can recount some details about the past  | <u><b>Can you name old toys from the past?</b></u><br>Meccano, Teddy, Crayola crayons, train sets, toy soldiers, tea sets, rocking horse, dolls, dolls house, peg dolls, yo-yo, cup and ball.<br><u><b>Can you explain how toys have changed?</b></u><br>Materials, how they moved, where they were made, who would have played with them.<br><u><b>Can you explain where we to find answers about the past?</b></u><br>Grandparents/older people, museums, watching TV/films, researching on the internet, reading non-fiction books.  |              |   |

COMMUNITY PRIMARY SCHOOL

| History   |  | Topic: People Who Help Us   | Term: Spring   | Year: 1  |
|---|--|---|--|--|
| <p><b>Foundations of previous learning:</b><br/>           Children know about similarities and differences in relation to places, people, objects, materials and living things.<br/>           They talk about the features of their own immediate environment and how environments might vary from one another.<br/>           Uses past and present when telling others about an event. Can sequence two events or objects in order.</p> |  |   |  |  |
| Unit Learning   |  |   |  |  |
| NC Objective - Coverage   | Skills   | Knowledge   | Vocabulary   |  |
| <p>To look at the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>VISITORS: firefighters / police / vets / dentist / nurse.</b></p>   | <p><b>Chronological understanding</b><br/>           Uses words and phrases such as recently, before, after, now, later.<br/>           Puts 3 people, events or objects in order using a given scale.<br/>           Uses past and present when telling others about an event.</p> <p><b>Historical interpretation &amp; enquiry</b><br/>           Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).<br/>           Understands why some people in the past did things.</p> <p><b>Organisation and communication</b><br/>           Describes objects, people and events.<br/>           Writes simple stories and recounts about the past.</p> <p><b>Continuity &amp; Change</b><br/>           What has remained the same from the period, and what has changed?<br/>           What has changed as a result of the past?</p> | <p><b>Knowledge and understanding</b><br/>           Uses information to describe the past.<br/>           Uses information to describe differences between then and now.<br/>           Recounts main events from a significant period in history. The Great Fire of London<br/> <b>What was it like to live in Stuart times?</b><br/> <b>Rule of law-</b> The monarchy- Charles 11,<br/> <b>Key person-</b> Pepys<br/> <b>Invention-</b><br/>           Know when &amp; where the fire took place.<br/>           List and explain the events and timings of the Great Fire.<br/>           Know what made the fire spread so quickly.<br/>           Know how the fire stayed alight for so long.<br/>           Know the changes made after the fire.<br/>           Know how people found out about the fire.<br/>           Know about artists and diaries and their role in recording information – Samuel Pepys<br/>           Reflect on the events and how they influence change now.</p> | <p>Past<br/>           Present<br/>           Significant events<br/>           House of Stuart<br/>           Stuart kings<br/>           Charles 1 &amp; 11<br/>           Thomas Farynor<br/>           King Charles II<br/>           Pudding Lane<br/>           1666<br/>           Samuel Pepys</p> | <p>First, before, after<br/>           Destroyed<br/>           Timber<br/>           Thatched roof<br/>           Time line<br/>           Decade<br/>           baker<br/>           smoke<br/>           fire<br/>           leather bucket<br/>           River Thames<br/>           Maid<br/>           flames<br/>           escape<br/>           window<br/>           climbed<br/>           frightened<br/>           burning<br/>           wooden<br/>           buildings<br/>           Lord Mayor<br/>           River Thames<br/>           water<br/>           squirts<br/>           fire hooks<br/>           burned<br/>           diary</p> |
|   | Assessment of Skills   | Assessment of Knowledge   |  |  |
|   | <p>I can sequence some events or 2 related objects in order from the fire of London.</p> <p>I can create a time line to include Stuart times in relation to now.</p> <p>I know that photos, books and pictures can be used to learn about the past.</p>  | <p><b>Where did the fire take place and why?</b><br/>           A baker's shop, on Pudding Lane in London. It started because the owner of a bakery (Thomas Farriner) forgot to put the fire out in an oven the night before.</p> <p><b>Why did the fire spread and keep burning?</b><br/>           Lots of people's houses were made from wood and straw and the houses were built close together.</p> <p><b>Who wrote a diary about the fire of London and what did it say?</b><br/>           Samuel Pepys and it said that he told King Charles that the house needed to be pulled down to stop the fire.</p> <p><b>What important lessons have we learned about the fire of London?</b><br/>           Houses shouldn't be made from wood or straw.<br/>           Streets need to be wider so houses can be further apart.<br/>           Act quickly.</p>   |  |  |

| History   |   | Topic: In The Park   | Term: Summer  | Year: 1  |
|---|---|--|---|--|
| <p><b>Foundations of previous learning:</b><br/>           Children know about similarities and differences in relation to places, people, objects, materials and living things.<br/>           They talk about the features of their own immediate environment and how environments might vary from one another.<br/>           They make observations of animals and plants and explain why some things occur, and talk about changes.<br/>           Begin to understand how people lived in the past- living in Stuart times during the fire of London.</p> |   |  |   |  |
| Unit Learning   |   |  |   |  |
| NC Objective - Coverage   | Skills  | Knowledge  | Vocabulary  |  |
| <p>To know events beyond living memory that are significant nationally or globally.</p> <p>To know significant historical events, people and places in their own locality</p> <p><b>TRIP: local park</b></p>  | <p><b>Chronological understanding</b><br/>           Use words and phrases such as past and present, now and Victorian. Sequence events</p> <p><b>Knowledge and understanding</b><br/>           To use information to describe things from the past and compare to now.</p> <p><b>Historical interpretation &amp; enquiry</b><br/>           Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)<br/>           Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.</p> <p><b>Continuity &amp; Change</b><br/>           What has remained the same from the period, and what has changed?<br/>           What has changed as a result of the past?<br/>           Why have some the same?</p> | <p><b>What was it like to be a Victorian?</b><br/>           Who was Queen Victoria?<br/>           What life was like in Victorian times- changes in industry, towns and cities, police and crime.</p> <p>Why parks were established (first one in NE).<br/>           Know how Victorian parks are similar/different from Victorian to present day.<br/>           Know what the Victorians did for recreational activities in the park.<br/>           Know what was in a Victorian park (Link to South Park and Hardwick Park).</p> <p><b>Key people-</b> Pease family<br/>           Queen Victoria</p> <p><b>Inventions-</b>Penny Farthing</p> | Victorians<br>Past<br>Present<br>Bandstand<br>Public<br>Philanthropy<br>Pease | Park<br>Changes<br>Old<br>New<br>Local<br>Recent |
|   | Assessment of Skills  | Assessment of Knowledge  |   |  |
|   | <p>I can sort pictures to show how parks have changed since the Victorian times.</p> <p>I can describe objects, people and events.</p> <p>I can write simple stories / recounts about the past.</p>   | <p><b>How does your park look different to a Victorian park?</b><br/>           They had bandstands and only some have them now.<br/>           Bands would have played music in a Victorian park.<br/>           We have play equipment now.</p> <p><b>What can you do in your park that Victorians didn't do in a park?</b><br/>           Play on equipment. Victorians would have taken their own toys. Practise sports e.g. football pitch, basketball courts, gym equipment.</p> <p><b>Who was Edward Pease?</b><br/>           He helped to develop the Darlington to Stockton railway.</p>   |   |  |

| History/Geography  |   | Topic: Voyages   | Term: Autumn   | Year: 2 |
|--|---|--|--|---------|
| <p><b>Foundations of previous learning:</b><br/>           Children know about similarities and differences in relation to places and times in history-(Stuart times, Victorian time- the park).<br/>           Vocabulary associated with the passing of time.<br/>           An early understanding of how to use different sources to answer simple questions about the past.<br/>           An understanding of sequencing events/photos/people.</p> |   |  |  |         |
| Unit Learning  |   |  |  |         |
| NC Objective - Coverage  | Skills  | Knowledge  | Vocabulary   |         |
| <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Pupils should be taught about significant historical events, people and places in their own locality.</p>  | <p><b>Chronology:</b> Sequence artefacts/events. Begin to use dates</p> <p><b>Historical Enquiry</b><br/>           Use a range of information to find out about the past (books, pictures, eye-witness accounts, photos, artefacts, buildings and visits, internet).<br/>           Asks and answers questions such as: 'What was it like for a ....?', 'What happened in the past?', 'How long ago did .... happen?'</p> <p><b>Interpreting History</b><br/>           Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays<br/>           Understands why some people in the past did things.</p> <p><b>Continuity &amp; Change</b><br/>           What has remained the same from the period, and what has changed?<br/>           What has changed as a result of the past?<br/>           Why have some the same?</p> | <p><b>'What was it like to be an explorer?'</b><br/>           Know what life was like on a ship and how people lived in England at that time.</p> <p><b>Key people:</b> Captain Cook and George Stephenson<br/>           Rule of law on a ship.<br/> <b>Invention:</b> the compass and Locomotion No.1</p> <p><b>(Trincomalee Museum)</b></p>  | vessel<br>mast<br>deck<br>crew<br>voyage<br>loyal<br>dedicated<br>vast<br>artefact<br>Captain<br>Train<br>Locomotion No.1<br>Stockton<br>Darlington<br>Railway |         |
|  | Assessment of Skills  | Assessment of Knowledge  |  |         |
|  | <p>I can use a range of media to understand about events in the past.<br/>           I can talk about people and the actions they did in the past.<br/>           I can compare child's life now to what it would have been like in the past/ on a ship.</p>  | <p><b>Who was Captain Cook?</b><br/>           He was an English explorer</p> <p><b>Where did he sail to?</b><br/>           He made 3 voyages to the Pacific Ocean. He found the East coast of Australia. He sailed around the world twice in his life time.</p> <p><b>Describe life on a ship.</b><br/>           The majority of the crew were known as able seamen. They worked running and maintaining the ship. A surgeon, cook, carpenters to maintain the woodwork on the ship, sailmakers to repair and maintain the sails, a botanist to study local plants and animals, an artist who painted pictures of the scenes they discovered and gunners who were in charge of defending the ship. There were also 12 marines to keep law and order on the ship in case arguments broke out between crew members. Sailed for long periods of time without stopping. Food was stored on the ship. Captain – in charge of the ship. The children might recall 1 or more facts</p> <p><b>Who was George Stephenson?</b><br/>           A British engineer and inventor<br/>           Known as the 'Father of the railways'<br/>           Invented the Locomotive<br/>           The Locomotion No1 pulled the first passenger train<br/>           The children might recall 1 or more facts about him</p> |  |         |

|  |  | Topic: Dirty Beasts  | Term: Spring  | Year: 2 |
|--|--|--|---|---------|
| <p><b>Foundations of previous learning:</b><br/>           Children know about similarities and differences in relation to places and times in history-(Stuart times)<br/> <b>Links to Y1 the Victorian Park, Living during the great fire of London &amp; Y2 Voyages</b><br/>           Vocabulary associated with the passing of time<br/>           An early understanding of how to use different sources to answer simple questions about the past.<br/>           An understanding of sequencing events/photos/people</p>  |  |  |   |         |
| Unit Learning  |  |  |   |         |
| NC Objective - Coverage  | Skills   | Knowledge  | Vocabulary  |         |
| <p>To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To know events beyond living memory that are significant nationally</p> <p>To understand the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know significant historical events, people and places in their own locality.</p> <p><a href="https://www.historylearningsite.co.uk/a-history-of-medicine/history-hygiene-timeline/">https://www.historylearningsite.co.uk/a-history-of-medicine/history-hygiene-timeline/</a><br/> <a href="https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/7">https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/7</a></p> <p><b>Links to RE- Early Islamic civilisation</b><br/> <b>Science – Louis Pastuer</b></p> | <p><b>Causes and Consequences</b><br/>           Recognise why people did things<br/>           Recognise why some events happened</p> <p><b>Chronology skills</b><br/>           Create a simple timeline with 4/5 events from Victorian times in relation to now.</p> <p><b>Create a more extended time line (including fire of London)</b></p> <p><b>Continuity &amp; Change</b><br/>           What has remained the same from the period, and what has changed?<br/>           What has changed as a result of the past?<br/>           Why have some the same?</p> | <p><b>What was it like to live in Victorian times?</b> Study the lives of significant women drawn from the history of Britain related to health &amp; welfare: Mary Seacole/ Florence Nightingale.</p> <p>(medicine, hospitals, sanitation, disease)<br/>           Know what nurses did in the past.<br/>           Know where MS and FN served.<br/>           Know how hospitals changed as a result of their work.</p>   | Health<br>Nurse/nursing<br>Hospitals/patients<br>Disease<br>Bacteria<br>Crimean war<br>Battle/ battlefield<br>Injury<br>Sanitary conditions<br>hygiene<br>uniform<br>antiseptic<br>surgery<br>convalescence |         |
|  | Assessment of Skills   | Assessment of Knowledge  |   |         |
|  | <p>I can give an account using language of time and specific dates.</p> <p>I can draw a timeline and place different significant events on it including events from previous topics.</p>   | <p><b>What were hospitals like in in the past?</b><br/>           The buildings looked different in some cases they were places of worship. Doctors didn't wear masks or gloves. There were seats where people watched operations. Candles instead of electric lights. There weren't lots of special machines to help people feel better. Nurses outfits were different</p> <p><b>Why was Florence Nightingale called 'The Lady with the Lamp'?</b><br/>           She would carry a lamp, walk among the beds where injured soldiers lay, checking on them.</p> <p><b>Why did hospitals need to change?</b><br/>           So that doctors and nurses could deal with the illnesses and diseases that have developed over the years.<br/>           So that they could provide the right help to sick people.</p> <p><b>Why was Mary Seacole important?</b><br/>           She was a Jamaican nurse who sold food and drink to soldiers. She used the money she earned to buy medicine and she would help soldiers from both sides.</p> |   |         |



|  |   | Topic: The Seaside   | Term: Summer   | Year: 2 |
|--|---|--|--|---------|
| <p><b>Foundations of previous learning:</b><br/> <b>Links to Y1 the Victorian Park &amp; Y2 Voyages, Dirty Beasts</b><br/>           Children know about similarities and differences in relation to places and times in history-what life was like in the 1800s.<br/>           Recognise why people did things e.g. Lives of significant women drawn from the history of Britain related to health &amp; welfare: Mary Seacole/ Florence Nightingale.<br/>           Recognise why some events happened.<br/>           Recognise what happened as a result of people's actions or events.</p> |   |  |  |         |
| Unit Learning  |   |  |  |         |
| NC Objective - Coverage  | Skills  | Knowledge  | Vocabulary   |         |
| <p>To describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>To know significant historical events, people and places in their own locality.</p>  | <p><b>Historical Enquiry</b><br/>           Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites<br/>           Communicate understanding of the past in a variety of ways</p> <p><b>Chronology skills</b><br/>           Create a timeline with several events.</p> <p><b>Continuity &amp; Change</b><br/>           What has remained the same from the period, and what has changed?<br/>           What has changed as a result of the past?<br/>           Why have some the same?</p> | <p><b>What was it like on a Victorian holiday?</b><br/>           Growth of towns and cities in Victorian times. Poverty and wealth.<br/>           Victorian case study- Saltburn<br/>           Know who went on holiday in the past and where.<br/>           Know what activities were available for visitors.<br/>           Know how holidays have changed over time.</p> <p>Reasons for the growth of the seaside town, houses, railway.<br/>           How recreation at the seaside has changed.</p>  | Map<br>Coordinates<br>cliff<br>beach<br>bay<br>rock pool,<br>promenade<br>pier<br>jetty<br>breakers<br>amusements<br>dunes<br>route<br>comparison<br>climate |         |
|  | Assessment of Skills  | Assessment of Knowledge  |  |         |
|  | <p>To describe how holidays have changed using a variety of sources and media.</p>  | <p><b>Why was Saltburn a popular Victorian holiday destination?</b><br/>           The fresh seaside air was good for people<br/>           Easy to get there on the train - spend a day or a longer amount of time there.<br/>           Seaside towns built piers to encourage visitors to come<br/>           Places to stay which lots of people could afford to pay for.<br/>           People could get away from the busy cities they lived in.</p> <p><b>What did Victorians do at Saltburn?</b><br/>           Walking along the pier, watching Punch and Judy shows<br/>           Eat ice cream<br/>           Build sandcastles<br/>           Eat fish and chips<br/>           Donkey rides<br/>           Bathing huts or paddle if they couldn't afford to hire a hut.</p> <p><b>How are holidays different now?</b><br/>           Book them online<br/>           Go abroad or stay in England<br/>           Go at any time of the year – Winter, Summer etc<br/>           Different types – ski, city break, beach holiday<br/>           Fly, drive or on a boat to get there<br/>           Different places to stay – hotel, cottage, caravan.<br/>           Children will not be expected to name all of the above</p> |  |         |

|  |   | Topic: The Stone Age   | Term: Autumn 1  | Year: 3 |
|--|---|--|---|---------|
| <b>Foundations of previous learning: How lives have changed- the victorians</b><br>Uses words and phrases: old, new, young, days and months.<br>Sequence some events or 2 related objects in order.<br>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.<br>Recognise why some events happened. Recognise what happened as a result of people's actions or events. |   |  |   |         |
| Unit Learning  |   |  |   |         |
| NC Objective - Coverage  | Skills  | Knowledge  | Vocabulary  |         |
| Changes in Britain from the Stone Age to the Iron Age.   | <b>Chronological understanding</b><br>Understand passing of time from stone age and identify on a time line<br><b>Knowledge and understanding</b><br>Be able to gather information from texts.<br>Tell the difference between past and present in own and other people's lives.<br><b>Historical enquiry</b><br>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).<br><b>Continuity &amp; Change</b><br>What has remained the same from the period, and what has changed?<br>What has changed as a result of the past?<br>Why have some the same? | <b>What was it like to live in the stone age?</b><br>To know periods of time (BC/AD and place on time line).<br>To compare people then and now.<br>Be able to use their knowledge and understanding to answers simple questions about the Stone Age and changes in settlement.<br>How tools affected changes in landscape.<br>Be able to give some reasons for particular events and changes in time.<br>Daily life of Stone Age man.<br>Case studies- how do we know about them?  | Before<br>After<br>Now<br>Later<br>Past<br>Present<br>Century<br>Period of time<br>AD<br>BC<br>ice age<br>extinction<br>Disease<br>evidence<br>deduction<br>source<br>jaws<br>teeth<br>skeleton<br>muscles<br>palaeontologist<br>identify<br>prehistoric<br>land formation<br>Cretaceous<br>Mesozoic<br>Triassic<br>Jurassic<br>mya (million years ago) |         |
|  | <b>Assessment of Skills</b><br>I can use historical sources to discuss the stone age.<br>I can create a time line with events from the past.  | <b>Assessment of Knowledge</b><br><b>Why did Stone Age man settle in certain parts of the land?</b><br>They settled where there were things that they need such as lots of land and rivers/streams of water.<br>The land was essential for animals and farming.<br><b>Can you name a stone age tool and what it was used for?</b><br>Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone. People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons.<br>Stone Age people cut up their food with sharpened stones and cooked it on a fire. These included hand axes, spear points for hunting large game, scrapers which could be used to prepare animal hides and awls for shredding plant fibres and making clothing. Not all Stone Age tools were made of stone.<br><b>What did stone aged man eat?</b><br>Their diets included meat from wild animals and birds, leaves, roots and fruit from plants, and fish/shellfish. Diets would have varied according to what was available locally.<br><b>How did stone age shelters change?</b><br>Beginning they lived in caves as shelters and protection from wild animals.<br>Huts and tepees made from animal skin, thatch, turf and wooden posts, so they could move around to find enough food.<br>Near the end of the period they built more permanent homes to become food producers. Houses become more structured and rectangular, constructed from timber. Made from wattle and daub and had thatched roofs. |   |         |

**Foundations of previous learning:****Y1 Victorian Park, Y2 Transport, Y2 Victorian holidays, Dirty Beasts.**

To know periods of time (BC/AD and place on time line).

To compare people then and now.

Be able to use their knowledge and understanding to answers simple questions about changes in settlement.

How tools affected changes in landscape.

Be able to give some reasons for particular events and changes in time.

Introduction to George Stephenson and the Stockton to Darlington railway

**Unit Learning**

| NC Objective - Coverage   | Skills  | Knowledge  | Vocabulary   |
|---|---|--|--|
| <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Significant historical events, people and places in their own locality.</p> | <p><b>Chronology</b><br/>Put events, people, places and artefacts on a timeline.<br/>Use correct terminology to describe events in the past.</p> <p><b>Historical Enquiry</b><br/>Suggest where we might find answers to questions considering a range of sources.<br/>Understand that knowledge about the past is constructed from a variety of sources.</p> <p><b>Causes and Consequences</b><br/>Identify and give reasons for historical events, situations and changes.<br/>Identify some of the results of historical events, situations and changes.</p> <p><b>Continuity &amp; Change</b><br/>What has remained the same from the period, and what has changed?<br/>What has changed as a result of the past?<br/>Why have some the same?</p> | <p><b>Key people:</b> George Stephenson biography.<br/>Edward Pease Philanthropist, Quaker<br/>The Rocket invention<br/>Stockton and Darlington railway and how it changed passenger travel (link to Saltburn).<br/>What was the impact of the railway on Darlington? (economy, coal).</p>   | <p>Locomotive<br/>Passenger<br/>Station<br/>Influential<br/>Development<br/>Technology<br/>Steam<br/>Diesel<br/>Route<br/>Society<br/>Artefact<br/>Evidence<br/>Sequence</p> |
|   | <p><b>Assessment of Skills</b></p>  | <p><b>Assessment of Knowledge</b></p>  |  |
|   | <p>To compare original railroad maps to most recent. What has stayed the same and what has changed? Why?<br/>To locate key stations on a range of maps.<br/>To identify symbol for railways on maps.</p>  | <p><b>Who was George Stephenson?</b><br/>English engineer and principal inventor of the railroad locomotive. Stephenson was a pioneering railway engineer and inventor of the 'Rocket', the most famous early railway locomotive. Renowned as the father of railways.</p> <p><b>How did the Stockton and Darlington railway change passenger travel?</b><br/>The Stockton and Darlington Railway was a railway company that operated in north-east England from 1825 to 1863. The world's first public railway to use steam locomotives, its first line connected collieries near Shildon with Darlington and Stockton-on-Tees. It was officially opened on 27 September 1825. The movement of coal to ships rapidly became a lucrative business, and the line was soon extended to a new port at Middlesbrough. While coal wagons were hauled by steam locomotives from the start, passengers were carried in coaches drawn by horses until carriages hauled by steam locomotives were introduced in 1833. People were able to travel further and faster because of the locomotive.</p> <p><b>What was the impact of the railway on Darlington?</b><br/>It brought more people to Darlington. Factories and houses were built which meant that Darlington got more money.</p> |  |

|   |   | Topic: The Ancient Egyptians  | Term: Summer  | Year: 3 |
|---|---|---|---|---------|
| <b>Foundations of previous learning: The Stone Age</b><br>To know periods of time (BC/AD and place on time line).<br>To compare people then and now.<br>Be able to use their knowledge and understanding to answers simple questions about the stone age and changes in settlement. Be able to give some reasons for particular events and changes in time. |   |   |   |         |
| Unit Learning   |   |   |   |         |
| NC Objective - Coverage   | Skills  | Knowledge   | Vocabulary  |         |
| The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.   | <b>Chronology</b><br>Put events, people, places and artefacts on a timeline.<br>Use correct terminology to describe events in the past. Place on a time line including previous events (Stone Age, Darlington railways, Fire of London, Queen Victoria).<br><b>Causes and Consequences</b><br>Identify and give reasons for historical events, situations and changes.<br>Identify some of the results of historical events, situations and changes.<br><b>Continuity &amp; Change</b><br>What has remained the same from the period, and what has changed?<br>What has changed as a result of the past?<br>Why have some things stayed the same? | <b>What was it like to be an Egyptian?</b><br>Rule of law, What did the Ancient Egyptians eat, wear, how they lived.<br>Society and slavery, inventions.<br>Study a pharaoh- Tutankhamun and discovery of the tomb.<br><br>Egyptian religion, Gods and Goddesses.   | papyrus<br>pharaoh<br>pyramid<br>tomb<br>sarcophagus<br>dynasty<br>mummy<br>hieroglyphs<br>edict<br>authority<br>afterlife<br>temple<br>worship<br>architecture<br>preserve |         |
|   | <b>Assessment of Skills</b><br><br>Construct a timeline.<br>Use range of evidence to describe what life was like in ancient Egypt.  | <b>Assessment of Knowledge</b><br><br><b>Who was Tutankhamun?</b><br>Tutankhamun became pharaoh after the death of his father Akhenaten.<br><b>Can you describe what it was like to be a child in ancient Egypt?</b><br>Free to play and have fun until around 5 years old. Played games and did things to get stronger. At 5, they would start to have a different life. If the children were from rich families, most likely, they would learn to read and write. They would be taught mathematics, writing, reading and science from their family or from tutors. Sometimes, the tutors were slaves. Other children would be taught to work. Children would learn to farm and to make things such as wood crafts or clothing. Some girls would be taught to take care of their homes and to be homemakers. During this time, the children did not just work but they also were allowed to play. Play and work went hand in hand. If the children worked for a while, they would take a break and would play games or play with their toys. The games that children would play would be games that would teach them to have good hand and eye coordination or to make them stronger or smarter.<br><b>Can you describe the mummification process?</b><br>Insert a hook through a hole near the nose and pull out part of the brain. Make a cut on the left side of the body near the tummy. Remove all internal organs. Let the internal organs dry. Place the lungs, intestines, stomach and liver inside canopic jars.<br>Place the heart back inside the body.<br><b>Describe some Egyptians Gods and Goddesses.</b><br><b>Osiris</b> - God of the underworld. <b>Isis</b> - Mother Goddess. <b>Nut</b> - Star Goddess. <b>RA</b> - Sun of God. Head of a falcon. <b>Thoth</b> - Moon God. Beak of an ibis. <b>Anubis</b> - Death God. Head of jackal and guider to the next world |   |         |

|   |  | Topic: Ancient Greece  | Term: Autumn   | Year: 4   |
|---|--|--|--|---|
| <b>Foundations of previous learning: The Ancient Egyptians</b><br>To know periods of time (BC/AD and place on time line)<br>To compare people then and now.<br>Be able to use their knowledge and understanding to answers simple questions about the Stone Age and changes in settlement.<br>Be able to give some reasons for particular events and changes in time. |  |  |  |   |
| Unit Learning   |  |  |  |   |
| NC Objective - Coverage   | Skills   | Knowledge  | Vocabulary   |   |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world.   | <b>Chronology</b><br>Put events, people, places and artefacts on a timeline.<br>Use correct terminology to describe events in the past.<br><b>Historical Enquiry</b><br>Suggest where we might find answers to questions considering a range of sources.<br>Understand that knowledge about the past is constructed from a variety of sources.<br><b>Interpreting History</b><br>Be aware that different versions of the past may exist and begin to suggest reasons for this<br><b>Causes and Consequences</b><br>Identify and give reasons for historical events, situations and changes.<br><b>Continuity &amp; Change</b><br>What has remained the same from the period, and what has changed?<br>What has changed as a result of the past?<br>Why have some the same?   | <b>What was it like to live in Ancient Greece?</b><br>The beginnings of ancient Greek society- why they settled.<br>Who were the ancient Greeks compared to Ancient Britons?<br><br>Rule of law: to understand how democracy started in Ancient Greece.<br><br>To know the nature of the first Olympic Games.<br><br>To know the significance of the Athens and Sparta states in Ancient Greece and how they identified. | Sparta<br>Athens<br>Persia<br>King<br>Darius<br>Acropolis<br>Marathon<br>Persian | Doric column<br>tunic<br>Olympics<br>helmet<br>vase<br>soldier<br>empire<br>stadium<br>citizen<br>armour<br>enemies<br>slaves<br>Parthenon<br>Ancient Greece<br>democracy<br>gymnasium<br>city state<br>hoplite<br>Pheidippides |
|   | Assessment of Skills   | Assessment of Knowledge  |  |   |
| Name dates of significant events in Ancient Greece.<br>Explain the reasons for the Battle of Marathon and the results.  | <b>Why did the ancient Greeks settle in Greece?</b><br>Geographical formations including mountains, seas and islands formed natural barriers between Greek city –states and forced the Greeks to settle along the coast. Colonial expansion was to trade and gain more good land to feed off of.<br><b>Can you give some facts about the first Olympics?</b><br>It was to celebrate excellence and honour the god Zeus. The first few Olympics just had a running race and only lasted one day, but more events got added later and it became a five day event. Sports included: running, long jump, discus, javelin, wrestling, boxing, the pankration, and equestrian races. Did not allow women to compete and only unmarried women were allowed to spectate. Instead of receiving gold silver and bronze medals, there was only one victor in each of the events and they were rewarded with a wreath (wild olive leaf crown)<br><b>Why was Sparta famous?</b><br>Famous for its powerful army.<br><b>Why was Athens important in Greece?</b><br>Athens was the largest and most influential of the Greek city-states. It had many fine buildings and was named after the Greek goddess Athena, the goddess of wisdom and warfare. The Athenians invented democracy. |  |  |   |

|   |   | Topic: The Roman Empire   | Term: Summer  | Year: 4   |
|---|---|---|---|---|
| <p><b>Foundations of previous learning: Ancient Greeks and Egyptians</b><br/>           Ancient Greece – a study of Greek life and achievements and their influence on the western world.<br/>           Develop increasingly secure chronological knowledge and understanding of history, local, British and world.<br/>           Put events, people, places and artefacts on a timeline.<br/>           Use correct terminology to describe events in the past.<br/>           Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> |   |   |   |   |
| Unit Learning   |   |   |   |   |
| NC Objective - Coverage   | Skills  | Knowledge   | Vocabulary  |   |
| The Roman empire and its impact on Britain.   | <p><b>Chronology:</b> place current study on time line in relation to other studies know and sequence key events of time studied</p> <p><b>Historical Terms</b><br/>           Develop use of appropriate subject terminology, such as: empire, civilisation, and monarch.</p> <p><b>Historical Enquiry</b><br/>           Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance. Suggest where we might find answers to questions considering a range of sources.</p> <p><b>Continuity and Change</b> Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p><b>Significance</b><br/>           Identify and begin to describe historically significant people and events in situations.</p> | <p><b>What was it like to be a Roman?</b></p> <p>To know how the Romans invaded Britain and expanded the Roman Empire.<br/>           Rule of law.<br/>           To know where and why the Romans settled.<br/>           Know some Roman towns and significance in Britain.<br/>           Significant achievements: To know the location of Roman roads and how they were built.</p> <p>To know the role of the Celts and the significance of Boudicca’s revolt.</p>   | Emperor<br>Claudius<br>Julius Caesar<br>Boudicca<br>occupy<br>amphitheatre<br>rebellion | conquer<br>Roman road<br>invasion<br>conquest<br>empire<br>camber<br>highway<br>Hadrian<br>turret<br>milecastle<br>fort<br>Picts<br>Celts<br>chariot<br>shield<br>villa<br>mosaic |
|   | <p><b>Assessment of Skills</b></p> <p>Answer the question ‘What did the Romans do for us?’<br/>           Use historical sources to identify the significance of Boudicca.<br/>           Comment on ways the Romans changed Britain.</p>   | <p><b>Assessment of Knowledge</b></p> <p><b>How did the Roman Empire expand?</b><br/>           Conquered other parts of the world. Military expansion impacted economic growth, bringing enslaved people and loot back to Rome transformed the city and Roman culture.</p> <p><b>Explain who Boudicca was and what she did?</b><br/>           Boudicca was a Celtic queen who is famous for rising up against the Roman occupation in AD60 or 61. She was the joint ruler of the British Iceni tribe, who lived in a region of Britain now known as East Anglia, with her husband, Prasutagus. She was known as the warrior Queen and led a revolt against Roman rule.</p> <p><b>How and why did the Romans build roads?</b><br/>           They built roads as straight as possible in order to travel quickly. Winding roads took longer to get to where you wanted to be. Roman roads varied from simple corduroy roads to paved roads using deep roadbeds of tamped rubble as an underlying layer to ensure that they kept dry, as the water would flow out from between the stones and fragments of rubble, instead of becoming mud in clay soils.</p> <p><b>How did the Romans improve life in Britain?</b><br/>           Introduced the idea of living in big towns and cities. Built roads, traders came to the empire to bring their goods. Taught about hygiene and clean drinking water, a calendar, laws and a legal system, central heating, aqueducts, and concrete.</p> |   |   |

|   |  | Topic: Invaders and Settlers  | Term: Autumn   | Year: 5  |
|---|--|---|--|--|
| <p><b>Foundations of previous learning: The Roman Empire, Ancient Greeks and Egyptians.</b><br/>           To know how the Romans invaded Britain and expanded the Roman Empire.<br/>           To know where and why the Romans settled.<br/>           Know some Roman towns and significance in Britain.<br/>           To know the location of Roman roads and how they were built.<br/>           To know the role of the Celts and the significance of Boudicca's revolt.</p> |  |   |  |  |
| Unit Learning   |  |   |  |  |
| NC Objective - Coverage   | Skills   | Knowledge   | Vocabulary   |  |
| Pupils should be taught about:<br><br>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.<br><br>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.<br><br>Viking raids and invasion and Danegeld<br>Anglo-Saxon laws and justice.  | <p><b>Chronology:</b> use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history</p> <p><b>Similarities and Differences</b><br/>           Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p><b>Significance</b><br/>           Give reasons why some events, people or developments are seen as more significant than others.</p> <p><b>Continuity &amp; Change</b><br/>           What has remained the same from the period, and what has changed?<br/>           What has changed as a result of the past?<br/>           Why have some the same?</p> | <p><b>What was it like to be invaded?</b><br/>           Why Anglo-Saxons settled and where they settled.<br/>           Why did Vikings invade and why did they settle?<br/>           Learn about Anglo – Saxon and Viking settlements and how they compare with today.<br/>           Daily life of Anglo-Saxons and Vikings and compare these with today.<br/>           Rule of law, rituals, daily life.<br/>           Know some Saxon and Viking place names</p>  | Denmark<br>invasion<br>Wessex<br>longship<br>shield<br>skirmishes<br>King Alfred<br>Saxon<br>monks<br>settlers<br>Danelaw<br>Vikings<br>farming<br>Anglo<br>runes<br>archer<br>sword<br>wergild<br>Angles<br>Jutes | thatched<br>Denmark<br>norske<br>Thor<br>quest<br>Frisians<br>Odin<br>Norway<br>monastery<br>Valhalla<br>pagan<br>Picts<br>tunic<br>Valkyries<br>King Cnut<br>Allred the Great<br>Britons<br>Land of Ice and<br>Fire<br>Sweden<br>Danegeld |
|   | Assessment of Skills   | Assessment of Knowledge   |  |  |
|   | Say why some Kings/Leaders are more significant than others and why.<br>Can discuss the differences between different periods of history.  | <p><b>Why did Anglo Saxons and Vikings invade Britain?</b><br/> <b>Anglo Saxons</b> - Liked to fight. Thought the people who lived in Britain were weak. They thought they would be easy to beat without the Romans around. They wanted new homes. They moved their families across to live and brought tools, weapons and animals with them. They wanted to farm. Where they were from it flooded a lot and meant that it was difficult to grow crops. They were invited. When the Picts and Scots started to attack from the North, the Anglo-Saxons were invited to help defend the country.<br/> <b>Vikings</b> - One of the main reasons was a lack of farmland in Scandinavia. There was a large population surge in Scandinavia and there was no longer enough land to go around, so they travelled to Britain where there was plenty of good farmland.<br/> <b>What were villages like in that time?</b><br/>           Viking villages were traditional near the coast. They grew wheat to make bread and beer and raised animals such as sheep, pigs and cattle. Living by the sea meant it was easier for them to travel by boat.<br/> <b>How were the villages ruled and managed?</b><br/>           The kings, sometimes called chieftains were the leaders. They never had any permanent role over the whole realm. Each community had a hall where political, legal and perhaps religious matters were dealt with, and banquets were held.</p> |  |  |

|   |   | Topic: The Tudors   | Term: Spring   | Year: 5 |
|---|---|---|--|---------|
| <p><b>Foundations of previous learning: Y1 Fire Of London, Y2 Victorians, Dirty Beasts- medicine</b><br/>           Know that 1666 was within the Stuart period. Know what it was like to live in Stuart times.<br/>           Study the way of life of people in the more distant past who lived in the local area or elsewhere in Britain.<br/>           Sanitation and hygiene in the past, Victorian case study- Saltburn.</p> |   |   |  |         |
| Unit Learning   |   |   |  |         |
| NC Objective - Coverage   | Skills  | Knowledge   | Vocabulary   |         |
| <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>  | <p><b>Chronology:</b> place current study on time line in relation to other studies know and sequence key events of time studied.<br/> <b>Historical Enquiry</b><br/>           Devise, ask and answer more complex questions Use a range of source material to promote evidence about the past.<br/> <b>Interpreting History</b><br/>           Understand that the past is represented and interpreted in different ways and give reasons for this. E.g. Tudor Propaganda<br/> <b>Causes and Consequences</b><br/>           Begin to offer explanations about why people in the past acted as they did.<br/> <b>Significance</b><br/>           Give reasons why some events, people or developments more significant than others.</p>   | <p><b>What was it like to be a Tudor?</b><br/>           Tudor life Know what it was like to live in Tudor times- towns, sanitation, plague, Rule of Law: Crime and punishment<br/>           Tudor Dynasty: War of the Roses, Battle of Bosworth.<br/> <b>Significant people:</b> Monarchs, Shakespeare, Drake<br/><br/> <b>Inventions and achievements:</b><br/>           A study of medicine, trade and exploration, food, sport, education, portraits and how it influenced today.<br/>           Dissolution of the monasteries &amp; beginning of the Church of England.</p> | <p>Katherine Parr<br/>           Francis Drake<br/>           reign<br/>           Catherine Howard<br/>           Dynasty<br/>           'War of the Roses'<br/>           throne<br/>           civil war<br/>           Lancaster<br/>           heir<br/>           divorced<br/>           beheaded<br/>           plague<br/>           marriage<br/>           jousting<br/>           portrait<br/>           feast<br/>           execution<br/>           Henry VIII<br/>           Catherine of Aragon<br/>           Anne Boleyn<br/>           Jane Seymour<br/>           Anne of Cleves<br/>           Walter Raleigh<br/>           Church of England<br/>           Protestant<br/>           Golden Hind<br/>           Elizabeth I<br/>           Spanish Armada<br/>           wattle and daub</p> |         |
|   | Assessment of Skills  | Assessment of Knowledge   |  |         |
| <p>Answer question: Was the Tudor dynasty a good period for Britain? Use resources to explain.</p>  | <p><b>What was life like in a town during the Plague?</b><br/>           Towns and streets were filthy places with rubbish lying around the streets. Poor sanitation as raw sewage would float down the street. Rats thrived in these towns and their population tripled in London. Dead bodies piled up in the streets. Rich people who had money left and the poor were left to suffer and die.<br/> <b>Name significant people who lived and what they did.</b><br/> <b>King Henry VIII</b> – Six wives, most of whom were not treated well. Two were beheaded. He wanted to look rich and strong. He had jewels sewn into his clothes and ate the finest foods. He also set up the Church of England because the Catholic Church would not let him divorce his first wife to marry Anne Boleyn.<br/> <b>Francis Drake</b> - The most famous seaman of the Elizabethan age, he became the first Englishman to circumnavigate the globe. He was one of the great early European navigators. Vice admiral of the English fleet at the time of the defeat of the Spanish Armada. Had the idea of using fire ships to scatter the Spanish Fleet, making the individual ships more vulnerable to English gunfire.<br/> <b>William Shakespeare</b> – Famous British playwright. Considered to be one of the most talented writers of all time Some of his most famous work includes Macbeth, Twelfth Night and Romeo and Juliet. His theatre group performed in the globe Theatre and a performing arts company is named after him today.<br/> <b>Elizabeth I</b> – the last Tudor monarch and she never married. She is famous for wearing white makeup to cover scars that were leftover when she had smallpox. There were many plots to assassinate her and put her cousin, Mary Queen of Scots, on the throne.<br/> <b>Why was the church of England established?</b><br/>           Henry VIII started the process of creating the Church of England after his split with the Pope and the Catholic Church in the 1530s. Henry was anxious to ensure a male heir after his first wife, Catherine of Aragon, had borne him only a daughter. He wanted his marriage annulled in order to remarry so that he could have a son.</p> |   |  |         |



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

|   |  | Topic: Britain At War  | Term: Autumn | Year: 6  |
|---|--|--|--------------|--|
| <p><b>Foundations of previous learning:</b><br/> Devise, ask and answer more complex questions about the past, considering key concepts in history.<br/> Analyse a range of source material to promote evidence about the past.<br/> Give reasons why some events, people or developments are seen as more significant than others.</p> |  |  |              |  |
| Unit Learning   |  |  |              |  |
| NC Objective - Coverage   | Skills   | Knowledge  |              | Vocabulary   |
| <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>   | <p><b>Chronological understanding</b><br/> Names date of any significant event studied from past and place it correctly on a timeline.<br/> <b>Historical enquiry</b><br/> Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently and give reasons for choices.<br/> Analyse a range of source material to promote evidence about the past.<br/> Construct and organise response by selecting and organising relevant historical data.<br/> <b>Continuity and Change</b><br/> What has remained the same from the period, and what has changed?<br/> What has changed as a result of the past?<br/> Why have some things stayed the same?</p> | <p><b>What was it like to live through the war?</b><br/> To know how varying communities within Britain were affected during the war, e.g. Camaraderie amongst soldiers, Dig for Victory, women at work, underground shelters.<br/> <br/> To know the axis and allies during the World Wars.<br/> <br/> To know the key figures of those involved during the wars, e.g. Winston Churchill, Adolf Hitler.<br/> <br/> To know the significant reasons about how and why the war started.</p>   |              | <p>Air raid shelter<br/> Anne Frank<br/> Allies<br/> Axis<br/> Adolf Hitler<br/> Blitz<br/> Concentration camp<br/> D Day<br/> Evacuee<br/> Holocaust<br/> Nazi<br/> Prisoner of war<br/> Soviet Union<br/> Winston Churchill<br/> Allotment<br/> Britain<br/> Civilians<br/> Civil defence<br/> Coupons<br/> France<br/> Germany<br/> Invaded<br/> Italy<br/> Occupied<br/> Prime Minister<br/> Propaganda<br/> Rationing<br/> Refugee<br/> Siren<br/> Telegram</p> |
|   | <p><b>Assessment of Skills</b><br/> What are some of the main events that happened during the war and where would they be placed on a time line?<br/> Why have significant events from the war been portrayed in different ways to different countries?<br/> Why are not all sources of evidence reliable?</p>   | <p><b>Assessment of Knowledge</b><br/> <b>Which countries involved in the World War?</b><br/> WW1 - The Triple Alliance (Germany, Austria-Hungary and their allies) and The Triple Entente (Great Britain, France and Russia).<br/> WW2 - the Axis Powers (Germany, Italy and Japan) and the Allies (France, Great Britain, the United States the Soviet Union and to a lesser extent, China).<br/> <b>Who were the main leaders of the countries in the war?</b><br/> (WW1) Japan - Hideki Tojo, Soviet Union – Joseph Stalin, United States – Franklin Delano Roosevelt, Great Britain – Winston Churchill and Neville Chamberlain, Italy – Benito Mussolini and Germany – Adolf Hitler<br/> <b>How and why did the war begin?</b><br/> (WW1) It is believed that the main cause of The Great War, was the assassination of Archduke Franz Ferdinand, who was set to become king of Austria-Hungary. On 28th June 1914, he did not take to the thrown due to his assassination by a Serbian group (The Black Hand) member Gavrilo Princip, who believed Serbia should control Bosnia instead of Austria. This is seen as the main cause of World War One as Austria-Hungary blamed Serbia for the shooting and one month later declared war. It is believed that Russia got involved because they had an alliance with Serbia. Furthermore, Germany then declared war on Russia because Germany had an alliance with Austria-Hungary. Finally, Britain declared war on Germany because of its invasion of neutral Belgium, as Britain had agreements to protect both Belgium and France<br/> (WW2) It is believed that World War 2 was a direct result of the turmoil left behind by World War 1, for example Treaty of Versailles, Fascism, Hitler and the Nazi Party and Appeasement and Great Depression.<br/> <b>How was our country kept safe during the Blitz?</b><br/> (WW2) Many measures were taken to protect people from the bombs, for example shelters. People were told to build shelters in their homes and gardens to protect themselves during air raids. A popular one was the Anderson shelter, made from corrugated iron sheets and dug halfway into the ground. In addition to this, people wore gas masks and 'blackout' was enforced.</p> |              |  |

|   |   | Topic: Early Islam   | Term: Spring | Year: 6   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
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| <p><b>Foundations of previous learning: Transport, Rainforest (Geography)</b><br/>           Children know about similarities and differences in relation to places and times in history-what life was like in the 1800s.<br/>           Recognise why people did things e.g. Lives of significant women drawn from the history of Britain related to health &amp; welfare: Mary Seacole/ Florence Nightingale.<br/>           Recognise why some events happened- invasion of Brazil (Y3).<br/>           Recognise what happened as a result of people's actions or events.<br/>           Children know what a voyage is (Y2 transport).</p> |   |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| Unit Learning   |   |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| NC Objective - Coverage   | Skills  | Knowledge  |              | Vocabulary  |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| To study a non-European society that provides 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.   | <p><b>Historical enquiry</b><br/>           Select sources independently and give reasons for choices.<br/>           Analyse a range of source material to promote evidence about the past.</p> <p><b>Continuity &amp; Change</b><br/>           What has remained the same from the period, and what has changed?<br/>           What has changed as a result of the past?<br/>           Why have some the same?</p> <p><b>Chronology</b><br/>           Compare and create a range of timelines from different periods and date ranges.</p> | <p>To know how Baghdad was different to London around 900AD:</p> <ul style="list-style-type: none"> <li>- Know about everyday life in Baghdad</li> <li>- Make comparisons between London and Baghdad</li> <li>- Know that Baghdad was the centre of London 750 years ago</li> </ul> <p>To know about the House of Wisdom:</p> <ul style="list-style-type: none"> <li>- How varied learning was</li> <li>- Who used it</li> <li>- What happened to it</li> </ul> <p>Know who Ibn Battuta was and how his Rihla helped us (He was to put the stories into the proper form of a travel book called a "Rihla". "Rihla" means voyage in Arabic and it was a genre of Arab literature that combined a description of travel with a commentary.<br/>           To know who Ibn Battuta was and where he travelled. To know the Five Pillars of Islam and Haj.</p>   |              | Islam<br>Baghdad<br>Comparisons<br>House of Wisdom<br>Ibn Battuta<br>Voyage<br>Five Pillars<br>Haj<br>Community<br>Culture<br>Influence<br>Originated |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
|   | <p><b>Assessment of Skills</b></p> <p>Place Baghdad in a spatial and temporal framework.<br/>           Place key events on a timeline.<br/>           Use a range of sources of evidence.</p>  | <p><b>Assessment of Knowledge</b></p> <table border="1"> <thead> <tr> <th colspan="2">Name some similarities and differences between Baghdad and London.</th> </tr> <tr> <th>The Islamic World</th> <th>Europe</th> </tr> </thead> <tbody> <tr> <td>About 1 million people lived in Baghdad and its suburbs.</td> <td>About 20,000 people lived in London and its suburbs.</td> </tr> <tr> <td>Gathered and used books from the ancient Greeks/Romans.</td> <td>Ignored the writings of ancient Greeks and Romans.</td> </tr> <tr> <td>Millions of books and many thousands of readers.</td> <td>Very few books and hardly any readers.</td> </tr> <tr> <td>Clean water and good drainage in cities.</td> <td>Unsafe water supplies and very little drainage in cities.</td> </tr> <tr> <td>Used advanced mathematics using Arabic numbers and zero.</td> <td>Very poor mathematics using Roman numerals and no zero.</td> </tr> <tr> <td>Religion tended to encourage scientific study.</td> <td>Religion tended to encourage 'blind' faith,</td> </tr> <tr> <td>General peace across a huge Islamic empire.</td> <td>Many wars between Christian kingdoms.</td> </tr> </tbody> </table> <p><b>What was the house of Wisdom and what happened to it?</b><br/>           Library and a research facility which collected and translated scientific writing. Built in AD 830 in Baghdad and was founded by Caliph Harun Al-Rashid. Destroyed by the Mongol Army in the Siege of Baghdad.</p> <p><b>Who was Ibn Battuta?</b><br/>           Ibn Battuta, who was born in Tangier, Morocco, was a scholar and a traveller. At the age of 21, he set off on his first haji to Mecca. The journey should have taken him 16 months but he did not return home for 24 years.</p> <p><b>What are the Five Pillars of Islam and Haj and how does this effect Islamic people today?</b><br/> <b>Shahadah</b> – "There is no God but Allah, and Muhammad is his messenger." This is the basic statement of the Islamic faith: anyone who cannot recite this wholeheartedly is not a Muslim.<br/> <b>Salah</b> - is the obligatory Muslim prayers, performed five times each day by Muslims. It is the second Pillar of Islam. God ordered Muslims to pray at five set times of day.<br/> <b>Sawm</b> - Muslims are required to fast during Ramadan, the ninth month of the Islamic calendar.<br/> <b>Zakat</b> - is the compulsory giving of a set proportion of one's wealth to charity. It is regarded as a type of worship and of self-purification.<br/> <b>Hajj</b> - Once a year, Muslims gather together in Mecca and stand before the Kaaba praising Allah together. The Hajj makes Muslims feel real importance of life here on earth, and the afterlife, by stripping away all markers of social status, wealth, and pride.</p> |              |   | Name some similarities and differences between Baghdad and London. |  | The Islamic World | Europe | About 1 million people lived in Baghdad and its suburbs. | About 20,000 people lived in London and its suburbs. | Gathered and used books from the ancient Greeks/Romans. | Ignored the writings of ancient Greeks and Romans. | Millions of books and many thousands of readers. | Very few books and hardly any readers. | Clean water and good drainage in cities. | Unsafe water supplies and very little drainage in cities. | Used advanced mathematics using Arabic numbers and zero. | Very poor mathematics using Roman numerals and no zero. | Religion tended to encourage scientific study. | Religion tended to encourage 'blind' faith, |
| Name some similarities and differences between Baghdad and London.  |   |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| The Islamic World   | Europe  |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| About 1 million people lived in Baghdad and its suburbs.  | About 20,000 people lived in London and its suburbs.  |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| Gathered and used books from the ancient Greeks/Romans.   | Ignored the writings of ancient Greeks and Romans.  |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| Millions of books and many thousands of readers.  | Very few books and hardly any readers.  |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| Clean water and good drainage in cities.  | Unsafe water supplies and very little drainage in cities.   |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| Used advanced mathematics using Arabic numbers and zero.  | Very poor mathematics using Roman numerals and no zero.   |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| Religion tended to encourage scientific study.  | Religion tended to encourage 'blind' faith,   |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |
| General peace across a huge Islamic empire.   | Many wars between Christian kingdoms.   |  |              |   |  |  |                   |        |  |  |   |  |  |  |  |   |  |   |  |   |

| Geography based topic.   |   | Topic: Across the Atlantic  | Term: Summer   | Year: 6 |
|--|---|---|--|---------|
| <b>Foundations of previous learning:</b><br>Explorers- Cabral, Drake, Columbus.,<br>The World Wars,<br>Brazil: the slave trade<br>Reign of Queen Elizabeth during the Tudor period in Year 5.  |   |   |  |         |
| Unit Learning  |   |   |  |         |
| NC Objective - Coverage  | Skills  | Knowledge   | Vocabulary   |         |
| A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.   | <p><b>Chronology:</b> place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line</p> <p><b>Historical enquiry</b><br/>           Select sources independently and give reasons for choices.<br/>           Analyse a range of source material to promote evidence about the past.<br/>           Construct and organise response by selecting and organising relevant historical data.</p> <p><b>Continuity &amp; Change</b><br/>           What has remained the same from the period, and what has changed?<br/>           What has changed as a result of the past?<br/>           Why have some the same?</p>  | <p>The colonisation of America.<br/>           Columbus, Amerigo Vespucci</p> <p>To know when and why the Slave Trade began.</p> <p>To know when slavery was abolished in the UK and America.</p> | Slavery<br>Slave Trade<br>Plantations<br>Trans-Atlantic<br>Middle<br>Passage<br>Colonies<br>Slave Trade<br>Triangle<br>Abolished<br>America<br>Africa<br>Europe<br>Auction<br>Human Rights<br>Profit<br>Empire |         |
|  | Assessment of Skills  | Assessment of Knowledge   |  |         |
| <p>What do sources of evidence tell us about this period in history?</p> <p>What are some of the key events that happened during the slave trade? Can you put these on a time line?</p> <p><b>What has changed in society as a result of key people in the past such as Harriet Tubman and Rosa Parks?</b></p> <p>Rosa Parks (1913—2005), also known as ‘the mother of the civil rights movement’ helped initiate the civil rights movement in the United States when she refused to give up her seat to a white man on a Montgomery, Alabama bus in 1955. Her actions inspired the leaders of the local Black community to organize the Montgomery Bus Boycott.</p> <p>Harriet Tubman - In addition to leading more than 300 enslaved people to freedom, Harriet Tubman helped ensure the final defeat of slavery in the United States by aiding the Union during the American Civil War.</p> | <p><b>Which countries colonised America?</b><br/>           Britain, France, Spain and the Netherlands established colonies in North America.</p> <p><b>What was the Slave Trade? What was the Slave Trade Triangle?</b><br/>           The Atlantic slave trade or triangular trade involved the forced enslavement of many millions of Africans and their transport to the Americas, where they were made to work without wages in often inhumane conditions.<br/>           The trade was at its height during the 18th century when Britain was the most active trading nation.</p> <p><b>How and why did slavery end?</b><br/>           From the 1770s in Britain, a movement developed to bring the slave trade to an end. This is known as the abolitionist movement. The work of politicians, ordinary workers, women and the testimonies of formerly enslaved people all contributed to the British abolitionist movement. In 1807, the British Parliament passed the Abolition of the Slave Trade Act. This ended the buying and selling of enslaved people within the British Empire, but it did not protect those already enslaved. Many enslavers continued to trade illegally.<br/>           Hundreds of thousands of people remained enslaved. It took a further 30 years of campaigning before slavery was abolished in most British colonies</p> |   |  |         |