













	Declarative Knowledge	Procedural Knowledge		
		Evidence	Enquiry (Interpretation, cause, change, similarities / difference, significance)	Communication
Chronology: As the children progress through school their timeline will naturally develop showing all history taught.				
National Curriculum PoS: Year 1				
<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 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 				
Have children always lived like me? 	<ul style="list-style-type: none"> Food Stockton History School Toys 	To use historical sources: Photographs People (living) Video Artefacts Books	<ul style="list-style-type: none"> Using a chronological framework (NOT a date timeline) Begin to identify how they are the same and different to given historical subject 	Verbally: <ul style="list-style-type: none"> Answering a simple question using the evidence and historical vocabulary Written <ul style="list-style-type: none"> Label / simple recount
Local Study: How did Stockton get people moving? 	<ul style="list-style-type: none"> Stockton – Darlington Railway Steam locomotives George Stephenson The Rocket 			
National Curriculum PoS: Year 2				
<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 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 Significant historical events, people and places in their own locality. Changes in Britain from the Stone Age to the Iron Age 				
Who was the most significant explorer, Francis Drake or James Cook? 	Francis Drake <ul style="list-style-type: none"> Career Privateer or Pirate? Around the world James Cook <ul style="list-style-type: none"> Career Expeditions Ships Discoveries 	To use historical sources: Newspapers Letters Diaries Travel narrative	<ul style="list-style-type: none"> Use a chronological framework – SIMPLE TIMELINE Identify ways in which we could find out about the past. Use a given historical account / story can identify similarities and differences between now and then. 	Verbally: <ul style="list-style-type: none"> Ask a simple question using historical vocabulary Discuss the effectiveness of sources Written: <ul style="list-style-type: none"> Write a guided extended answer to a historical question.
How did Neolithic families live? 	<ul style="list-style-type: none"> Stone Age Palaeolithic Period Mesolithic Period Neolithic Period Tools Settlement 			

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<p>National Curriculum PoS: Year 3 Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons 				
<p>Boudicca – Heroin or Villain?</p> 	<ul style="list-style-type: none"> Primary and Secondary sources Romans Celts Life – culture Boudicca Boudicca's revolt 	<p>To use historical sources:</p> <ul style="list-style-type: none"> Hand written manuscripts Art Witness statements Books Museum / visit 	<ul style="list-style-type: none"> Use a timeline to order events To identify an opinion in a source. To understand different versions of the past may exist and give reasons for this To identify reasons for and results of peoples actions cause 	<p>Verbally:</p> <ul style="list-style-type: none"> Question why things happen and give explanations <p>Written:</p> <ul style="list-style-type: none"> Write a clear and cohesive guided response using PEEL (point evidence explanation link)
<p>Who were the Anglo Saxons and what happened to them?</p> 	<ul style="list-style-type: none"> Immigration Counties Christianity Alfred the Great 1066 William the Conqueror 			
<p>National Curriculum PoS: Year 4 Establish clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> 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 				
<p>Vikings: Ruthless killers or peaceful settlers?</p> 	<p>Complex terms : BCE / CE</p> <ul style="list-style-type: none"> Viking timeline Raiders from the north Lindisfarne Trade Invasion Danelaw Laws Society Legacy 	<p>To use historical sources:</p> <ul style="list-style-type: none"> Art Maps Religious diaries Witness statements Journals Poems and songs 	<ul style="list-style-type: none"> Use dates and terms related to the passing of time Look for links and affects in time studied connections Offer a reasonable explanation for events Recognise the significance of a historical event on future life. 	<p>Verbally:</p> <ul style="list-style-type: none"> Articulate own opinion of a historical event / story <p>Written</p> <ul style="list-style-type: none"> Write a clear and cohesive guided response using PEEL which incorporates their own findings.

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<p>What was the significance of Henry VIII break with Rome?</p> 	<ul style="list-style-type: none"> Who was Henry VIII Significant dates linked with marriages and break with Rome Catholic Faith Protestant Faith Persecution Parliament Wealth 	<p>To use historical sources:</p> <ul style="list-style-type: none"> Art Maps Religious diaries Witness statements Journals <p>Poems and songs</p>	<ul style="list-style-type: none"> Use dates and terms related to the passing of time Look for links and affects in time studied connections Offer a reasonable explanation for events <p>Recognise the significance of a historical event on future life.</p>	<p>Verbally:</p> <ul style="list-style-type: none"> Articulate own opinion of a historical event / story <p>Written</p> <p>Write a clear and cohesive guided response using PEEL which incorporates their own findings.</p>
<p>National Curriculum PoS: Year 5</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared 				
<p>What were the risks to a poor family in Victorian Britain?</p> 	<ul style="list-style-type: none"> Timeline Health Child Labour Housing Poverty – bias and opinion Crime Society 	<p>To use historical sources:</p> <ul style="list-style-type: none"> Buildings Newspapers Government documents Maps Art Photographs Court documents Archaeology 	<ul style="list-style-type: none"> Confidently use dates and terms related to the passing of time Consider different aspects of the life of different people / classes. contrasts Compare life in early and late times studied trend over time 	<p>Verbally:</p> <ul style="list-style-type: none"> Formulate a speech based on a historical event <p>Written</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information
<p>What was the role of the river Nile in developing the Ancient Egyptian empire?</p> 	<ul style="list-style-type: none"> Nile – continent, countries and size Ancient Egypt cities Ancient Egypt transport Ancient Egypt Technology Trade and civilisation Empire 			

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National Curriculum PoS: Year 6 They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <ul style="list-style-type: none"> • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 				
What was life like in the trenches during WW1? 	<ul style="list-style-type: none"> • Cause • Effect • Trench life • Propaganda • The soldiers 	To use historical sources: <ul style="list-style-type: none"> • Posters • Leaflets • Speeches • Witness statements • Poetry • Letters • Photographs • News reels • Telegrams 	<ul style="list-style-type: none"> • To use historical sources to identify trends • To question the validity of sources – propaganda / fake news • Identify how belief can have an impact on historical events 	Verbally: <ul style="list-style-type: none"> • Debate defending their position linked to a historical event. Written <ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes.
Who was persecuted during the Nazi regime and why? 	<ul style="list-style-type: none"> • German culture 1933 • Success of the Jews • The Nazi party • Propaganda • Rise of The Nazi Party 1933 – 1945 • Persecution of minorities • Persecution of Jews 			