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| Year group | | Autumn | | | | | | | Spring | | | | | | | Summer | | | | |
| **UKS2** | **YEAR A** | **Anglo Saxon and Viking Britain** | | | | | | | | | | | **The Home Front** | | | | | | | |
| **Core Content** | | | | | | | | | | | **Core Content** | | | | | | | |
| **Chronology**   * Identify and note connections, contrasts and trends over time in the everyday lives of people. * Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections. contrasts and trends over time; * Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. | **Communicating History**   * Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives. * Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. * Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. | | | **Investigating the Past**   * Interpretation of evidence through analysis of historical sources from the time. * Making inferences from sources about what they tell us about the past. * Conduct historical enquiry about the reliability of sources. | | | | **Thinking Like a Historian**   * What has changed or remained the same within this period and between others? Are there similarities or differences between certain periods? How was this change brought about? * What were the causes of events in the past and their effects? * What is the significance of certain people/events? How does our understanding of the past help us to make sense of the present? | | | **Chronology**   * Placing the key events of World War II intro chronological order will help pupils understand why the Home Front aims and objectives changed throughout the war. | | **Communicating History**   * Using historical terms, key vocabulary and understanding of the key themes of the period to ask and answer questions. * Pupils will be able to draw out themes from the topic and use these to effectively communicate the key issues within the period. | | **Investigating the Past**   * Pupils will use a range of primary sources throughout each lesson to help understand how historians learn about the past. * They will also consider the value of sources and how they provide historians information about a given period. | | **Thinking Like a Historian**   * Pupils will compare and contrast life on the Home Front. They will be able to draw parallels with modern day life, exploring the government’s involvement in tackling the war effort and modern-day crises such as the COVID-19 pandemic. * Pupils will consider similarities and differences together with change and continuity within the Home Front. | |
| **End Points**   * To understand who the Anglo Saxons were and why they invaded Britain and settled there. * To understand how Christianity arrived in England and the significance of certain individuals and places of heritage. * To discover that many changes took place in the North East of England for the Anglo Saxons during their time. * To analyse a range of sources and evidence from the time as a way of investigating the past. * To be able to answer questions and construct arguments. * To reach a conclusion about how life changed for the Anglo Saxons in the North East of England. | | | | | | | | | | | **End Points**  • To identify the key events of WWII and explain the impact of these upon Britain.  • To explain the role Gas Masks played in helping the British public to feel safe and secure at all times during WWII and evaluate how the government ensured this policy.  • To understand the effect the Blitz had on the British People and judge the extent to which the country developed ‘Blitz Spirit’.  • To understand why rationing was introduced and explain the impact this had on people’s daily lives.  • To explain why the idea of Salvaging and Recycling was first introduced during WWII and evaluate the long-term impacts of such a government programme.  • To explain and evaluate the role of women on the Home Front and judge the extent to which WWII led to progress in the role of women in society.  • To explain the role of the Home Guard, why such an organisation was needed and evaluate their success on the Home Front.  • To describe and explain the key themes of Attack, Defence and Morale and how these are central to any role within the Home Front. How successful were they in Britain’s war effort? | | | | | | | |
| **YEAR B** | **Changing Power of the Monarchy** | | | | | | | | | | | **Victorian Britain** | | | | | | | |
| **Core Content** | | | | | | | | | | | **Core Content** | | | | | | | |
| **Chronology**   * Order an increasing number of significant events, movements and dates on a timeline using dates accurately. * Accurately use dates and terms to describe historical events. | | | **Communicating History**   * Use historical terms to communicate e.g. change – continuity – cause – consequence * Use historical vocabulary e.g. monarch, hereditary, rebellion | | | **Investigating the Past**   * Recognise when they are using primary and secondary sources of information to investigate the past; * Use a wide range of different evidence to collect evidence about the past. * Select relevant sections of information to address historically valid questions and construct detailed, informed responses. | | | | **Thinking Like a Historian**   * Understand where there is change and continuity across time periods. * Identify causes and consequences for events. * Recognise similarity and difference within a period/situation. * Explain the significance of events or people. | **Chronology**   * Use historical language to talk about events and when the e.g. before, then, now, after. * Pupils will be able to understand the concept of change and how significant or long-lasting the effect of key developments were. * Chronologically order life events for individuals such as George Stephenson and William Towers to understand what their life experience may have been like. | **Communicating History**   * Use historical terms to communicate e.g. change – continuity – cause – consequence, chronology – evidence – source – interpretation * Use historical vocabulary e.g. industrial, agriculture, census * Discuss and reach conclusions about the accuracy of historical sources of evidence. | | | | **Investigating the Past**   * Develop source analysis and comprehension skills to discern what individual sources tell us about the past. * Understand that no single source of evidence gives the full answer to questions about the past. * Critically consider why different sources and interpretations may give different views of the past. * Analyse a wide range of evidence in order to justify claims about the past. * Use primary and secondary sources to reach judgements. | | **Thinking Like a Historian**   * Understand how the landscape of Britain changed dramatically after the Industrial Revolution. * Understand the impact of significant individuals such as George Stephenson, Lord Shaftesbury and Dr Barnardo. * Understand and explain the extent of change during the industrialisation of Britain. * Reach a judgement, based upon evidence, on key questions about life in Victorian Britain. |
| **End Points**   * To know the terms ‘absolute monarchy’ and ‘constitutional monarchy’ and be able to identify British monarchs for both systems. * To recognise and describe the differences between both systems. * To know how the power of the monarchy has declined over time, understanding change and continuity, cause and consequence, long/short term, significance and evidence. * To recall the significant events that occurred within key monarchs’ rules and place them on a timeline, for examples, The Harrying of the North, Magna Carta. * To be able to show how these events link to the decline of the various monarchs’ power, for example who takes some of the King’s power with the Magna Carta? * To understand source reliability, as well as understanding the different between primary and secondary source material. | | | | | | | | | | | **End Points**   * To explain what the Industrial Revolution was and how it changed Britain. * To understand some of the key inventions at the time and how they changed ways of working. * To describe the significance of key inventions such as railways. * To understand how the Industrial Revolution changed working conditions in Britain. * To identify the Victorian era. * To identify the three social classes and explain how living conditions differed between the rich and the poor in Victorian Britain. * To understand the attitudes towards the poor in Victorian Britain. * To explain what workhouses were and what the conditions were like. * To explain the significance of key individuals such as Lord Shaftesbury, Dr Barnardo and George Stephenson. * To build a historical account of the past by using primary sources. * To critically analyse a historical interpretation. | | | | | | | |
| **LKS2** | **YEAR A** | **Stone Age to Iron Age** | | | | | | | | | | | **Comparing Ancient Civilisations** | | | | | | | |
| **Core Content** | | | | | | | | | | | **Core Content** | | | | | | | |
| **Chronology**   * Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time * Understand that a timeline can be divided into BC and AD. * Find out about the everyday lives of people in time studied compared with our life today. * Explain how people and events in the past have influenced life today. * Identify key features, aspects and events of the time studied. * Describe connections and contrasts between aspects of history, people, events and artefacts studied. | | **Communicating History**   * Present, communicate and organise ideas about the past including simple written narratives. * Start to present ideas based on their own research about a studied period * Build on prior knowledge to start to gain further understanding of substantive concepts * Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. | | | **Investigating the Past**   * Look at two versions of the same event or story in history and identify differences * Investigate different accounts of historical events and be able to explain some of the reasons why accounts may be different. * Begin to understand some of the ways in which historians and others investigate the past. * Use a range of primary and secondary sources to find out about the past * Construct informed responses about one aspect of life a key even in the past through careful selection and organisation of relevant historical information. * Gather more detail from sources, to build a clearer picture of the past. * Address and devise own questions to find answers about the past. | | | | **Thinking Like a Historian**   * Identify key things that stayed the same and things that changed between periods. * Start to explain the impact of some changes that have happened throughout different periods of time * Identify that there are reasons for continuities and changes across periods of time and explain some of these. * Understand that a cause is something directly linked to events and not just something that happened before it. * Start to understand that there are short and long-term causes of events. * Comment on the importance of different causes for some key events. * Identify and give some examples of how life was different for different people in the same and different periods of time. * Identify and give examples of how life was similar in the past. * Identify historically significant people and events from a period of history and give some detail about what they did or what happened. | | **Chronology**   * Understand where and when first civilisations appeared * Chronologically order ancient civilisations and comment on their position in history | **Communicating History**   * Explain how the achievements of the earliest civilisations have impacted today * Devise our own opinion about the importance of jobs in ancient civilisations and give reasons for this * Research and compare the life and legacy of famous pharaohs, particularly describing the life and legacy of Tutankhamun * Explain how the role of women and children have changed * Explain how Egyptian and Greek achievements have impacted today. | | | | **Investigating the Past**   * Analyse sources and make inferences about Egyptian life. * Analyse primary sources of evidence, understanding who the Egyptians and Greek worshipped. * Make inferences from sources, understanding the changing roles of women and children. | | **Thinking Like a Historian**   * Identify similarities and differences between Ancient Egypt and Greece * Compare everyday like of Ancient Egyptians to those of pre-historic Britain. * Identify similarities and differences between the beliefs of Egyptians and the beliefs of Greeks. * Identify the causes of the end of the Ancient Egyptian and Ancient Greek civilisation. * Explain how Egyptian and Greek achievements have impacted today. |
| **End Points**   * To have knowledge of the changes that occurred from the Stone Age, through the Bronze Age and the Iron Age. * To make comparisons between different types of dwellings (Paleolithic and Neolithic). * To evaluate the difficulties that early man faced in his daily life during the Paleolithic period of Stone Age. * To make inferences about the Stone Age using sources about how early man survived. * To give reasons as to why life changed for the better for Neolithic man when he began to settle and farm. * To recognise what the evidence suggests about life at Skara Brae during the Neolithic period. * To recognise how society/life changed during the Bronze Age and describe how these changes affected daily life. * To understand that iron marked the beginning of the Iron Age and be able to describe the changes that took place. | | | | | | | | | | | **End Points**   * To understand when and where the earliest civilisations appeared. * To compare everyday life of Ancient Egyptians to those of pre-historic Britain. * To understand who the Ancient Greeks were and what life was like for them. * To compare housing from Ancient Egypt and Ancient Greece, identifying similarities and differences. * To describe the life and legacy of Tutankhamun. * To identify similarities and differences between the beliefs of Egyptians and the beliefs of Greeks. * To compare the role of women and children from both civilisations. * To explain how Egyptian and Greek achievements have impacted today. | | | | | | | |
| **YEAR B** | **Roman Empire** | | | | | | | | | | | **Early Islamic Civilisation** | | | | | | | |
| **Core Content** | | | | | | | | | | | **Core Content** | | | | | | | |
| **Chronology**   * Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time * Understand that a timeline can be divided into BC and AD. * Find out about the everyday lives of people in time studied compared with our life today. * Explain how people and events in the past have influenced life today. * Identify key features, aspects and events of the time studied. * Describe connections and contrasts between aspects of history, people, events and artefacts studied. | | | **Communicating History**   * Present, communicate and organise ideas about the past including simple written narratives. * Start to present ideas based on their own research about a studied period * Build on prior knowledge to start to gain further understanding of substantive concepts * Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. | | | **Investigating the Past**   * Look at two versions of the same event or story in history and identify differences * Investigate different accounts of historical events and be able to explain some of the reasons why accounts may be different. * Begin to understand some of the ways in which historians and others investigate the past. * Use a range of primary and secondary sources to find out about the past * Construct informed responses about one aspect of life a key even in the past through careful selection and organisation of relevant historical information. * Gather more detail from sources, to build a clearer picture of the past * Address and devise own questions to find answers about the past. | | | | **Thinking Like a Historian**   * Identify key things that stayed the same and things that changed between periods. * Start to explain the impact of some changes that have happened throughout different periods of time * Identify that there are reasons for continuities and changes across periods of time and explain some of these. * Understand that a cause is something directly linked to events and not just something that happened before it. * Start to understand that there are short and long-term causes of events. * Comment on the importance of different causes for some key events. * Identify and give some examples of how life was different for different people in the same and different periods of time. * Identify and give examples of how life was similar in the past. * Identify historically significant people and events from a period of history and give some detail about what they did or what happened. | **Chronology**   * Pupils will begin the unit by exploring where the Early Islamic Civilisation sat in relation to other major historical events. * They will use timelines to help them develop a chronological knowledge of when the major events during this time period occurred. | **Communicating History**   * The children will spend time at the beginning of the topic exploring the new key vocabulary for this unit so that they are familiar with it to be able to use it fluently in their work. * They will also ask and answer key questions throughout the topic whilst developing a chronological understanding of this period in history. | | | | **Investigating the Past**   * Pupils will be presented with varying sources and will interpret these to gather more information. * They will begin to critically evaluate the reliability of each source they encounter. | | **Thinking Like a Historian**   * Throughout the unit, the children will use source material to compare and contrast what life was like in Baghdad to London. They will also explore the cause and effects of key events that occurred during this period. * Finally, they will conclude the unit by critically evaluating the significance of this period in time. |
| **End Points**   * To develop an understanding of who the Romans were and why they invaded Britain and settled there. * To know how Britain resisted the invasion and why the Roman Army were so successful; developing acknowledge of key historical vocabulary and how to use this effectively. * To explore and begin to understand how the Romanisation of Britain demonstrates how Britain has been influenced by the wider world. * To analyse a range of sources and evidence of the time as a way of investigating the past, including visiting the remains of a Roman fort. | | | | | | | | | | | **End Points**   * To understand why the Early Islamic Civilisation was a significant turning point in History. * To explore where this period of time sits in terms of wider history as well as understanding how the Early Islamic Civilisation came to be. * To understand who Muhammad was and why he was so significant as well as recognizing the significance of Baghdad in the rise of this era. * To have a solid understanding of the role of the House of Wisdom and explain what happened to it during the fall of Baghdad. * To recognize the four caliphs and understand how this concept was created. * To analyse the significance of this era and explore the role trading had to play in it. | | | | | | | |
| **KS1** | **YEAR A** | **Toys through Time** | | | | | | | | | | | **George Stephenson** | | | | | | | |
| **Core Content** | | | | | | | | | | | **Core Content** | | | | | | | |
| **Chronology**   * Sequence artefacts and events that are close together in time. * Sequence pictures from different periods. * Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. | | | **Communicating History**   * Talk, write and draw about things from the past. * Use historical vocabulary to retell simple stories about the past. | | | **Investigating the Past**   * Observe and use pictures, photographs, and artefacts to find about the past. * Explain that there are difference types of evidence and sources, such as photographic and written, that can be used to help represent the past. * Observe or handle evidence to ask simple questions about the past. * Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. * Use evidence to explain the key features of events. * Sort some objects/artefacts into new and old and then and now. | | | | **Thinking Like a Historian**   * Begin to identify old and new things across periods of time through pictures, photographs and objects. * Begin to understand that some things change and some things stay nearly the same. * Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. * Identify that some things within living memory are similar and some things are different * Recognise some similarities and differences between past and present. | **Chronology**   * Sequence artefacts and events that are close together in time. * Sequence pictures from different periods. * Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after, yesterday) to show the passing of time. * Know and recount episodes from stories and significant events. * Describe significant individuals from the past. | **Communicating History**   * Talk, write and draw about things from the past. * Use historical vocabulary to retell simple stories about the past. * Ask and answer questions about the lives of significant individuals and the time periods in which they lived. * Use historical and topic. | | | | **Investigating the Past**   * Observe and use pictures, photographs, and artefacts to find about the past. * Explain that there are difference types of evidence and sources, such as photographic and written, that can be used to help represent the past. * Observe or handle evidence to ask simple questions about the past. * Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. * Use evidence to explain the key features of events. * Sort some photographs into new and old and then and now. | | **Thinking Like a Historian**   * Begin to identify old and new things across periods of time through pictures, photographs and objects. * Begin to understand that some things change and some things stay nearly the same. * Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. * Identify that some things within living memory are similar and some things are different. * Recognise some similarities and differences between past and present. * Explain reasons why someone might be significant. * Talk about why a person was important. * Talk about why the event was important and what happened. |
| **End Points**   * To identify which toys are modern and which are from the past, understanding how you are able to tell from the materials used in their composition and their aesthetic. * To sequence toys using a timeline to show how they have developed. * To compare toys from the past and modern toys using a variety of sources (including physical representation of toys and advertisements) and their own experiences. * To explain why toys have changed over time and what might happen to toys in the future based on this understanding. | | | | | | | | | | | **End Points**   * To begin to identify people from history using sources as evidence. * To suggest why certain items are linked to an individual. * To know that George Stephenson lived a long time ago and where he fits in history. * To know that life was different for people in the past. * To know the achievements of George Stephenson and why they were significant. * To identify changes in railways and trains over time. * To understand the impact of Stephenson’s innovations locally and nationally. | | | | | | | |
| **YEAR B** | **Captain Cook and Dr Nicholas Patrick** | | | | | | | | | | | **Great Fire of London and Gateshead** | | | | | | | |
| **Core Content** | | | | | | | | | | | **Core Content** | | | | | | | |
|  | | | | | | | | | | | **Chronology**   * Place events of the Great Fire of London in chronological order. * Understand where the Great Fire of London and Great Fire of Gateshead and Newcastle fit into other key events on a timeline. | **Communicating History**   * Ask and answer questions about the lives, achievements and impact of significant individuals, including King Charles II, Samuel Pepys and Christopher Wren. * Discuss and reach conclusions about the accuracy of historical sources of evidence. | | | | **Investigating the Past**   * Identify sources of evidence, understanding what the sources tell us about the past. * Use eye-witness accounts and painting to understand why the fires spread and what the impact was. * Investigate and describe how firefighting has changed since the Great Fire. * Investigate and describe how the Great Fires have impacted fire safety today. | | **Thinking Like a Historian**   * Make comparisons between London in 1666, Newcastle in 1835 and today. * Describe the impact of the Great Fire of London and how actions taken afterwards prevented another similar event could not happen. * Use evidence and knowledge of the events to derive their own opinions. |
| **End Points** | | | | | | | | | | | **End Points**   * To make comparisons between London in 1666 and London today. * To describe when, where and how the fire in London and the fire in Gateshead/Newcastle started. * To order and describe the events. * To describe why the fires spread and how they were eventually stopped. * To examine sources of evidence, including eyewitness accounts, to understand what happened. * To explain how fire safety and firefighting has changed because of the great fires in the past. | | | | | | | |