

History

<p>EYFS Nursery</p>	<p>Chronology - Use everyday language related to time. Today (visual timetable), Yesterday and tomorrow. Constructing the past - Talk about past and present events in their own lives. E.g. Memory box of photographs to use. Continuity and Change - Use traditional tales to discuss events throughout stories. Observe changes in states of materials. Cause and effect – E.g. Cause and effect toys. Answer how and why questions linked to traditional tales. Significance and Interpretation - Read alternative versions of traditional tales.</p>					
<p>Recep</p>	<p>Chronology - Use everyday language related to time. The week, months, year. Classroom timeline of the year. Constructing the past - Talk about past and present events in their own lives and family members. E.g. Looking at and comparing photographs of themselves, toys, food for then and now. Continuity and Change – E.g. Use traditional tales to discuss events throughout stories, similarities and changes. Participate in changing states of materials. Cause and effect - Answer how and why questions linked to stories and their own experiences. Significance and Interpretation - Use stories to support children to distinguish between fact and fiction.</p>					
<p>Year 1</p>	<p>Events within living memory What were toys like when my grandparents were young? (autumn 1)</p>				<p>Local Study - Grace Darling Why do we remember Grace Darling? (summer 1)</p>	
<p>Chronology - Identifying that events and people from the past may have occurred across a greater period of time than just themselves. Identifying that events and changes have happened in order. Beginning to identify that there are different periods of time in history. Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>						
<p>Constructing the past - Make links to EYFS topics by looking at what life was like for my parents. Identifying those events that have happened in the past and significant people from the past have helped shape the present locally – Grace Darling. Identifying that there are some themes that link history together – E.g. toys (locality, transport etc) .</p>						
<p>Continuity and Change -Identifying that changes have happened in history that can impact on today. Identifying that there are reasons for continuities and changes and stating some of these. Identifying that continuity or change can be a good thing or a bad thing eg; how toys have changed and what has remained the same.</p>						
<p>Cause and effect - Identifying that history can affect the local area, as well as nationally and globally – E.g. the development and use of lifeboats. Identifying how events from history are so significant that they are remembered each year – e.g. Remembrance Sunday</p>						
<p>Significance and Interpretation - Begin to understand what makes someone or something significant. Identifying why certain people/events are significant in history. Identifying why some individuals are significant both locally and nationally e.g. Grace Darling,</p>						
<p>Year 2</p>		<p>Local study – Coal Mining What was life like for a coal mining family in the 19th Century? (autumn 2)</p>	<p>Significant Event including significant person Samuel Pepys – The Great Fire of London What were the effects of The Great Fire of London? (spring 1)</p>			<p>Significant Event - Titanic What was the cause and effect of The Titanic sinking disaster? (summer 2)</p>
<p>Chronology - Identifying and comparing people from different periods of time. Identifying how periods of time can impact on individuals and events. Demonstrate a basic understanding of why certain events happened at certain times with some reasoning. Identifying that there are different periods of time in history. Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>						
<p>Constructing the past - Draw comparisons to Y1 topics such as Grace Darling. Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – E.g. Samuel Pepys and his diary. Identifying significant events such as The Great Fire of London and comparing it with the Fire of Gateshead making local links, and the Titanic Disaster linking it to building of ships in Sunderland. Building a coherent knowledge of Sunderland's industrial mining history by focusing on: achievements, society, impact.</p>						
<p>Continuity and Change - Identifying changes throughout history that have had important consequences. Identifying why some things have stayed the same throughout history. E.g. Identifying the continuity and changes to the local area through mining and shipbuilding</p>						
<p>Cause and effect - Identifying that certain events and individuals have had major consequences in history – E.g. GFoL led to formation of Fire Brigade, houses being built from bricks and stone. Identifying that certain events and individuals have had major consequences in history – E.g. Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc. Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – E.g. Titanic sinking and health and safety changes made due to it. Identifying specific causes and effects from different periods and beginning to establish links between them.</p>						
<p>Significance and interpretation - Identifying that certain individuals and events have had an impact locally, nationally and internationally. Identifying why certain people/events are significant in the wider context of history – E.g. Samuel Pepys, GFoL, Christopher Wren, increased safety in shipbuilding following sinking of the Titanic and in housing following GFoL.</p>						
<p>Year 3</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Victorians What was life like for children in Victorian times?</p>		<p>Changes in Britain - Stone Age to Iron Age How did life change for people between The Stone Age and The Iron Age? (spring 2)</p>	<p>Changes in Britain - Ancient Rome What did the Romans do for Britain? (summer 1)</p>	<p>A non- European society that contrasts with Britain – Maya Civilisation What was daily life like in a Maya Civilisation? (summer 2)</p>

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	(autumn 2)				
<p>Chronology- Developing an understanding of concurrence of civilisations around the world during these times. Placing previously learnt periods into context and identifying their impact. Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another. Placing Victorian Britain into chronological context and its legacy and impact today.</p>					
<p>Constructing the past - Begin to build a coherent knowledge of the earliest civilisations (overview of The Maya) their chronological place in history and their impact on future civilisations. Begin building a coherent knowledge of British history with in depth study of Roman Britain and The Victorians (post 1066 study) by comparison focusing on achievements. Comparing The Stone Age civilisation with other ancient civilisations taught</p>					
<p>Continuity and Change - Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: housing, society, food, entertainment, beliefs. Identifying the continuity and change in Victorian Britain and modern-day Britain through comparisons of: e.g. monarchy, society, lives of rich and poor children, legislation, traditions. Comparing similarities and differences between the Ancient Maya and Britain at the same time through comparison of: e.g. housing, society, food, entertainment, beliefs</p>					
<p>Cause and effect -Identifying the major causes of advancement and how these impacted globally through an overview of Stone Age through to Iron and Bronze Age civilisation. Identifying what caused the shift in hunter-gathering to farming – e.g. communicating the reasons for it and the impact on life Identifying the major causes of advancement and how these impacted globally through an overview of Mayan civilisation. Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life. Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today. Identifying the causes and effects of legislation for poor children in Victorian Britain. Identifying that certain events and individuals have had major consequences in history e.g. Dr Barnardo, Lord Shaftesbury, Queen Victoria and Queen Elizabeth II.</p>					
<p>Significance and Interpretation - identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence E.g. Identify why Boudicca is such a significant individual for both British and Roman British history. Use Boudicca primary sources to understand that they are from the viewpoint of the Romans. Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them? Identify why interpretation of sources is critical to our understanding of the past.</p>					
Year 4	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – WW1 What were the causes and consequences of WWI? (autumn 2)</p>		<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – The Tudors Why did the Reformation take place? (spring 2)</p>		<p>Anglo -Saxon Settlement in Britain Why did the Anglo-Saxon settle in Northern England? Local Topic (summer 2)</p>
<p>Chronology - Placing Roman Britain and Anglo Saxons into the wider context of historical chronology. Deeper understanding of concurrent civilisations around the world and their impact on later civilisations. Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>					
<p>Constructing the past - Building a coherent knowledge of British history by in depth study of Anglo Saxons achievements (linking back to Y3 (Roman withdrawal, Hadrian's Wall) Extending pupil knowledge post 1066 by in depth study of The Tudors and World War 1</p>					
<p>Continuity and Change - Identifying the similarities and differences between e.g. Roman Britain and the Anglo Saxons through: housing, society, food, entertainment, beliefs</p>					
<p>Cause and effect - Identifying that one event can have multiple effects e.g. invasion of Britain by The Romans and Anglo Saxons. Identifying the reasons for WWI and the impact on soldiers' lives.</p>					
<p>Significance and Interpretation - Identify why interpretation of sources is critical to our understanding of the past. Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence e.g. evidence written mainly from viewpoint of wealthy or clergy. E.g. Appreciate significance of the Reformation.</p>					
Year 5	<p>The achievements of earliest civilisations including a depth study of Ancient Egypt What did ancient civilisations have in common? Why was The Nile important to The Ancient Egyptians? (autumn 1)</p>		<p>Ancient Greece How did The Ancient Greeks change the world? (spring 2)</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England What happened during The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward The Confessor? (summer 1)</p>	
<p>Chronology- Placing early civilisations into context – in-depth Egyptians Placing the Ancient Greeks into the wider context of historical chronology. Continued development of concurrent civilisations around the world and their impact on later civilisations Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>					
<p>Constructing the past - Building a coherent knowledge of British history from Viking Britain (making links to Y3 – the Romans and Y4 Anglo Saxons) Identifying the impact of the Egyptians and Ancient Greeks on the western world and their chronological place in the context of world history.</p>					
<p>Continuity and Change - Identifying the continuity and change from Roman /Anglo-Saxon Britain to and throughout Viking Britain through comparison of:e.g. housing, society, food, entertainment, beliefs Identifying the continuities and changes of Greek achievements and inventions from then to now through study of e.g. democracy society, entertainment, beliefs. Identifying the continuities and changes of Ancient Egyptian achievements and inventions through study of: society, entertainment, beliefs</p>					
<p>Cause and effect - Identifying the causes and effects of Roman, Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc. Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc. Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>					
<p>Significance and Interpretation - Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence. Identify why interpretations can change in light of new evidence – change in meaning of the word e.g. 'barbarian'</p>					

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Year 6		<p>A study of an aspect or theme in British/European history that extends pupils chronological knowledge beyond 1066 – The Use of the atomic bomb in WW2 Was America justified in using the Atomic Bomb? (autumn 2)</p>	<p>A study of an aspect or theme in British/European history that extends pupils chronological knowledge beyond 1066 – WW2 The Holocaust Why should we never forget The Holocaust? (spring 1)</p>			<p>A study of an aspect or theme in British/European history that extends pupils chronological knowledge beyond 1066 A study of life of children during WW2 Evacuees How were children's lives affected during WWII? (summer 2)</p>
<p>Chronology - Placing WW Britain into chronological context and its legacy and impact today Continued development of concurrent civilisations around the world and their impact on later civilisations Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>						
<p>Constructing the past -. Pupils' identify the impact of beliefs, rights and conflict through previous history topics taught e.g. WW1, Roman, Anglo-Saxons and Vikings, Building an understanding of post-1066 Britain through the lives of children during WW2. Pupils should note connections, contrasts and trends over time. Pupils' will regularly address and devise historically valid questions.</p>						
<p>Continuity and Change - Identifying the continuity and change for the life of children from Victorian Britain to WW2 through comparison of: e.g. housing, society, education, entertainment. Identify the change in the world post atomic bomb.</p>						
<p>Cause and effect - Identifying the causes and effect of the bombing raids in England during WW2 (evacuation). Identifying the causes and effects of the use of the atomic bomb during WWII.</p>						
<p>Significance and Interpretation -. Significance of WW2 on e.g. children/adults of the time and future generations.</p>						