



History yearly overview	Autumn	Spring	Summer
EYFS	The same but different	Cultural changes Near and Far (changes in houses and shops)	The King's Crown
Year 1	Discovery Why is Captain Cook a well-known explorer?	Inventions and discovery – Technology How has flight developed over time?	Inventions and discovery – Technology – change How have toys changed over time?
Year 2	Cultural change What do we know about the Fire of London?	Inventions and discovery – Technology – change How have trains changed over time?	Inventions and discovery – Technology – Cultural change How has the history of medicine helped tackle the COVID 19 pandemic?
Year 3	Inventions and discovery – Technology Who first lived in Britain?	Power and empire – Cultural change How have we benefitted from the Greeks?	Power and empire – Cultural change How did religion affect the Tudor reign?
Year 4	Power and empire - invasion How did the arrival of the Romans change Britain?	Power and empire – invasion – discovery and invention Why were castles so important to the Normans?	Power and empire – invasion – cultural change How has crime and punishment changed since 1066?

<p>Year 5</p>	<p>Power and empire – discovery and invention What happened to the boy behind the golden mask?</p>	<p>Invasion – Cultural change How did the Anglo Saxons change Britain?</p>	<p>Invasion – technology – cultural change Why was winning the Battle of Britain in 1940 so important? Including local unit on Aycliffe angels</p>
<p>Year 6</p>	<p>Invasion – discovery and invention What do we know about the Mayans and how do we know it?</p>	<p>Power and empire – invasion Were the Vikings always vicious and victorious?</p>	<p>Cultural change How has the treatment of Black British people changed in the last 500 years?</p>

History Curriculum

Respect

Ambition

Kindness

Resilience

Inclusivity

Our school values underpin our history curriculum especially the values of ambition, respect and resilience; these are themes that many historical figures and groups will have inhabited. We promote all five values within the way we conduct ourselves within the classroom environment. We also make explicit links between historical figures and our school values. For example, Were the Wright brothers resilient?



Intent

We have planned a curriculum in History EYFS – Year 6 which is coherent, sequenced, progressive and inclusive. We provide pupils with the appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject concepts, skills and techniques. We aim to have a coherent and relevant curriculum for the children within our school, making local links where possible. As a school we aim to make the history curriculum from EYFS to year 6 more progressive and challenging in terms of the complexity of the subject knowledge and skills we want children to acquire. Where possible we enhance learning by visiting museums, historical places or workshops.

We want children:

- To know that history is about the past
- To ask and answer questions
- To compare and contrast different periods of history
- To question the evidence, they are presented with and understand history can be based on opinion
- To make links to the world around them and the local history of the area
- To know their place in the history and what came before them

All of areas of history within Vane Road are linked to a key concept or theme

- Cultural change
- Technology
- Power and empire
- Invasion
- Inventions and discovery

Substantive knowledge – what our pupils will know by the end of each enquiry

Disciplinary knowledge – the subject skills and techniques our pupils will master and apply in order to understand the significance of what they know. These will progressive and build upon previous knowledge to extend pupil's skills and techniques.

KS1 disciplinary knowledge

Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall

LKS2 disciplinary knowledge

Same as KS1 plus reason and speculate, summarise, synthesise and explain

UKS2 disciplinary knowledge

KS1/LKS2 skills and demonstrate understanding, empathise, reach informed conclusions make reasoned judgements, justify, apply, evaluate and critique

When working with sources, the following key points must be observed:

- 1. Remind children that historians use sources to find out about the past**
- 2. Always distinguish whether the item is a source (of the time), or an interpretation (secondary source, written later)**
- 3. Sources are not inherently 'reliable or unreliable' – all have a part to play in piecing together and analysing the past**

4. Sources are not simply 'short extracts' – children need to understand that sources can be written or archaeological and can be combined in to 'collections' to gain a greater sense of the situation
5. Children need to recognise that different parts of the same source may be more useful than others
6. Different types of sources may be needed to answer different types of question
7. We do not expect children at primary level to judge reliability, spot bias or construct their own 'theories' or 'arguments' about the past



Key concepts

- **Cultural change** Changes to the way society and people have changed due to the influence of past events.
- **Technology**
Change with technology over time.

- **Power and Empire**
A group of countries or areas of land that are governed by a group of people/monarch or organisation.
- **Invasion**
Entering a land without permission and using force.

- **Inventions and discovery**
Creating or developing something new

EYFS

ELG

- To talk about the lives of people around them and their roles in society.
- To know some similarities and differences between things in the past and now.
- To understand the past through settings, characters and events encountered in books read in class and storytelling.

Autumn term

Same but different

To talk about how they have changed from a baby to now. To talk about people who help us and how they help us.

To talk about how objects have changed from the past to the present, what is the same and what is different.

Spring Term

Near and Far

Discuss changes in houses and shops when completing out and about work in geography.

Using the book; The Tiger who came to Tea talk about how Lucy's house is different to their own house.

Summer Term

The King's Crown

To know who the King is and why he is important.



<p><u>Vocabulary</u> Past, Present, A long time ago , Baby, Adult, Old, New, Before, After, Today, Yesterday, Then, Now , Different , Same, Change</p>	<p><u>Vocabulary</u> Past, Present, A long time ago , Old, New, Before, After, Today, Yesterday, Then, Now , Different , Same, Change</p>	<p><u>Vocabulary</u> Past, Present, A long time ago , Old, New, Before, After, Today, Yesterday, Then, Now , Different , Same, Change, king, queen, monarch, coronation, palace, ceremony, crown, orb, sceptre</p>
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<p>Year 1 Autumn term</p>	<p>Why is Captain Cook a well-known explorer? (C18th) Local History</p>	<p>Key concepts Inventions and discovery</p>
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<p><u>Substantive Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know Captain Cook came from Marton near Middlesbrough. • I know Captain Cook went to and discovered Australia. • I know what life was like at sea for Captain Cook. • I know that Captain Cook was killed. • I know Captain Cook was a navigator. 	<p><u>Chronological knowledge</u> (Disciplinary knowledge)</p> <ul style="list-style-type: none"> • I know how to sequence some events of 2 related objects in order. • I use phrases like: old, new and a long time ago. • remembers parts of stories and memories about the past 	<p><u>Primary source use and interpretation in history</u> (Disciplinary knowledge)</p> <ul style="list-style-type: none"> • I can <u>identify</u> and <u>observe</u> a primary source and <u>describe</u> what it shows. • I can suggest simple questions to ask about a primary source. • I can suggest simple answers or questions about sources or artefacts. • I recognise the main differences between old and new objects. • I am able to name some sources of evidence e.g. photos, objects
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<p><u>Vocabulary</u> Navigation, discover, explorer, sailor, sea, boat, direction, voyage, travel, Pacific, Antarctic, ship, Captain Cook. Past, present, before, after, era/period, long ago</p>	<p><u>National Curriculum Links</u> Significant historical events, people and places in their own locality. Events beyond living memory</p>	<p><u>Useful links or source of information</u> Captain Cook Museum</p>
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<h2 style="text-align: center;">Year 1 Spring term</h2>	<h3 style="text-align: center;">How has flight developed over time? (C20th)</h3>	<h4 style="text-align: center;">Key concepts</h4> <p style="text-align: center;">Inventions and discovery Technology Social economic and cultural change</p>
<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know that the Wright brothers are famous for flying the first plane in 1903. • I know how planes have changed over time. • I know how to compare and contrast the use of planes over time. • I know that the Wright brothers were inventors. • I know Amelia Earheart was the first woman to fly solo across the Atlantic. 	<p><u>Chronological knowledge</u> (Disciplinary knowledge)</p> <ul style="list-style-type: none"> • I know how to sequence some events of 2 related objects in order. • I use phrases like: old, new and a long time ago. • remembers parts of stories and memories about the past 	<p><u>Primary source use and interpretation in history</u> (Disciplinary knowledge)</p> <ul style="list-style-type: none"> • I can identify and observe a primary source and describe what it shows. • I can suggest simple questions to ask about a primary source. • I can suggest simple answers or questions about sources or artefacts. • I recognise the main differences between old and new objects • I can name some sources of evidence e.g. photos, objects
<p><u>Vocabulary</u> Flying, aeroplane, aviation, helicopter, balloon, glider, air, airship, lift, ail, take off, wings, navigation, speed, Orville and Wilbur Wright, Hindenburg</p>	<p><u>National Curriculum links</u> Lives of significant individuals Significant historical events Events beyond living memory</p>	<p><u>Useful links or source of information</u> Keystagehistory.co.uk</p>
<h2 style="text-align: center;">Year 1 Summer term</h2>	<h3 style="text-align: center;">How have toys changed over time?</h3>	<h4 style="text-align: center;">Key concepts</h4> <p style="text-align: center;">Inventions and discovery Technology</p>



<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know how to classify types of toys you can get e.g. outdoor toys, dolls and stuffed toys, moving toys, puzzles etc. • I know how to identify three old toys that were popular. • I know how to compare an old version of a toy and a new version. E.g. Teddy bear, crayons, skittles • I know how to describe the change of construction toys over time. • I know how to recognise the change of computer games over time. 	<p><u>Chronological knowledge</u> (Disciplinary knowledge)</p> <ul style="list-style-type: none"> • I know how to sequence some events of 2 related objects in order. • I use phrases like: old, new and a long time ago. • I remember parts of stories and memories about the past. 	<p><u>Primary source use and interpretation in history</u> (Disciplinary knowledge)</p> <ul style="list-style-type: none"> • I can <u>identify</u> and <u>observe</u> a primary source and describe what it shows. • I can suggest simple questions to ask about a primary source. • I can suggest simple answers or questions about sources or artefacts. • I recognise the main differences between old and new objects • I am able to name some sources of evidence e.g. photos, objects.
<p><u>Vocabulary</u> Modern, new, old, past, ancient, difference, same different, toys, popular, wooden, technology, construction, computer games, puzzles</p>	<p><u>National Curriculum Links</u> <i>Changes over time within living memory</i></p>	<p><u>Useful links or source of information</u> Keystagehistory.co.uk Beamish Durham Learning resources</p>

Year 2 Autumn term

**What do we know about the Fire of London?
(C17th)**

Key concepts
Social, economic and cultural change



<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know that the fire started in 1666 (2nd September) • I know the fire started in Pudding Lane and the bakery. • I know that the fire spread due to dryland, wind and no of fire breaks. • I know how the design of the houses affected the spread of the fire. • I know that Samuel Pepys diary helped us to learn about the fire. • I know that they changed the way the built houses after the fire of London. 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know how to <u>sequence and categorise</u> three events, people or objects in order using given scales. • I use phrases like before, after, past, present, then and now. 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I can <u>identify, classify and describe</u> the different ways that things are represented. e.g. fictional accounts, illustrations, photos, films, songs, museum displays I will comment on the message it gives. • I will <u>recognise, select and make simple observations</u> about who was important in an historical event/account, e.g. talk about important places and who was important and why.
<p><u>Vocabulary</u> Great Fire of London, danger, landmark, Samuel Pepys, Christopher Wren, capital, diary, St Paul's Cathedral, spread, fire, past, present, prevent,</p>	<p><u>National Curriculum links</u> Events beyond living memory Significant historical events</p>	<p><u>Useful links or source of information</u> Keystagehistory.co.uk</p>
<p>Year 2 Spring term</p>	<p>How have trains changed over time? (C19th) Local History</p>	<p>Key concepts Social, economic and cultural change Inventions and discovery Technology</p>
<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know George Stephenson invented the Locomotive number one. • I know that the Darlington and Stockton railway was the first of its kind. 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know how to <u>sequence and categorise</u> three events, people or objects in order using given scales. • I use phrases like before, after, past, present, then and now 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I can <u>identify, classify and describe</u> the different ways that things are represented. e.g. fictional accounts, illustrations, photos, films, songs, museum displays I will comment on the message it gives.



<ul style="list-style-type: none"> I know how to describe how a steam train works (using coal as fuel). I know that trains changed from carrying goods to passengers. I know how to compare and contrast how trains have changed over time. E.g. design, fuel, purpose. <p>(Make links and comparisons to year 1 development of flight)</p>		<ul style="list-style-type: none"> I will recognise, select and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.
<p><u>Vocabulary</u> Engineer, Industrial revolution, local, 19thcentury, invention, Timothy Hackworth, significant, locomotive, George Stephenson, steam, impact, museum</p>	<p><u>National Curriculum links</u> significant historical events, people and places in their own locality.</p>	<p><u>Useful links or source of information</u> Keystagehistory.co.uk Shildon Railway museum Head of Steam railway museum</p>
<p>Year 2 Summer term</p>	<p>How has the history of medicine helped tackle the COVID 19 pandemic?</p>	<p>Key concepts Social, economic and cultural change Inventions and discovery Technology</p>
<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> I know how herbal medicines were used to treat the black plague. I know Florence Nightingale helped to improve the hygiene in hospitals. I know that Edward Jenner invented the first vaccination. I know how people chose to deal with the Spanish flu pandemic. I know how to compare and contrast similarities and differences between these events and treatments to the COVID 19 pandemic. 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> I know how to <u>sequence and categorise</u> three events, people or objects in order using given scales. I use phrases like before, after, past, present, then and now 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> I can identify, classify and describe the different ways that things are represented. e.g. fictional accounts, illustrations, photos, films, songs, museum displays I will comment on the message it gives. I will <u>recognise, select</u> and make <u>simple observations</u> about who was important in an historical event/account, e.g. talk about important places and who was important and why.



<p><u>Vocabulary</u> Medicine, vaccination, herbal remedies, nurses, doctors, caring, profession, treatments, hospitals, past, present, chronological, modern.</p>	<p><u>National Curriculum links</u> Events beyond living memory Significant historical events</p>	<p><u>Useful links or sources of information</u> Durham Learning Resources</p>
<p>Year 3 Autumn term</p>	<p>Who first lived in Britain?</p>	<p>Key concepts Inventions and discovery Technology</p>
<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know what a hunter gatherer is and how they collected food. • I know how farming helped change the way hunter gatherers lived. • I know what weapons and tools were available and how they changed from the stone to the iron age. • I know why the settlement of Skara Brae was important for historians. 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know how to use a timeline within a specific time in history to <u>sequence</u> the order things happened. • I use phrases BC, AD, decade, century. • I use dates to <u>describe</u> when things have happened. 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I know that different versions of the past may exist and begin to suggest <u>reasons</u> for this. • I will <u>describe</u> and begin to make <u>comparisons</u> between main events, situations and changes within and across different societies. • I can <u>summarise</u> information from a primary source and put it into my own words. • I can <u>reason and speculate</u> some strengths and weaknesses of a source for a particular enquiry.
<p><u>Vocabulary</u> Neolithic, Palaeolithic, Mesolithic, hunter gatherer, flint, technology, hunting, weapons, food, cave paintings, Skara Brae, Stone Henge, diet, evolve, nomad, settlement</p>	<p><u>National Curriculum links</u> Changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Useful links or sources of information</u> Keystagehistory.co.uk Durham learning resources Palace Green Library</p>
<p>Year 3 Spring term</p>	<p>What did the Greeks give us?</p>	<p>Key concepts Power and empire Social, economic and cultural change</p>



<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know what influence the Greeks had on sport today. • I can explain whether the role of women has changed since Ancient Greece (Athens/Sparta) • I know how the Ancient Greeks picked their leaders and how that links to today. • I know how Greek artefacts (e.g. pottery, artwork) allow us to see what life was like. 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know how to use a timeline within a specific time in history to sequence the order things happened. • I use phrases BC, AD, decade, century. • I use dates to describe when things have happened. 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I know that different versions of the past may exist and begin to suggest reasons for this. • I will describe and begin to make comparisons between main events, situations and changes within and across different societies. • I can summarise information from a primary source and put it into my own words. • I can reason and speculate some strengths and weaknesses of a source for a particular enquiry.
<p><u>Vocabulary</u> temple, myth, democracy, empire, civilian, Olympics, city state, Sparta, Athens, alphabet, parliament, artefacts, pottery, male, female,</p>	<p><u>National Curriculum links</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><u>Useful links or sources of information</u> Keystagehistory.co.uk Durham learning resources Palace Green Library</p>
<p>Year 3 Summer term</p>	<p>How did religion affect the Tudor reign?</p>	<p>Key concepts Power and empire Social, economic and cultural change</p>



<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know the terms protestant and catholic and what they are. • I know how Henry VIII, Elizabeth I, Mary I, Edward VI all had different religious beliefs. • I know why and how the Church of England was formed. • I know how this change has influenced churches today. 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know how to use a timeline within a specific time in history to <u>sequence</u> the order things happened. • I use phrases BC, AD, decade, century. • I use dates to <u>describe</u> when things have happened. 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I know that different versions of the past may exist and begin to suggest <u>reasons</u> for this. • I will <u>describe</u> and begin to make <u>comparisons</u> between main events, situations and changes within and across different societies. • I can <u>summarise</u> information from a primary source and put it into my own words. • I can <u>reason and speculate</u> some strengths and weaknesses of a source for a particular enquiry.
<p><u>Vocabulary</u> Protestant, catholic, monarch, churches, religion, monasteries, reigned, influence, power, priest, Pope, Church of England, reform, influence, conflict, change, cause and effect</p>	<p><u>National Curriculum links</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><u>Useful links or sources of information</u> Durham learning resources Keystagehistory.co.uk</p>
<p>Year 4 Autumn term</p>	<p>How did the arrival of the Romans change Britain?</p>	<p>Key concepts Power and empire Invasion</p>



Knowledge

What do they **know** and can **recall**?

- I know and can explain the motives for emperor Claudius to invade and occupy Britain in 43AD.
- I know how to look at evidence and make a judgment about the cause and effect of Boudica's harsh treatment by the Romans.
- I know the differences between armies of Boudicca and the British Roman governor Paulinus and predict an outcome.
- I know and can describe key features of the typical Roman town in Britain and explain why historians know so much about the design and build of them.
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Chronological knowledge

- I know how to plot and **sequence** recent history on a timeline using centuries.
- I know how to use words and phrases: century, decade, BC, AD, after, before, during.
- I know how to divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

Primary source use and interpretation in history

- I know how to **reason and speculate** the main message an interpretation gives.
- I will **compare, contrast and summarise** some of the similarities and differences between different periods, e.g. social, belief, local, individual.
- I ask and answer questions about the past, **explaining aspects of change, cause similarity, difference and significance.**
- I can **reason and speculate** some strengths and weaknesses of a source for a particular enquiry.

Vocabulary

Rebellion, invasions, democracy, emperor, conqueror, motives, cities, buildings, morality, battle, treatment, governor, warrior. Outnumbered, control, culture

National Curriculum links

The Roman Empire and its impact on Britain

Useful links or sources of information

Keystagehistory.co.uk
Durham Learning resources

Year 4 Spring term

Why were castles so important to the Normans?

Key concepts
Power and empire
Invasion
Discovery and invention



<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know and can describe the sequence of events that occurred in Normandy and Sussex on October 13-14th 1066 (Bayeux Tapestry) • I know and can explain why William the Conqueror decided to invade and occupy England. • I know, can describe and explain reasons for the features of a typical Norman Motte and Bailey castle. • I know and can explain the different purposes of Norman castles. • I know why the Norman castles were difficult for Anglo Saxons to successfully attack. 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know how to plot and sequence recent history on a timeline using centuries. • I know how to use words and phrases: century, decade, BC, AD, after, before, during. • I know how to divide recent history into present, using 21st century, and the past using 19th and 20th centuries. 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I know how to reason and speculate the main message an interpretation gives. • I will compare, contrast and summarise some of the similarities and differences between different periods, e.g. social, belief, local, individual. • I ask and answer questions about the past, explaining aspects of change, cause similarity, difference and significance. • I can reason and speculate some strengths and weaknesses of a source for a particular enquiry.
<p><u>Vocabulary</u></p> <p>invade, peasant, battle, feudal system, protection, Magna Carta, castles, Motte and Bailey, region, Bayeux Tapestry, Domesday book, William the Conqueror, medieval, fort</p>	<p><u>National Curriculum links</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history.</p>	<p><u>Useful links or sources of information</u></p> <p>Keystagehistory.co.uk Durham Learning resources Connect History planning</p>
<p>Year 4 Summer term</p>	<p>How has crime and punishment changed?</p>	<p>Key concepts Discovery and invention Social, economic and cultural change Power and empire</p>
<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know and explain why medieval justice favoured the rich and powerful and speculate reasons for this. • I know a variety of different crimes that were around in 1500-1750 explaining how they were 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know how to plot and sequence recent history on a timeline using centuries. • I know how to use words and phrases: century, decade, BC, AD, after, before, during. 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I know how to reason and speculate the main message an interpretation gives. • I will compare, contrast and summarise some of the similarities and differences between different periods, e.g. social, belief, local, individual.



- I know how to divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

punished. E.g. poaching, witchcraft, begging, smuggling, highway robbery.

- I know that the Victorians developed a prison system, what the Victorian prison was like and I can compare it to prisons now.
- I know how the court system has developed and changed over time, understanding how it works now.

- I ask and answer questions about the past, explaining aspects of change, cause similarity, difference and significance.
- I can reason and speculate some strengths and weaknesses of a source for a particular enquiry.

Vocabulary

crime, punishment, capital punishment, sin, breaking the law poaching, court, begging, witchcraft, whipping, smuggling, hanging

National Curriculum links

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Useful links or sources of information

Keystagehistory.co.uk
Durham Learning resources

Year 5 Autumn term

What happened to the boy behind the golden mask?

Key concepts
Discovery and invention
Power and Empire



Knowledge

What do they **know** and can **recall**?

- **I know and can describe who Howard Carter is and what he discovered, explaining its historical importance.**
- **I know who Tutankhamun was, describing some artefacts that were found, making judgements and justifications about what they show about Egyptian life.**
- I know and can explain how Tutankhamen's body was preserved and why (Mummification).
- **I know and can critique evidence as to how Tutankhamun died and why it was a mystery.**

Chronological knowledge

- I know how to sequence and draw periods of time on a timeline, adding significant events or when people lived.
- I know how to describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.
- **I know how to identify changes within and across historical periods.**

Primary source use and interpretation in history

- I understand that the past is represented and interpreted in different ways and give reasons for this.
- I can make reasoned judgements when looking at 2 historical representations/interpretations, giving similarities and differences between the two.
- I will show understanding of similarities and differences of different social, cultural and ethnic diversity in Britain and the wider world.
- **I can use different types of primary sources to investigate an historical issue, reaching an informed conclusion.**

Vocabulary

Howard Carter, pharaoh, mummification, canopic jars, artefacts, archaeologist, excavation, embalming, inscription, tombstone, ritual, tomb, River Nile, chariot, motive

National Curriculum links

The achievements of the earliest civilizations
Ancient Egyptians

Useful links or sources of information

Keystagehistory.co.uk
Durham Learning resources
Connect History planning

Year 5 Spring term

How did the Anglo Saxons change Britain?

Key concepts

Invasion
Social, cultural and economic change



Knowledge

What do they **know** and can **recall**?

- I know and can make judgements as to why the Anglo Saxons invaded.
- I know and can explain where the Anglo Saxons settled in Britain and how we know this.
- I know the importance of Sutton Hoo, evaluating and making judgements about what was found there.
- I know and can explain why the Northern saints were important to the role of Christianity in the North East of England.
- I know who the 'King of the English was' and can explain how he changed England
- I know and can make judgements on the impact of Crime and Punishment on Saxon people

Chronological knowledge

- I know how to sequence and draw periods of time on a timeline, adding significant events or when people lived.
- I know how to describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.
- I know how to identify changes within and across historical periods.

Primary source use and interpretation in history

- I **understand** that the past is represented and interpreted in different ways and give reasons for this.
- I can make **reasoned judgements** when looking at 2 historical representations/interpretations, giving similarities and differences between the two.
- I will show understanding of similarities and differences of different social, cultural and ethnic diversity in Britain and the wider world.
- I can use different types of primary sources to investigate an historical issue, reaching an **informed conclusion**.

Vocabulary

Invasion, settlement, buried, myth, village, raiders, society, Sutton Hoo, jewellery, runes, coins, counties, Northern saints, pagens, monasteries, Christianity

National Curriculum links

Britain's settlement by Anglo-Saxons and Scots

Useful links or sources of information

Keystagehistory.co.uk
Durham Learning resources
Bede's world

Year 5 Summer term

Why was winning the Battle of Britain in 1940 so important?

Including local unit on Aycliffe angels

Key concepts

Invasion
Social, Cultural and economic change Technology

Knowledge

What do they **know** and can **recall**?

- I know why World War Two started, offering judgements and opinions on this.
- I know and can explain why Britain faced such a risk of invasion in June 1940.
- I know and can evaluate reasons why Britain won the Battle of Britain.
- I know and can summarise who the Aycliffe Angels were and why they were such an important part of the war effort.
- I know and can explain why women were an important part of the war effort, especially the Aycliffe angels.

Chronological knowledge

- I know how to sequence and draw periods of time on a timeline, adding significant events or when people lived.
- I know how to describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.
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- I can use different types of primary sources to investigate an historical issue, reaching an informed conclusion.

Vocabulary

ammunition, war, civilian, evacuee, evacuate, The Blitz, Battle of Britain, Winston Churchill, Neville chamberlain, Adolf Hitler. Home front, preparations, withdraw, strategy, operator, confidential, air force, invasion, Aycliffe Angels

National Curriculum links

A local history study
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Useful links or sources of information

Keystagehistory.co.uk
Durham Learning resources
Connect History planning
ROF59

Year 6 Autumn term

What and how do we know about the Mayans?

Key concepts
Invasion
Inventions and discovery



<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know where and when the Mayans originated from, making comparisons as to what and who was in Britain at the same time (Anglo Saxons). • I know and can justify how and why the Mayan empire was significant at that time, including how it grew. • I know and understand how we know about the Mayans, evaluating and making reasoned judgements from the evidence I am shown. 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know and can <u>sequence</u> events, periods and cultural movements from around the world • I know how to use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. • I place features of historical events and people from past societies and periods that I have studied in a chronological framework. 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I will give reasons as to why a source has been constructed and the purpose for this. • I can <u>identify and describe change and continuity</u> across different periods and societies, using evidence to support my answer. • I devise, ask and answer more complex questions about the past, considering key concepts in history. • I <u>analyse and critique</u> a range of source material to promote evidence about the past.
<p>E.g., archaeologist Alberto Ruz, ruins, statues, artefacts, writings etc.</p> <ul style="list-style-type: none"> • I know and can <u>critique and evaluate</u> theories as to the demise of the Mayan civilisation. 		
<p><u>Vocabulary</u> Maize, civilisation, rituals, hierarchy, astronomy, priest, king, god, Ancient, Native tribe, Sacrifice, Temple, Chechen Itza, Yucatán State, Sun calendar, Spanish conquistadors.</p>	<p><u>National Curriculum links</u> A non-European society that provides contrasts with British history – Mayans</p>	<p><u>Useful links or sources of information</u> Keystagehistory.co.uk Durham Learning resources</p>
<p>Year 6 Spring term</p>	<p>Were the Vikings always vicious and victorious?</p>	<p>Key concepts Invasion Power and empire</p>



Knowledge

What do they **know** and can **recall**?

- I know and can evaluate the different images people have of the Vikings, making reasoned judgements for this.
- I know and can empathise with the differing Viking and Saxon accounts of the Lindisfarne raids.
- I know and can analyse the Viking and Saxon struggle for power and land, seeing how close the Vikings got to invading parts of the country.
- I know who Alfred the Great was, critiquing evidence and clues to support the theory he was 'great'.

Chronological knowledge

- I know and can sequence events, periods and cultural movements from around the world
- I know how to use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
- I place features of historical events and people from past societies and periods that I have studied in a chronological framework.

Primary source use and interpretation in history

- I will give reasons as to why a source has been constructed and the purpose for this. E.g. Monk's views were until recently the main source of evidence
- I can identify and describe change and continuity across different periods and societies, using evidence to support my answer.
- I devise, ask and answer more complex questions about the past, considering key concepts in history.
- I analyse and critique a range of source material to promote evidence about the past. E.g. looking at evidence that shows how people's view of the Vikings is constructed.

Vocabulary

originated, Invade, Settle, Raid, Lindisfarne monastery, Biased, propaganda, Long ships, Jorvik, chronological, influence, significant, achievements, contrasts, cause and effect, primary source, artefact

National Curriculum links

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Useful links or sources of information

Keystagehistory.co.uk
Durham Learning resources

Year 6 Summer term

How has the treatment of Black British people changed?

Key concepts



<p><u>Knowledge</u> What do they know and can recall?</p> <ul style="list-style-type: none"> • I know that black people only started to settle in Britain in the past 500 years. • I know, can explain and evaluate the nature of the transatlantic slave trade and how it benefited Britain. • I know and can analyse the way black people and soldiers were treated in the World Wars, explaining why they were treated differently. • I know the significance of the Windrush ship and can explain how it helped change Britain. • I know and can evaluate the extent to which experience for Black people living in Britain has improved in the last 60 years 	<p><u>Chronological knowledge</u></p> <ul style="list-style-type: none"> • I know and can <u>sequence</u> events, periods and cultural movements from around the world. • I know how to use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. • I place features of historical events and people from past societies and periods that I have studied in a chronological framework. 	<p><u>Primary source use and interpretation in history</u></p> <ul style="list-style-type: none"> • I will give reasons as to why a source has been constructed and the purpose for this. • I can <u>identify and describe change and continuity</u> across different periods and societies, using evidence to support my answer. • I devise, ask and answer more complex questions about the past, considering key concepts in history. • I analyse and critique a range of source material to promote evidence about the past.
<p><u>Vocabulary</u> Immigration, black, prejudice, unfairness, equality, superior, Windrush, segregation, slavery, trade, influence, discrimination, fight, rights</p>	<p><u>National Curriculum links</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><u>Useful links or sources of information</u> Keystagehistory.co.uk Durham Learning resources</p>



<p>Disciplinary knowledge glossary</p>	
<p>Recognise</p>	<p>Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.</p>
<p>Identify</p>	<p>Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.</p>



Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
Sequence	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
Summarise	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.



Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.