



## Castleside Primary School History Long Term Planning



### **Rationale for History Planning:**

The history curriculum is planned for a number of mixed age classes across EYFS, KS1 and KS2 to ensure full coverage of The National Curriculum. At Castleside Primary School we are committed to ensuring that all pupils access and participate in a broad and balanced 'subject' curriculum. This is done through careful lesson planning and differentiation to make sure that all children, including those who have special educational needs, disabilities, English as an additional language or those who are gifted and talented.

In 2023/2024, all mixed age classes are studying **Cycle B except Year 3/4 who (due to class restructure) will study Cycle A.**

In KS1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In KS2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing 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. 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.

Themes running through the history curriculum include **Community and Culture**; **Conflict and Disaster**; **Exploration and Invention**; **Governance**.

|                           | AUTUMN   | SPRING  | SUMMER   |
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| EYFS/YEAR<br>1<br>CYCLE A | <p>How am I making History? Family History</p> <p>What was Christmas like in the past? <i>Changes within living memory.</i></p> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order.</li> <li>Sequence events and recount changes within living memory.</li> <li>Use common words and phrases relating to the passing of time.</li> <li>Describe some features of themes from the past</li> <li>Represent learning in a variety of ways</li> </ul> <p><b>Curriculum themes</b><br/> <i>First Christmas Tree – Queen Charlotte</i><br/> <i>Santa Claus Story</i><br/> <i>Christmas traditions then and now</i></p> | <p>The Lady with the Lamp<br/> <i>Significant individuals in the past</i><br/>           Florence Nightingale/Mary Seacole</p> <ul style="list-style-type: none"> <li>Explain how some people have helped us to have better lives.</li> <li>Ask and answer relevant basic questions about the past.</li> <li>Relate his/her account of an event and understand that others may give a different version.</li> <li>Talk, draw or write about aspects of the past.</li> <li>Understand key features of events.</li> <li>Point out some similarities and differences between their life and the lives of people in the period studied</li> <li>Use common words and phrases relating to the passing of time</li> </ul> <p><b>Curriculum themes</b><br/> <i>cultural difference between the two</i><br/> <i>War – Crimea</i><br/> <i>Influence on infection control, healthy diet for recovery new treatments</i></p> <p><u>Significant Individuals</u><br/>           Florence Nightingale<br/>           Mary Seacole</p> | <p>Oh I Do Like to be Beside the Seaside<br/> <i>Changes within a local area</i><br/> <b>Seaside Holidays past and present</b><br/>           e.g. Describe changes in a local seaside resort over time</p> <ul style="list-style-type: none"> <li>Sort artefacts from 'then' and 'now'.</li> <li>Place known objects in chronological order.</li> <li>Describe some simple differences and similarities between artefacts.</li> <li>Talk, draw or write about aspects of the theme studied</li> <li>Ask and answer relevant basic questions about the past.</li> <li>Use common words and phrases relating to the passing of time</li> <li>Use information from more than one source</li> <li>Talk about some of the different ways the past is represented and name some of them.</li> </ul> |

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|  |   |   | <b>Curriculum themes</b><br><b>Economy/tourism</b><br><b>Annual holiday</b><br>The coming of the railways – ease of travel for holidays in the past –<br><br><u>Significant Individuals</u><br>George Stephenson  |
|  | <b><u>Sticky knowledge</u></b><br>Who my parents and grandparents are<br>Describe how Christmas was different for my parents and grandparents<br>Describe and talk about what was the same and what was different | <b><u>Sticky knowledge</u></b><br>Florence Nightingale and Mary Seacole were nurses in the Crimean War a long time ago. Florence Nightingale was from Britain and Mary Seacole was from Jamaica<br>They helped wounded soldiers.<br>Name the changes to hospitals brought about by Florence Nightingale and Mary Seacole.<br>Know that Mary Seacole made a special medicine to help cure cholera. | <b><u>Sticky knowledge</u></b><br>Know that seaside holidays became popular during Victorian times.<br>Know that many seaside towns rely on tourism to survive.<br>Know that the development of steam trains meant that people could travel to the coast. Describe the difference between Victorian bathing suits and bathing suits now<br>Describe the similarities and differences between seaside holidays now and then. |
| <b><u>Vocabulary</u></b><br>a long time ago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historical event, king, object, past, photograph, picture, present, queen, recent history. rule, since I was born, succeed, succession, used for, very old, when I was little |   |   |   |
| <b>EYFS/YEAR</b>   | <b>Who has helped make history?</b><br><b>Guy Fawkes and the Gunpowder Plot Remembrance</b><br><br><ul style="list-style-type: none"> <li>Relate his/her account of an</li> </ul>                                 | <b>History Detectives</b><br><b>Changes within living memory</b><br><b>Local History enquiry: Toys</b><br><br><ul style="list-style-type: none"> <li>Place known events and objects in chronological order.</li> </ul>  | <b>History on my doorstep</b><br><b>Significant individuals in the past, local significant individuals</b><br><b>Grace Darling</b><br><br><ul style="list-style-type: none"> <li>Place known events and</li> </ul>  |

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| <p><b>1<br/>CYCLE B</b></p> | <p>event and understand that others may give a different version.</p> <ul style="list-style-type: none"> <li>• Talk, draw or write about aspects of the past.</li> <li>• Understand key features of events.</li> <li>• Identify some similarities and differences between ways of life in different periods.</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• Explain events beyond living memory that are significant nationally or globally</li> <li>• Ask and answer relevant basic questions about the past.</li> <li>• Compare aspects of life in different periods</li> </ul> <p><b>Curriculum themes</b><br/> Catholic/Protestant conflict<br/> King James and Parliament<br/> Fawkes's Punishment for treason</p> <p><u>Significant Individuals</u><br/> Guy Fawkes<br/> Robert Catesby<br/> Thomas Percy<br/> King James I</p> | <ul style="list-style-type: none"> <li>• Sort artefacts from 'then' and 'now'.</li> <li>• Place known objects in chronological order.</li> <li>• Describe some simple differences and similarities between artefacts.</li> <li>• Sequence events and recount changes within living memory.</li> <li>• Talk, draw or write about aspects of the past.</li> <li>• Use common words and phrases relating to the passing of time</li> </ul> <p><b>Curriculum themes</b></p> <ul style="list-style-type: none"> <li>• Innovation - changes to design, material, technology</li> </ul> | <p>objects in chronological order.</p> <ul style="list-style-type: none"> <li>• Sequence events and recount changes within living memory.</li> <li>• Relate his/her account of an event and understand that others may give a different version.</li> <li>• Talk, draw or write about aspects of the past.</li> <li>• Understand key features of events.</li> <li>• Identify some similarities and differences between ways of life in different periods.</li> <li>• Use common words and phrases relating to the passing of time</li> </ul> <p><b>Curriculum themes</b><br/> Significant Individual<br/> RNLI - first woman to be given a medal for bravery</p> |
|                             | <p><b><u>Sticky knowledge</u></b></p>   | <p><b><u>Sticky knowledge</u></b></p>  | <p><b><u>Sticky knowledge</u></b></p>  |

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|  | <p><i>Know who was involved in the gunpowder Plot (Robert Catesby, Guy Fawkes, Thomas Percy). Know that the Gunpowder Plot was a plot to kill King James I and his government by blowing up the houses of parliament. Know that the plotters were Catholic and the King was Protestant and that Catholics were treated unfairly at the time. Know how the Plot was discovered and the punishment of the plotters. Know that King James ordered that people celebrated his survival on November 5<sup>th</sup>.</i></p> | <p><i>Describe some toys from the past and the materials they were made from. Name some of the toys from the past and contrast them with toys from the present. Explain changes of use over time. Explain changes in technology over time.</i></p>  | <p><i>Know that Grace Darling was a Victorian hero. Know that she came from Bamburgh. Know that she lived with her father in Longstone Lighthouse. Know that she rescued survivors from the shipwreck of the Forfarshire. Know that she was the first woman to be awarded a medal from the RNLI. Know that she died when she was only 26 from Tuberculosis.</i></p>   |
| <p><b><u>Vocabulary</u></b><br/> a long time ago, after, artefact, before, celebrate, chronological, difference, event(s), explain, famous, historical event, king, parliament, treason, object, past, photograph, picture, present, queen, recent history. rule, since I was born, succeed, succession, used for, very old, when I was little</p> |  |   |   |
| YEAR 2   | <p><b>The Great Fire of London/Gateshead</b> <i>Events that are beyond living memory that are significant nationally and globally</i></p> <ul style="list-style-type: none"> <li>place events on a timeline</li> <li>talk or write about features, events, people or themes from the past with some detail</li> <li>Describe significant historical events, people and places in their own locality.</li> <li>use historical period terms</li> </ul>   | <p><b>The Sinking of the Titanic</b> <i>Events that are beyond living memory that are significant nationally and globally.</i></p> <ul style="list-style-type: none"> <li>sequence events</li> <li>talk or write about features, events, people or themes from the past with some detail</li> <li>describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history studied</li> <li>identify reasons for and results of</li> </ul> | <p><b>To Bravely Go!</b><br/> <b>Explorers and Adventurers</b><br/> <i>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</i><br/> <b>Christopher Columbus and Neil Armstrong</b></p> <ul style="list-style-type: none"> <li>Discuss the lives of significant individuals in the past who</li> </ul> |

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|  | <p>such as AD(CE) and specific periods (Stuart)</p> <ul style="list-style-type: none"> <li>point out some similarities and differences between aspects of life in the past</li> <li>identify reasons for and results of</li> </ul> <p>people's actions and events</p> <ul style="list-style-type: none"> <li>identify historically important people</li> <li>compare different sources of evidence</li> <li>present findings in a variety of ways.</li> </ul> <p><b>Curriculum themes</b><br/> Homes, streets, building design.<br/> Disaster – the fires themselves.<br/> Direct comparison of cause, spread and effect in both fires.<br/> Fire breaks<br/> Rebuilding<br/> New design and materials</p> <p><u>Significant Individuals</u><br/> Sir Christopher Wren- London.<br/> John Dobson – Gateshead/Newcastle<br/> Samuel Pepys</p> | <p>people's actions and events</p> <ul style="list-style-type: none"> <li>identify historically important people</li> <li>compare different sources of evidence</li> <li>say which sources (from a selection) are likely to be the most useful for a task.</li> <li>present findings in a variety of ways.</li> </ul> <p><b>Curriculum themes</b><br/> Rich and poor<br/> Attitudes and prejudice<br/> Class system<br/> Striking the iceberg<br/> Resulting action:<br/> requirement that ships carried enough lifeboats for every passenger,<br/> 24 hour radio contact,<br/> established an International Ice Patrol</p> <p><u>Significant individuals</u><br/> The Unsinkable Molly Brown<br/> Captain Edward John Smith<br/> Thomas Andrews</p> | <p>have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> <li>point out some similarities and differences between aspects of life in the past</li> <li>identify reasons for and results of</li> <li>people's actions and events</li> <li>identify historically important people</li> <li>compare different sources of evidence</li> <li>say which sources (from a selection) are likely to be the most useful for a task.</li> <li>present findings in a variety of ways.</li> </ul> <p><b>Curriculum themes</b><br/> Discovery – direct comparison<br/> Trade between Europe and the Americas<br/> Migration to the Americas – then and now.<br/> Colonisation:<br/> Oppression of native people<br/> Slave trade<br/> Innovation in travel/Space travel</p> |
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|  |   |  | <u>Significant Individuals</u><br>Christopher Columbus<br>Neil Armstrong<br>Buzz Aldrin  |
|  | <u>Sticky knowledge</u><br>Know when and where the fire started in London and in Gateshead<br>Know why the Great Fire of London started<br>Know that the Gateshead fire spread so quickly because of the proximity to the woollen factory<br>Describe how people attempted to put out the London fire, including fire breaks.<br>Compare with the floating fire engines used in Gateshead fire.<br>Can describe changes in design when rebuilding<br>Know who John Dobson and Christopher Wren are<br>Know that the London fire spread so quickly because of the materials used for the houses and their proximity. | <u>Sticky knowledge</u><br>Know that the Titanic was built by White Star Line and was said to be 'unsinkable'.<br>Know that, at the time, Titanic was the world's largest passenger liner and Captain Smith was the captain.<br>Describe the differences between the classes of passenger<br>Know that the Titanic sailed from Southampton on 10 <sup>th</sup> April 1912 and hit the iceberg on 15 <sup>th</sup> April.<br>Be able to describe the timeline of events.<br>Explain why Titanic did not have enough lifeboats<br>Know that 1506 people died on Titanic.<br>Know that all of the children who died were from 3 <sup>rd</sup> class.<br>Know that survivors were rescued by the Carpathia | <u>Sticky knowledge</u><br>Know that Columbus sailed to America in 1492 with 3 ships (Santa Maria, Nina and Pinta).<br>Name some of the foods that Columbus introduced to Europe.<br>Describe the different views of Columbus (Brave hero v Slaver).<br>Know that Neil Armstrong was an astronaut. Know that Neil Armstrong travelled to the moon on Apollo 11 in 1969.<br>Know the names of the other crew members (Buzz Aldrin and Michael Collins).<br>Know that Neil Armstrong and Buzz Aldrin walked on the moon.<br>Explain the term 'splash down'.<br>Explain why Columbus's and Armstrong's achievements were so important for the world |
| <u>Vocabulary</u><br>after, before, before I was born, chronological order, eye-witness, historical event, later, local area, locality now, research, sequence, source, evidence, interpretation |   |  |  |
| <b>YEAR 3/4</b><br><b>CYCLE A</b>  | <b>Who were Britain's first builders?</b><br><b>Changes in Britain Stone Age to Iron Age</b><br>Focus: building and technology in earliest settlements,   | <b>Ancient Egypt</b><br><b>The achievements of the earliest civilizations</b><br><b>Religion</b>   | <b>Local History Study</b><br><b>Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A</b>  |

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|  | <p>key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p> <ul style="list-style-type: none"> <li>place a number of events, objects, themes and people from topics studied on a timeline.</li> <li>use some dates and historical period terms.</li> <li>describe some changes in the historical period studied.</li> <li>evaluate the usefulness and accuracy of different sources of evidence.</li> <li>identify primary and secondary sources of evidence.</li> <li>present findings in different ways including organising answers, stating conclusions, giving reasons, using dates and historical terms.</li> </ul> <p><b>Curriculum themes</b><br/> Nomad to settlements<br/> Changes to lifestyle with knowledge of farming.<br/> Homes and architecture (Stonehenge/Skara Brae).<br/> Iron Age Hill Fort – Community/daily</p> | <p><b>Pyramids</b><br/> <b>Embalming</b></p> <ul style="list-style-type: none"> <li>make connections with other periods studied</li> <li>use dates and historical period terms</li> <li>describe changes in the historical period studied describe similarities and differences in people, beliefs and events in the period studied.</li> <li>can suggest reasons for and results of people's actions and events</li> <li>suggest which people were historically important</li> <li>evaluate the usefulness and accuracy of different sources of evidence.</li> <li>identify primary and secondary sources of evidence.</li> <li>present findings in different ways including organising answers, stating conclusions, giving reasons, using dates and historical terms.</li> </ul> <p><b>Curriculum themes</b><br/> Importance of The Nile – transport, trade, farming<br/> Pyramids<br/> Irrigation methods<br/> Architecture and Pyramids<br/> Religion and beliefs (deities, embalming</p> | <p><b>significant turning point in British history</b><br/> George Stephenson<br/> Stockton and Darlington railway</p> <ul style="list-style-type: none"> <li>make connections with other periods studied</li> <li>use dates and historical period terms</li> <li>describe changes in the historical period studied</li> <li>describe similarities and differences in people, beliefs and events in the period studied.</li> <li>can suggest reasons for and results of people's actions and events</li> <li>suggest which people were historically important</li> <li>evaluate the usefulness and accuracy of different sources of evidence.</li> <li>identify primary and secondary sources of evidence.</li> <li>present findings in different ways including organising answers, stating conclusions, giving reasons, using dates and historical terms.</li> </ul> |
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|  | <p>life</p> <p>Tribal conflict</p> <p>Refinement of tools and weapons</p> <p>Technological developments in the Iron Age</p> <p>Tribal Governance</p>  | <p>and mummification, importance of the afterlife)</p> <p>Life and work</p> <p>Writing system</p> <p>Kingdoms</p> <p>Pharaoh</p> <p><u>Significant individuals</u></p> <p>Howard Carter</p> <p>Tutankhamun</p> <p>Nefertiti</p>  | <p><b>Curriculum themes</b></p> <p>Steam engine</p> <p>Industrial transport (coal)</p> <p>Stevenson's Rocket</p> <p>Impact of the S&amp;DR</p> <p>Passenger railways</p> <p>Development of signalling systems, stations, timetables</p> <p><u>Significant individuals</u></p> <p>George Stephenson</p> <p>Edward Pease</p>   |
|  | <p><b>Sticky knowledge</b></p> <p>Explain the term 'prehistory'</p> <p>Know that the name of the three prehistoric periods is derived from the materials they used as tools and weapons (stone, Bronze, iron).</p> <p>Explain the changes between the three periods in terms of tools and homes/living.</p> <p>Know that Britain was joined to Europe by The Doggerland</p> <p>Describe a roundhouse</p> <p>Describe a hillfort</p> <p>Describe life in an iron age hillfort.</p> | <p><b>Sticky knowledge</b></p> <p>Explain what archaeologists and Egyptologists are.</p> <p>Name some of the famous pharaohs – Tutankhamun, Cleopatra, Rameses</p> <p>Explain what hieroglyphics are and why they were important.</p> <p>Explain what The Rosetta Stone is and why it is important</p> <p>Explain who Howard Carter is and why he is important</p> <p>Know the importance of the River Nile and the floodplains</p> <p>Know what a shaduf is</p> <p>Explain mummification</p> <p>Name some of the most important Egyptian Gods – Ra, Horus, Anubis. Osiris.</p> <p>Describe some aspects of Ancient Egyptian life.</p> | <p><b>Sticky knowledge</b></p> <p>Know that the first passenger railways were carriages pulled by horses.</p> <p>Know that the Stockton to Darlington Line was the first passenger-carrying railway line and it was built by George Stephenson.</p> <p>Know that signalling systems, timetables and the idea of stations were all developed by the Stockton and Darlington Railway.</p> <p>Know that Stephenson's Rocket was the first steam locomotive was the first train to travel on the Liverpool to Manchester line.</p> <p>Explain the role of Edward Pease</p> <p>Know that the Flying Scotsman was the first steam train to travel non-</p> |

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|   |  |  | <p><i>stop from London to Edinburgh.</i><br/> <i>Know that The Mallard was the fastest ever steam locomotive</i></p>   |
| <p><b>Vocabulary</b> BC (BCE), AD (CE), Ancient, archaeologist, Britons, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, differences, evidence, excavate, hunter, gatherer, religion, beliefs, afterlife, pyramid, tomb, embalm, mummify, ceremony, historian, historical information, period, settlement, settlers, similarities, timeline, engineering, technology, innovation, railways, steam, travel, industry, locomotive, privatised, railway,</p> |  |  |  |
| <p><b>YEAR 3/4<br/>CYCLE B</b></p>  | <p><b>Romans in Britain</b><br/> <b>Focus on the Roman Army</b><br/> <b>Local history:</b> <i>Hadrian's Wall, Life in a Roman Fort: Vindolanda</i><br/> <b>Why did the Ancient Romans march through Durham?</b></p> <ul style="list-style-type: none"> <li>• Develop increasingly secure chronological knowledge and understanding of history, local, British and world</li> <li>• Put events, people, places and artefacts on a timeline</li> <li>• Use correct terminology to describe events in the past</li> <li>• Develop use of appropriate subject terminology, such as: empire, civilisation</li> <li>• Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>• Suggest where we might find answers to questions considering</li> </ul> | <p><b>Britain's settlement by Anglo-Saxons and Scots</b><br/> <b>Why did the Romans leave Britain?</b><br/> <b>Where did Anglo-Saxons and Scots come from?</b><br/> <i>Changes – religion, housing</i><br/> <i>Everyday life</i><br/> <i>Possible Literacy Link: Beowulf</i></p> <ul style="list-style-type: none"> <li>• Develop increasingly secure chronological knowledge and understanding of local and British history</li> <li>• Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>• Evaluate the quality and reliability of a range of sources.</li> <li>• Construct and organise responses by selecting relevant historical information</li> <li>• Be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>• Describe and begin to make links</li> </ul> | <p><b>Local History Study</b><br/> The history of steel<br/> The rise and fall of the steel industry in Britain.<br/> Consett Steelworks</p> <ul style="list-style-type: none"> <li>• Develop increasingly secure chronological knowledge and understanding of local history</li> <li>• Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>• Construct and organise responses by selecting relevant historical information</li> <li>• Identify and give reasons for events</li> <li>• Identify some of the results of historical events</li> </ul> <p><b>Curriculum themes</b></p> |

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|  | <p>a range of sources</p> <ul style="list-style-type: none"> <li>• Understand that knowledge about the past is constructed from a variety of sources</li> <li>• Construct and organise responses by selecting relevant historical data</li> <li>• Be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>• Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> <li>• Identify and give reasons for historical events, situations and changes</li> <li>• Identify some of the results of historical events, situations and changes</li> <li>• Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> <li>• Identify and begin to describe historically significant people and events in situations</li> </ul> <p><b>Curriculum themes</b><br/> <b>Invasion and settlement</b><br/> <b>Settlement in Britain</b></p> | <p>between main events, situations and changes within and across different periods and societies</p> <ul style="list-style-type: none"> <li>• Identify and give reasons for historical events, situations and changes</li> <li>• Identify some of the results of historical events, situations and changes</li> <li>• Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> </ul> <p><b>Curriculum themes</b><br/> <b>Why did they invade and where did they settle?</b><br/> <b>Early religion – Gods/Goddesses</b><br/> <b>Smaller kingdoms</b><br/> <b>kings</b><br/> <b>Bretwalda (super king)</b><br/> <b>Justice System</b><br/> <b>The importance of Mercia</b><br/> <b>The coming of Christianity</b><br/> <b>The English Language</b><br/> <b>The first history book of Britain</b></p> <p><b>Significant Individuals</b><br/> <b>Hengist and Horsa</b><br/> <b>Bede – local link (Jarrow/Sunderland)</b></p> | <p><b>The rise and fall of the steel industry in Britain</b><br/> <b>The rise of Consett as an industrial town</b><br/> <b>Decline and closure of the steelworks - community impact</b></p> |
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|  | <p>Roman Army – armour, weapons, tactics, hierarchy</p> <p>Contrast in way of life between Romans and Celts.</p> <p>Roman buildings and towns</p> <p>Hierarchy in Roman society</p> <p>Innovation:</p> <p>Sanitation</p> <p>money and trade</p> <p>calendar</p> <p>roads</p> <p>Empire</p> <p>Emperor</p> <p>Governor of Britain</p> <p><u>Significant individuals</u></p> <p>Suetonius Paulinus</p> <p>Emperor Nero</p> |   |   |
|  | <p><b><u>Sticky knowledge</u></b></p> <p>Know that Julius Caesar first tried to invade Britain in 55BCE but failed.</p> <p>Know that a successful invasion took place in 43CE</p> <p>Know that a Centurion commanded 80 legionaries</p> <p>Know that a legion is the main battle unit of the Roman Army and is made up of around 5,000 legionaries.</p> <p>Explain why the Romans built Hadrian's wall</p>               | <p><b><u>Sticky knowledge</u></b></p> <p>Know where the Angles, Saxons and Jutes came from.</p> <p>Know that The Scots came from Ireland and invaded Scotland.</p> <p>Explain how and why the Angles, Saxons and Jutes came to Britain (Hengist and Horsa)</p> <p>Describe the life of an Anglo-Saxon farmer and warrior.</p> <p>Describe Anglo-Saxon justice system.</p> <p>Know that the early Anglo-Saxons were pagans.</p> <p>Describe the spread of Christianity around Britain.</p> | <p><b><u>Sticky knowledge</u></b></p> <p>Know that before the steelworks, Consett was a small village of only 145 people.</p> <p>Know that the Derwent Iron Company employed over 5,000 people, making Consett a large industrial town.</p> <p>Know that Consett was the largest Steel manufacturer in the world</p> <p>Know that the steel for Blackpool Tower came from Consett.</p> <p>Know why the steel industry</p> |

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|  | <p><i>Describe some aspects of living in a Roman fortress town including sanitation and heating</i></p> <p><i>Name some of the legionary's armour.</i></p> <p><i>Describe some aspects of life as a Roman soldier: accommodation, pay, marriage etc.</i></p> <p><i>Know the name of the Roman Governor in Britain</i></p>   | <p><i>Know that the monks from Lindisfarne spread Christianity around the North of England.</i></p>  | <p><i>began to decline.</i></p> <p><i>Know that the steelworks finally closed in 1980</i></p> <p><i>Describe the impact of the closure of the steelworks on the community</i></p>   |
| <p><b><u>Vocabulary</u></b></p> <p>accurate, aspect, developments, historical argument, impact, point of view religion, garrison, fort, armour, tactics, invade, settle, pagan, barbarian, Christianity, Lindisfarne, industry, colliery, mining, import, export, industrial, decline, employment, poverty</p> |   |  |   |
| <p><b>YEAR 5/6<br/>CYCLE A</b></p>   | <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>Local history Link:</b> Lindisfarne, Jarrow, Bede Danelaw</p> <p><b>Why was Alfred great?</b></p> <ul style="list-style-type: none"> <li>• Develop increasingly secure chronological knowledge and understanding of history, local, British</li> <li>• Put events, people, places and artefacts on a timeline</li> <li>• Use correct terminology to describe events in the past</li> <li>• Record knowledge and understanding in a variety of</li> </ul> | <p><b>Crime and Punishment</b></p> <p><b><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></b></p> <ul style="list-style-type: none"> <li>• Develop increasingly secure chronological knowledge and understanding of British history</li> <li>• Put events, people, places and artefacts on a timeline</li> <li>• Use correct terminology to describe events in the past</li> <li>• Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> <li>• Devise, ask and answer more complex questions about the past, considering</li> </ul> | <p><b>Ancient Greece</b></p> <p><b><i>Greek Life and achievements and their influence on the Western World.</i></b></p> <ul style="list-style-type: none"> <li>• Develop increasingly secure chronological knowledge and understanding of world history</li> <li>• Use correct terminology to describe events in the past</li> <li>• Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> </ul> <p>Devise, ask and answer more complex questions about the</p> |

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|  | <p>ways, using dates and key terms appropriately</p> <ul style="list-style-type: none"> <li>• Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to promote evidence about the past</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> <li>• Understand that the past is represented and interpreted in different ways and give reasons for this</li> <li>• Begin to offer explanations about why people in the past acted as they did</li> </ul> <p><b>Curriculum themes</b><br/> Viking raids<br/> Why did they invade and where did they settle?<br/> The importance of Jorvik<br/> Viking social structure<br/> Daily Life<br/> The Danelaw</p> | <p>key concepts in history</p> <ul style="list-style-type: none"> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to promote evidence about the past</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> <li>• Understand that the past is represented and interpreted in different ways and give reasons for this</li> <li>• Describe and begin to make links between main events, situations and changes within and across different periods and societies using a greater depth of historical knowledge</li> <li>• Begin to offer explanations about why people in the past acted as they did</li> <li>• Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> </ul> <p><b>Curriculum themes</b><br/> Changes to crime and punishment over 1,000 years<br/> Types of crime and subsequent punishment<br/> Abolition of the Death Penalty in Britain</p> | <p>past, considering key concepts in history</p> <ul style="list-style-type: none"> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to promote evidence about the past</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> <li>• Understand that the past is represented and interpreted in different ways and give reasons for this</li> <li>• Describe and begin to make links between main events, situations and changes within and across different periods and societies using a greater depth of historical knowledge</li> <li>• Begin to offer explanations about why people in the past acted as they did</li> </ul> <p><b>Curriculum themes</b><br/> Greek Society (especially the role of slaves)<br/> Democracy v Oligarchy<br/> The jury system</p> |
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|  | <p><b>United England</b></p> <p><u>Significant individuals</u><br/> Ragnar Lothbrok<br/> Eric Bloodaxe<br/> Alfred the Great<br/> Cnut the Great<br/> King Harold</p>  | <p><u>Significant individuals</u><br/> Matthew Hopkins (the Witchfinder General)<br/> Mary Tudor (Bloody Mary)<br/> Jack Ketch<br/> Dick Turpin<br/> Robert Peel<br/> Jack the Ripper<br/> Mary Ann Cotton<br/> Albert Pierrepoint</p>  | <p>Athenian trade and economy<br/> Athenian lifestyle according to position/gender<br/> Spartan lifestyle<br/> Spartan economy<br/> Why were Athens and Sparta sworn enemies?<br/> Battles of Marathon and Thermopylae<br/> innovations in mathematics and science<br/> medicine</p> <p><u>Significant individuals</u><br/> Pheidippides<br/> King Leonidas</p>  |
|  | <p><b><u>Sticky knowledge</u></b><br/> Know when the Vikings first invaded Britain at Lindisfarne.<br/> Know that the term 'Viking' is a verb and the people are The Northmen<br/> Know that the Norsemen kill the king of Northumbria and take Jorvik as their capital<br/> Describe the Danelaw<br/> Explain why Alfred was given the title of 'Great' Describe what life was like for The Northmen living in Britain.<br/> Know that the last Viking was Eric Bloodaxe Know how</p> | <p><b><u>Sticky knowledge</u></b><br/> Know that the Romans had courts and juries.<br/> Know that there were no police in Roman times and you had to catch criminals yourself and take them to court.<br/> Know that the worst Roman punishment was crucifixion<br/> Describe some of the Trials by Ordeal, Water and Combat.<br/> Explain werigild.<br/> Describe some of the medieval and Tudor punishments e.g. brank, drunkard's cloak<br/> Know some of the methods of execution used in Medieval Britain.<br/> Medieval England sees the first appointment of law enforcement – Justice of the Peace.</p> | <p><b><u>Sticky knowledge</u></b><br/> Describe similarities and differences between Athens and Sparta<br/> Describe what a democracy is<br/> Know that the Ancient Greeks believed in Gods who lived on Mt Olympus and were led by Zeus.<br/> Describe some of the Greek Gods<br/> Recount some of the Greek myths<br/> Recount the story of the first marathon. Describe why King Leonidas is famous Explain how Greek Theatre influenced the rest of the Western World.</p> |

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|   | <p><i>Britain became a unified country.</i></p>  | <p><i>Explain what happened if someone was accused of Witchcraft.</i><br/> <i>Explain what a highwayman is.</i><br/> <i>Know that the most famous highwayman was Dick Turpin.</i><br/> <i>Know that public hangings stopped in 1868</i><br/> <i>Know that Robert Peel introduced the Police Force</i><br/> <i>Explain that transportation was used as a punishment</i><br/> <i>Victorians developed prisons.</i><br/> <i>Know that the death penalty in Britain was abolished in 1969</i><br/> <i>Name some famous criminals and executioners through time</i></p> |  |
| <p><b>Vocabulary</b> raid, settled, Danelaw, Viking, Anglo-Saxon, Wessex, kingdom, danegeld, Lindisfarne, Wessex, invade, settle, crime, punishment, stocks, pillory, execution, crucifixion, torture, brank, drunkard's cloak, ducking stool, guillotine, highwayman, robbery, theft, murder, transportation, treason, democracy, city states, empire, debate, oligarchy, citizens</p> |  |  |  |
| <p><b>YEAR 5/6</b><br/><b>CYCLE B</b></p>   | <p><b>Mayan civilization</b><br/> <b>A non-European Study</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest causes and consequences of the main events and changes in history.</li> <li>• Place events, artefacts and</li> </ul> | <p><b>A turning point in British History.</b><br/> <b>What the Victorians did for us.</b><br/> <b>Local history link:</b> Joseph Swan, mining</p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest causes and consequences of the main events and changes in history.</li> </ul>  | <p><b>Second World War</b><br/> <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b><br/> Local History<br/> Link: DLI<br/> Propaganda<br/> Being a child in the Second World War.</p> <ul style="list-style-type: none"> <li>• Show an awareness of the concept of propaganda and</li> </ul> |



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|  | <p>historical figures on a time line using dates.</p> <ul style="list-style-type: none"> <li>• Understand the concept of change overtime, representing this, along with evidence, on a time line.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</li> <li>• Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> <li>• Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to promote evidence about the past</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> </ul> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p> <ul style="list-style-type: none"> <li>• Begin to offer explanations about why people in the past</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the concept of change overtime, representing this, along with evidence, on a time line.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</li> <li>• Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> <li>• Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to promote evidence about the past</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> </ul> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p> <ul style="list-style-type: none"> <li>• Begin to offer explanations about why people in the past acted as they did</li> </ul> <p><b>Curriculum themes</b><br/> Rich and poor<br/> Child labour – jobs and dangers<br/> Industrial growth<br/> Life in the workhouse<br/> Mining - Felling Pit Disaster; Burns Pit</p> | <p>how historians must understand its social context.</p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest causes and consequences of the main events and changes in history.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology. Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> <li>• Devise, ask and answer more complex questions about the past, considering key concepts</li> </ul> |
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|  | <p>acted as they did</p> <p><b>Curriculum themes</b></p> <p>Maya temples and pyramids</p> <p>Belief system – including deities, bloodletting and sacrifice</p> <p>Societal structure</p> <p>Independent City States</p> <p>Kings</p> <p>Mathematics</p> <p>Astrology</p> <p>Early writing system</p> <p>Calendars</p> | <p>Disaster</p> <p>Davey Lamp</p> <p>Electric lights</p> <p>Steam railways</p> <p>Factories</p> <p>Monarchy – Queen Victoria</p> <p><u>Significant Individuals</u></p> <p>Dr Bernardo</p> <p>George Stephenson</p> <p>Sir Humphrey Davey</p> <p>Joseph Swann</p> | <p>in history</p> <ul style="list-style-type: none"> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to promote evidence about the past</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> <li>• Understand that the past is represented and interpreted in different ways and give reasons for this</li> <li>• Begin to offer explanations about why people in the past acted as they did.</li> </ul> <p><b>Curriculum themes</b></p> <p>The Home Front – roles of the Home Guard and Women's Land Army</p> <p>Evacuation</p> <p>Rationing and The Black Market</p> <p>Appeasement and Nazi Invasion of Poland</p> <p>Declaration of war</p> <p>Wartime propaganda (British and German)</p> <p>Dig for Victory</p> <p>The Blitz</p> <p>D Day and VE Day</p> |
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|  |  |  | <p><b>The Blitz</b></p> <p><b>King</b></p> <p><b>Parliament</b></p> <p><b>Prime Minister</b></p> <p><u>Significant Individuals</u></p> <p>Neville Chamberlain</p> <p>Winston Churchill</p> <p>Adolph Hitler</p>   |
|  | <p><b><u>Sticky Knowledge</u></b></p> <p><i>Can explain that the Maya ruins were discovered by European explorers</i></p> <p><i>Can give reasons as to why they think it is important to study the Maya at KS2</i></p> <p><i>Know that Maya society was organised in a pyramid system and can give some examples of social position within the structure</i></p> <p><i>Can describe some aspects of daily life</i></p> <p><i>Can give some reasons as to why the Maya conducted human sacrifice</i></p> <p><i>Know that the Maya developed a calendar based on astrological observation</i></p> <p><i>Can give plausible reasons for the decline of the Mayan civilisation</i></p> | <p><b><u>Sticky Knowledge</u></b></p> <p><i>Know that the invention of new farming machinery was the reason for people moving to cities</i></p> <p><i>Know that factories were able to manufacture goods quickly and cheaply to improve trade</i></p> <p><i>Describe some of the working conditions in factories</i></p> <p><i>Describe some of the jobs carried out by children</i></p> <p><i>Know that Joseph Swan invented the electric lightbulb had the first house in the world to be lit by electric lightbulbs</i></p> <p><i>Name some Victorian inventions that we still use today.</i></p> | <p><b><u>Sticky Knowledge</u></b></p> <p><i>Know when the second world war began and ended</i></p> <p><i>Know the events leading up to the second world war</i></p> <p><i>Explain who Adolph Hitler, Neville Chamberlain and Winston Churchill are. Explain what propaganda is</i></p> <p><i>Explain why some children were evacuated in the Second World War.</i></p> <p><i>Describe what life may have been like for an evacuee</i></p> <p><i>Know what the Blitz is</i></p> <p><i>Explain what the Home Front is and give examples of life during the War</i></p> <p><i>Explain what rationing was and why it was introduced.</i></p> <p><i>Explain why the war in Europe ended.</i></p> |

