



A member of  
Bowes Cotherstone Federation



# History Cotherstone Primary School

# Rationale

At Cotherstone Primary, we believe that high-quality history lessons inspire children to want to know more about the past and their place in History. By linking History learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology and build an overview of Britain's past as well as that of the wider world.

Teesdale and County Durham itself are areas rich in historical features including evidence of Stone Age activity, Anglo-Saxon, Roman and Viking settlement as well as strong links to Victorian Britain and the Industrial Revolution. Through history we promote pride in the community, local heritage and British values whilst looking outwards at significant national and international events and civilisations. Our intent is for our children to understand the place in which they live in context of its own unique history, the history of Britain and that of the wider world. We feel that those children who live in and around the area should understand and be proud of their local history and their place in it. A number of children in our school have moved into the area from various towns and cities around the country. We intend for those children to feel as much a part of the story of Teesdale and the wider area as much as those born and bred here and to embrace the knowledge and history that they bring to us. The children are taught to value their home and heritage within the local community and link this to their place within British and World History.

# Rationale

Through our History Curriculum, we aim to inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving. We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. Our history curriculum is enquiry based and knowledge rich.

We intend to develop children's knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past. Children are given the opportunity to develop the ability to think critically about history and communicate ideas confidently to a range of audiences, giving them a respect for historical evidence and the ability to make critical use of it to support their learning.

# Rationale

At Cotherstone Primary School, our history curriculum is carefully sequenced in such a way that the children will initially learn about their immediate history: their family and location. This will be a starting block in EYFS and built upon as they enter Key Stage 1. Once this is consolidated, they will gain a wider experience of global history. As a child moves through our school, their historical knowledge and understanding will deepen and connections will be made across history topics.

The concepts that children explore are revisited in different units allowing children to apply new knowledge to the concept in order to prepare them for future learning and life. History topics are also linked to geography, art and DT units as much as possible, with English texts being used to give a further immersive experience for our children. We inspire children's curiosity to know more about the past by planning and delivering interesting and thought-provoking topics and activities. Lessons are planned effectively to consider children's prior learning and current assessment and are appropriately differentiated so that all children can make outstanding progress. These lessons and experiences equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We use local and national resources, including museums, historical sites and people of interest to help enable children to envisage the past. We demonstrate and encourage children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

# Rationale

By working sequentially, in a chronological order – as well as possible within a two-year rolling plan – we help children understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. Themes such as 'achievement', 'significance' and 'legacy' are woven throughout the curriculum to allow for detailed, in depth comparisons between events to promote critical thinking about continuity and change.

Through effective, cumulative formative and summative assessment and monitoring of progress, we extend children's learning both within individual lessons and over time. By the end of their time in our school, our children have an enthusiasm for seeking historical evidence, understand the methods of historical enquiry, how evidence is used rigorously to make historical claims and to question such claims. Children retain key knowledge and facts through effective use of resources (including technology and online learning), inviting local guests into school to talk about their particular experience of historical and local events as well as experts in various historical fields. We plan exciting educational visits to reinforce classroom learning and help our children experience real-life history!

# Rationale- our aims

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

# Rationale

Through careful planning and delivery, children remember key facts and concepts while developing an ongoing interest in history. They be inquisitive and ask their own questions about history while at the same time questioning current thinking. They understand the unique history of Teesdale and their own part in it while also developing a sense of global citizenship by understanding how the world has been shaped by historical actions and ways of thinking.

Children understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'. Children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

They also understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

# Rationale

We use rigorous monitoring throughout the year to gauge the impact of the curriculum design. Senior leaders and subject leaders carefully monitor history: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development.

To make history lessons inclusive, Cotherstone Primary School anticipates barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEND and planning considers ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEND will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, 'parallel' activities are provided for pupils with SEND, so that they can work towards the same lesson objectives as their peers, but in a different way, such as using visual aids to support pupils in understanding words and phrases.

Coverage and progress are accurately assessed through careful analysis of the application of skills as children move through the history curriculum. Children are taught to understand and use historical vocabulary, knowledge and skills across a variety of historical events in Britain and beyond. Children leave Cotherstone Primary School with a love of history and the confidence and critical thinking skills to become historians of the future.



# History in Early Years

History in the Early Years is covered in 'Understanding the World'. It is introduced through activities that encourage every child to be curious, ask questions and talk about the world around them. In EYFS the early learning goals for History are centred on inspiring the children to show an interest in the lives of people familiar to them such as parents and grandparents through discussion. We support the children in the early years in exploring ways of preserving memories of special events through collecting photographs, making drawings and writing.

# Long Term Plan- Year 1 and 2

	Autumn	Spring	Summer
Year 1 and 2 Cycle A	<p><b>Changes Within Living Memory/ Local Area</b>  <i>What changes have been made to holidays within living memory?</i>  <b>Who was George Stephenson and Timothy Hackworth and why are they significant to my local area?</b>            With links to road use and transport in my local area. Where did people go on holiday, how and why?  <i>Local history: George Stephenson/Timothy Hackworth (trains and their impact on society and holidays)</i></p> <ul style="list-style-type: none"> <li>· Achievements</li> <li>· Impact</li> <li>· Society</li> <li>· Entertainment</li> </ul> <p><b>Builds on:</b>  <b>EYFS- Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their role in society.</li> <li>• Know similarities and differences between the past and now, drawing on experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events in books and storytelling.</li> </ul> <p>Links to the topic of railways in Class 3 and the EYFS Beyond our Home and Community- Seaside Topic (Cycle B)</p>	<p><b>Significant Event Beyond Living Memory/Significant Individuals</b></p> <p><i>How did the Great Fire change London?</i></p> <p>Study of The Great Fire of London- a key piece of History within our country. Study of significant individual Samuel Pepys.</p> <ul style="list-style-type: none"> <li>· Significance</li> <li>· Impact</li> </ul> <p><b>Themes &amp; Concepts:</b>            Conflict and Disaster  <b>Substantive concepts explicitly taught:</b>            Monarchy and Civilisation</p> <p><b>Builds on:</b>  <b>EYFS- Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their role in society.</li> <li>• Know similarities and differences between the past and now, drawing on experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events in books and storytelling.</li> </ul>	<p><b>Local Area Study</b></p> <p><i>How has farming changed our area?</i></p> <ul style="list-style-type: none"> <li>· Achievements</li> <li>· Impact</li> <li>· Society</li> <li>· Technology</li> <li>· Community</li> </ul> <p><b>Builds on:</b>  <b>EYFS- Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their role in society.</li> <li>• Know similarities and differences between the past and now, drawing on experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events in books and storytelling.</li> </ul> <p>Link to technology from KS1 (Cycle B) – different uses of technology. Coal mining in Class 2 (Cycle B)– compare impact/significance for area. Prehistoric Britain in Class 2 (Cycle A) – earliest farmers for chronological comparison. Link to the EYFS topic of On the Farm.</p>

# Long Term Plan- Year 1 and 2

<p>Year 1 and 2 Cycle B</p>	<p><b>Changes Within Living Memory</b> <i>What changes have there been to toys and technology in living memory?</i></p> <p>How have children's toys changed since our older relatives were little? How has technology changed our lives over the last 60 years?</p> <ul style="list-style-type: none"> <li>· Achievements</li> <li>· Technology</li> <li>· Impact</li> <li>· Society/culture</li> <li>· Entertainment</li> </ul> <p><b>Themes &amp; Concepts:</b> Society &amp; Community</p> <p><b>Substantive concepts explicitly taught:</b> trade, civilisation, industry</p> <p><b>Builds on:</b> <b>EYFS- Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their role in society.</li> <li>• Know similarities and differences between the past and now, drawing on experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events in books and storytelling.</li> </ul> <p><b>Builds on:</b> Cycle A Railways and Farming. <b>Prepares for:</b> Class 3 Topic, WW2- evacuee toys</p>	<p><b>Significant Event Beyond Living Memory/Significant Individuals</b> <b>Local Area</b></p> <p><b>Kings, Queens and Castles.</b> <i>Where did Kings and Queens live through time?</i></p> <ul style="list-style-type: none"> <li>· Significance</li> <li>· Achievements</li> <li>· Society</li> <li>· Culture</li> </ul> <p><b>Themes &amp; Concepts:</b> Power</p> <p><b>Substantive concepts explicitly taught:</b> empire, monarchy</p> <p><b>Builds on:</b> <b>EYFS- Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their role in society.</li> <li>• Know similarities and differences between the past and now, drawing on experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events in books and storytelling.</li> </ul> <p><b>Builds on:</b> EYFS topic of Castles, Princesses, Knights and Dragons.</p> <p><b>Prepares for:</b> Monarchy in Class 3 (Cycle B) and to the Bowes' (Class 1 Cycle A) (cultural and societal comparisons) Study of the local castles in the area with trips to these too (Raby Castle, Bowes Castle, Barnard Castle – links to the names of the school houses</p>	<p><b>Significant Individuals/International/ National/Local</b></p> <p><b>Where have humans explored?</b> <b>Local-</b> Famous explorers from the North East- Local Link James Cook and Gertrude Bell.</p> <p><b>International-</b> Ernest Shackleton, Charles Darwin, Sir Edmund Hillary, Sylvia Earle, Roald Amundsen</p> <p><b>National:</b> William Smith</p> <p><b>Themes &amp; Concepts:</b> Exploration and Invasion</p> <p><b>Substantive concepts explicitly taught:</b> exploration, trade</p> <p><b>Builds on:</b> <b>EYFS – Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their role in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books and storytelling.</li> </ul> <p><b>Prepares for:</b> The Maya (Class 3 Cycle A) The Vikings (Class 3 Cycle A)</p>
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# Long Term Plan- Year 3 and 4

<p>Year 3 and 4 Cycle A</p>	<p><b>Prehistoric Britain: Stone Age to Iron Age</b> <i>How did daily life change from the Stone Age to Iron Age?</i></p> <ul style="list-style-type: none"> <li>· Achievements</li> <li>· Entertainment</li> <li>· Society</li> <li>· Beliefs</li> <li>· Housing</li> <li>· Trade</li> </ul> <p><b>Theme:</b> Society and Community <b>Substantive concepts explicitly taught:</b> Migration, settlement, trade, civilization, industry</p> <p><b>Builds on:</b> trade to first flight (KS1 Cycle A) – air travel made trade easier, but no air travel in Prehistoric Britain!</p> <p><b>Builds on/Prepares for:</b> Comparisons to Ancient Egypt (next topic) and Romans (Cycle B) – direct comparison of themes concurrently. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom. Children's understanding of empire is built upon within year 3/4 as they study the Greeks and the Romans. Children begin to have a full understanding of a monarchy and understand that this is at the head of an empire. Children will develop further the story of Rome from the point of Julius Caesar and the similarities between Greek and Roman culture. <b>Class 3-</b> Children will have developed their understanding of migration and know that people explored and invaded different places. Children will know that iron weapons are used to defend and trade with. Children will explore further the concept of settlement.</p>	<p><b>Ancient Civilisations</b> <b>Overview of Ancient Civilisations, then more detailed study of Ancient Egypt.</b></p> <p><i>What were the greatest achievements of Ancient Egypt?</i></p> <ul style="list-style-type: none"> <li>· Entertainment</li> <li>· Achievements</li> <li>· Society</li> <li>· Housing</li> <li>· Beliefs</li> <li>· Trade</li> </ul> <p><b>Theme:</b> Power <b>Substantive concepts explicitly taught:</b> Civilisation, trade, settlement, empire, monarchy, rebellion</p> <p><b>Builds on:</b> Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned, not explicitly taught.</p> <p><b>Builds on/Prepares for:</b> Comparisons to Romans (Cycle B) Stone Age (previous topic in Cycle A) as they were concurrent. Use themes for direct comparisons. Differences in trade between different periods – leading to prosperity for the Ancient Egyptians. Children will know that early civilisations changed when agriculture began.</p> <p>Children will make links to the Maya (Class 3- Cycle A) and how they made pyramids. They will use their understanding of rebellion, empire and monarchy to explore crime and punishment and world war two.</p>	
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# Long Term Plan- Year 3 and 4

<p>Year 3 and 4 Cycle B</p>	<p><b>Roman Empire and Impact on Britain</b></p> <p><i>How did the Roman Empire impact Britain?</i> Bringing different people to Cotherstone! Looking at the international impact of the Empire.</p> <ul style="list-style-type: none"> <li>· Achievements</li> <li>· Entertainment</li> <li>· Society</li> <li>· Beliefs</li> <li>· Housing</li> </ul> <p><b>Theme:</b> Exploration and Invasion Power</p> <p><b>Substantive concepts explicitly taught:</b> civilisation, trade, settlement, empire, monarchy, rebellion</p> <p><b>Builds on:</b> Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. Substantive concepts such as trade, industry and settlement will have been mentioned. Children will have a basic understanding of monarchy from 'Castles, kings and <u>queens</u>'.</p> <p><b>Builds on/Prepares for:</b> Comparisons to Ancient Egypt (Cycle A) and Stone Age to Iron Age (Cycle A) – direct comparison of themes concurrently. Children will have a clear chronological understanding of Ancient Britain. They will know how we find out about prehistory and know how to use sources to inform their historical interpretations. They will know/learn about Greek culture and see how they influenced Roman culture. Children will go on to study the ancient culture of the Maya (Class 3- Cycle A). They will go on to find out about how the Romans punished criminals in the Crime and Punishment topic in Class 3.</p>	<p><b>Ancient Greeks</b></p> <p><i>What were the greatest achievements of the Ancient Greeks?</i></p> <ul style="list-style-type: none"> <li>· Achievements</li> <li>· Society</li> <li>· Beliefs</li> <li>· Impact</li> <li>· Legacy</li> </ul> <p><b>Theme:</b> Society and community</p> <p><b>Substantive concepts explicitly taught:</b> civilisation, trade, settlement, empire, monarchy.</p> <p><b>Builds on:</b> Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that.</p> <p><b>Builds on/Prepares for:</b> Compare to Romans and Bronze Age (Cycle A) – Bronze Age people are known as the first real 'Greeks'. The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom. In Class 3, Children will describe causes of events and their consequences in Ancient Maya. Children will also compare the similarities and differences between civilisations and cultures. They will describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Children will describe the social, ethnic, cultural or religious diversity of past society.</p>	<p><b>Local Area Study</b></p> <p><i>Was coal mining significant for Teesdale?</i> Study into coal mining and its effects on Teesdale. Look at local geography linked to mining, how miners and their families lived and what mining meant to and for the area.</p> <ul style="list-style-type: none"> <li>· Significance</li> <li>· Achievement</li> <li>· Impact</li> <li>· Society</li> <li>· Housing</li> <li>· Community</li> </ul> <p><b>Prepares for:</b> Railways and WW2 in Class 3 (Cycle B) – which was more significant for area</p>
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# Long Term Plan- Year 5 and 6

Year 5 and  
6  
Cycle A

## Viking and Anglo-Saxon Struggle for Kingdom of England

*How did England change during the settlement of the Anglo-Saxons and Vikings?*

The changing landscape of Britain, North East and our local area.

- Achievements
- Society
- Housing
- Beliefs
- Entertainment
- Legacy

**Theme:** Exploration and invasion.

**Substantive concepts explicitly taught:** migration, trade, monarchy, settlement, rebellion

**Builds on:** Comparisons to Britain's Settlement of Anglo-Saxons/Scots in Class 2 (Cycle A)

Children will have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain. Children will know that different civilisations have different cultures. They will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Roman's had an organised army. They will have a developed understanding of settlement and why people settled when and where they did.

**Builds on/Prepares for:** Comparisons to Maya (Spring A) – later topic for direct comparison.

Children will explore how the Anglo-Saxons punished criminals and what laws they lived by within the topic "Crime and Punishment."

## Non-European Study

*What similarities and differences are there between the Maya Civilisation and England from 8<sup>th</sup> to 10<sup>th</sup> century?*

Learn about Maya and then use themes to compare to Vikings from earlier in year.

- Beliefs
- Society
- Housing
- Impact
- Achievements
- Legacy

**Theme:** Power

**Substantive concepts explicitly taught:** civilisation, trade, settlement, empire, monarchy

**Builds on:**

Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom. They will have a developed understanding of the substantive concepts of empire, civilisation and monarchy and understand that ancient cultures would need to defend themselves against enemy attack.

**Builds on/Prepares for:** Comparisons to Vikings (Cycle A) – earlier in year so direct comparison, of religion in particular.)

Children will continue to identify periods of rapid change in history and why these changes occurred.

## Beyond 1066

### Crime and Punishment

*How has crime and punishment changed through time?*

How and why has the punishment of criminals changed over time?

- Society
- Community
- Legacy

Focusing on continuity and change, turning points and what caused the evolution of crime and punishment.

**Theme:** power/conflict and disaster

**Substantive concepts explicitly taught:** empire, monarchy, civilisation, rebellion.

**Builds on:**

**Class 1** Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

**Class 2-** Children will have looked at periods in time within the Stone Age. – Children will have studied the Romans in Britain. Children will have studied the Anglo-Saxons.

# Long Term Plan- Year 5 and 6

<p>Year 5 and 6 Cycle B</p>	<p><b>Beyond 1066: Changing Power of Monarchs</b></p> <p><i>What makes a significant monarch?</i></p> <p>Compare early monarchs through Tudors and link to Charles III</p> <ul style="list-style-type: none"> <li>· Achievements</li> <li>· Society</li> <li>· Impact</li> <li>· Beliefs</li> </ul> <p><b>Builds on/Prepares for:</b> Links to achievements of others (such as Romans, Anglo-Saxons etc.) and whether or not monarchs have greatest impact on Britain</p>	<p><b>Beyond 1066/Local Area Study: World War Two</b></p> <p><i>How did World War Two affect family life in Teesdale?</i></p> <p>How and why should we remember Cotherstone's involvement in WW2?</p> <ul style="list-style-type: none"> <li>· Society</li> <li>· Impact</li> <li>· Legacy</li> <li>· Community</li> </ul> <p><b>Theme:</b> Society and community</p> <p><b>Substantive concepts explicitly taught:</b> empire, monarchy, civilisation, rebellion</p> <p><b>Builds on/Prepares for:</b> Railways topic next, which had more impact?</p> <p><b>Builds on:</b> Toys and technology in KS1 Cycle B – did toys etc. change during the war and why?</p> <p>Class 2- Children will understand how civilisation developed and led to defending themselves and creating weapons. Children will understand the concept of empire through an exploration of the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion through the study of the Romans and the Ancient Egyptians, specifically when the Hittites invaded Egypt.</p> <p>Class 3- Children will understand the struggle for power during the Anglo-Saxon and Viking period. The children will know that countries have to defend themselves against attacking enemies using armies.</p>	<p><b>Local Area Study:</b></p> <p><b>Turning point – the first railways</b></p> <p><i>What impact did the first railways have on the North East?</i></p> <p>Think about local railways, including ones that are no longer in use.</p> <ul style="list-style-type: none"> <li>· Significance</li> <li>· Society</li> <li>· Entertainment</li> <li>· Impact</li> <li>· Housing</li> <li>· Community</li> </ul> <p><b>Builds on:</b> KS1 knowledge from changes in transport and Stephenson (Cycle A)</p>
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## Concepts

**Society and Community**

**Exploration and Invasion**

**Power**

**Conflict and Disaster**

## Secondary Concepts

Chronology

Evidence and  
Interpretation

Cause and  
Consequence

Change and  
Continuity

Similarity and  
Difference

Historical Significance



## trade

the action of buying and selling goods and services



## civilisation

a complex society that has developed advanced systems of government, culture, and technology



## industry

workplaces which turn raw materials into finished products, or provide a service



## empire

a group of nations ruled by one ruler or government



## rebellion

an armed fight against a government or leader



## settlement

a place where people have settled to live



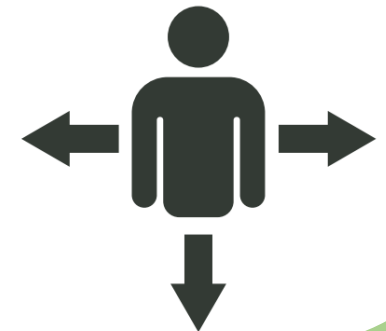
## monarchy

a form of government where the leader, like a king or queen, inherits the throne and holds the position for life or until they choose to abdicate



## migration

the movement of people to a new place to find better living conditions



UKS2

UKS2

LKS2

LKS2

KS1

Society and Community	Exploration and Invasion	Power	Conflict and Disaster
		<b>Crime and Punishment</b> empire, monarchy, civilisation	
		<b>World War 2</b> empire, monarchy, civilisation	
	<b>Anglo-Saxons and Vikings</b> migration, trade, monarchy, settlement	<b>Ancient Maya</b> civilisation, trade, settlement, empire, monarchy	
<b>Ancient Greece</b> civilisation, trade, settlement, empire, monarchy	<b>The Romans</b> civilisation, trade, settlement, empire, monarchy		
<b>Stone Age – Iron Age</b> migration, settlement, trade, civilisation, industry		<b>Ancient Egypt</b> civilisation, trade, settlement, empire, monarchy	
			<b>The Great Fire of London</b> monarchy, civilisation
<b>Technology</b> trade, industry  <b>Toys</b> trade, civilisation, industry	<b>Explorers</b> migration, trade	<b>Kings, Queens and Castles</b> trade, industry, empire, monarchy	

# Themes and Concepts

KS1

Society and Community	Exploration and Invasion	Power	Conflict and Disaster
Technology (Changes within living memory)			
How has technology changed over the last 60 years?			
trade, industry			The Great Fire of London (Events beyond living memory)
Toys (Changes within living memory)	Explorers	Kings, Queens and Castles (Significant individuals and local places)	How did the Great Fire change London?
How have toys changed over the last 50 years?		Where did Kings and Queens live through time?	monarchy, civilisation
trade, civilisation, industry		trade, industry, empire, monarchy	

# Themes and Concepts

	<b>Society and Community</b>	<b>Exploration and Invasion</b>	<b>Power</b>	<b>Conflict and Disaster</b>
LKS2	<b>Ancient Greece</b> (A study of Greek life and achievements and their influence on the world)	<b>The Romans</b> (The Roman Empire and its impact on Britain)		
	<b>What were the greatest achievements of the Ancient Greeks?</b>	<b>How did the Roman Empire impact Britain?</b>		
	civilisation, trade, settlement, empire, monarchy	civilisation, trade, settlement, empire, monarchy		
LKS2	<b>Stone Age – Iron Age</b> (Changes in Britain from the Stone Age to the Iron Age)		<b>Ancient Egypt</b> (The achievements of the earliest civilisations)	
	<b>How did daily life change from the Stone Age to the Iron Age?</b>		<b>What were the greatest achievement of Ancient Egypt?</b>	
	migration, settlement, trade, civilisation, industry		civilisation, trade, settlement, empire, monarchy	

# Themes and Concepts

	Society and Community	Exploration and Invasion	Power	Conflict and Disaster
UKS2			<b>Crime and Punishment (Post 1066 Study)</b> How has crime and punishment changed through time? empire, monarchy, civilisation, industry	
			<b>World War 2 (Local History Study)</b> Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two? empire, monarchy, civilisation	
UKS2		<b>Anglo-Saxons and Vikings</b> (Britain's settlement by Anglo-Saxons and Vikings) How did England change during the settlement of the Anglo-Saxons and Vikings? migration, trade, monarchy, settlement	<b>Ancient Maya</b> (A non-European study that provides contrast with British history) What similarities and differences are there between the Maya civilisation and England from the 8th – 10th century? civilisation, trade, settlement, empire, monarchy	

# Progression of Knowledge and Skills

KS1

## Toys

(Changes within living memory)

How have children's toys changed since our older relatives were little?

## Famous Explorers

(Significant individuals and events)

(Local History)

Where have humans explored?  
Famous explorers from the North East- Local Link

## Kings, Queens and Castles

(Significant Individual and Local Places)

Where did Kings and Queens live through time?

## Technology

(Changes within living memory)

How has technology changed over the last 60 years?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can label timelines with words such as: past, present, older and newer.  I can recount changes that have occurred in my own life.	I can look at sources and ask "What was it like for people?"  "What happened?"  "What was this used for?"  "How long ago?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed overtime.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
I can place explorative events on a timeline.	With support, I can use evidence of explorers lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past.  I can name and explore local people who were explorers.
I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can begin to explain why <u>monarchs built</u> castles and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.
I can place events and artefacts on a timeline.	I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why certain technology was manufactured.	I can describe how technology has changed and how it has continued over time.	I can use pictures and film footage to find out about technology in the past compared to now.	I can describe and begin to talk about key events of a significant person/time.

# Progression of Knowledge and Skills

KS1

Seaside/Travel/Railways  
(Events Beyond Living Memory/  
Local Area Significant Individuals)  
What changes have been made to  
holidays within living memory?

Who was George Stephenson and  
Timothy Hackworth and why are they  
significant to my local area?

The Great Fire of London  
(Events Beyond Living  
Memory)  
How did the Great Fire change  
London?



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place events and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>I can describe changes and the historical events they led to.</p>	<p>I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people and events from the past and explain why they are important.</p>
<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>

# Progression of Knowledge and Skills

LKS2

**Stone Age to Iron Age**  
**(Changes in Britain from the Stone Age to Iron Age)**  
 How did daily life change in Britain from the Stone Age to the Iron Age?

**Ancient Egypt**  
**(The achievements of the earliest civilisations)**  
 What were the greatest achievements of the Ancient Egypt?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>
<p>I can place events, artefacts and historical figure on a timeline using dates.</p> <p>With support, I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can begin to explain the concept of change over a long period of history.</p>	<p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>



# Progression of Knowledge and Skills

LKS2

**Ancient Greece**  
**(A study of Greek life and achievements and their influence on the world)**  
 What were the greatest achievements of the Ancient Greeks?

**The Romans**  
**(The Roman Empire and its impact on Britain)**

How did the Roman Empire impact Britain?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p>	<p>I can explain the concept of change over time and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>
<p>I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>

# Progression of Knowledge and Skills

UKS2

## Anglo-Saxons and Vikings (Britain's settlement by Anglo-Saxons and Vikings)

How did England change during the settlement of the Anglo-Saxons and Vikings?

## Ancient Maya (A non-European study that provides contrast with British History)

How did England change during the settlement of the Anglo-Saxons and Vikings?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates accurately in describing events and people.	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	I can describe causes of invasion in Britain and what the consequences were.	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.
I can use dates and terms accurately in describing events and people.	<p>I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>	I can describe causes of events and their consequences in Ancient Maya.	<p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p>	I can compare the similarities and differences between civilisations and cultures.	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>

# Progression of Knowledge and Skills

UKS2

## World War II (Local History Study)

How was my region affected by World War 2?

## Crime and Punishment (Post 1066 Study)

How has crime and punishment changed over time in Britain?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War 2.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes.</p>	<p>I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>

# *Vocabulary Progression*

# Vocabulary Progression

## KS1

### Changes in Toys

before, after, **past, present**, old, new, then, now, today, **modern, timeline**, different, same, favourite

### Changes in Technology

before, after, **past, present**, old, new, then, now, today, **modern, timeline**, different, same, technology, evidence,

### Famous Explorers

**explore, explorer, exploration, significant**, astronaut, oceanographer, mountaineer, **before, after, past, present**, monument, **same, different, change, continuity, then, now.**

### Holidays/Travel

George Stephenson, Timothy Hackworth, holidays, beach, pier, Victorian, Punch and Judy, travel, locomotive, steam train

### Kings, Queens and Castles

**king, queen, reign, monarch, coronation**, before, past, present, moat, drawbridge, battlements, **attack, defend, protect**, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, present day, monument, sceptre, similar, different, regal, Battle of Hastings, William the Conqueror, significant, change, continuity, then, now, different

### The Great Fire of London

evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline

# Vocabulary Progression

## LKS2

### Stone Age to Iron Age

artefacts, excavation, archeologist, **continuity**, remains, **migrate**, preserve, agriculture, domestication, **significant**, mine, ore, alloy, beaker, burial, construct, **settlement**, palisade, granary, ditch.

### Ancient Egypt

**era**, artefact, **chronology**, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, **trade**, expand, **monarchy**, **empire**,

### The Romans

archer, infantry, fleet, annex, military alliance, legion, **emperor**, **empire**, peninsula, tactic, **settlement**, **kingdom**, **revolt**, occupation, outnumber, governor, conquer, fort, **defences**, civil war, pillage

### Ancient Greece

**civilisations**, ceramics, excavate, Crete, **trade**, complex, **export**, bronze, **import**, oligarchy, city-state, outnumber, invasion, **empire**, retreat, revolt, unified, militaristic policy, tyrant, victorious,

# Vocabulary Progression

## UKS2

### Anglo-Saxons and Vikings

empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan, hostile, idol, Scandinavia, priory, monk.

### Ancient Maya

historian, archaeologist, artefacts, **region**, drought, irrigate, crops, porous, limestone, jadeite, **settlement**, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, **hostile**, **invade**, **trade**, **port**

### WW2

republic, **citizen**, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian **government**, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron

### Crime and Punishment

**crime**, **period**, **chronology**, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, **industrial**, promotion, unarmed, detective, prevention, detection, rehabilitation.

## ***Local History***



## The North East

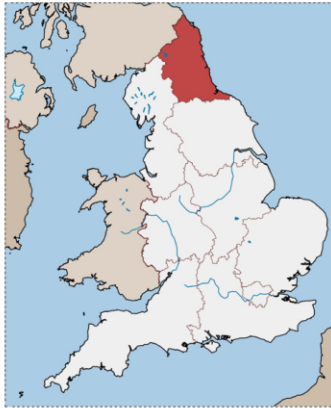
The **North East** is one of nine official regions of England. The largest settlements in the North East are **Newcastle upon Tyne, Sunderland, Gateshead, Middlesbrough, Darlington and Hartlepool**.

Unfortunately, **many lives were lost** in the North East during WW2, as the great industrial centres of the Tyne, Tees and Wear were a **constant target** for the bombing raids of **German aircraft**.

In all, the North East suffered more than **1300 deaths**.

**Churchill (PM)** didn't isolate the making of resources for the war effort but **spread them across the country** so that if certain factories were demolished by **bombing**, other areas could create the resources.

On the next slide is a photograph of **Winston Churchill** visiting the region during WW2.



## Gertrude Bell's adventures

Recount – diary entry

29<sup>th</sup> May 1909

Dear Diary,

After a long, hot journey, we finally arrived in Khakk – a beautiful province in Punjab. We'd stopped on the way because there were so many amazing sights to see! I think I'll really enjoy spending time here.

When we arrived, I was happy because our tents were pitched in a great spot! On one side, there was a shimmering pool of water. It was very hot, so it would be the perfect place to jump into and cool down. On the other side, there was a very old church. It had domed roofs, carved mouldings and was still in one piece! Just outside of the camp, there was a small village. The buildings' walls were falling apart, so we would need to do some work to improve them.

Whilst teaching key historical concepts, we use model texts to support our local history to provide our children with these links to make connections.

## FAMOUS EXPLORERS FROM NORTH EAST ENGLAND

Have you ever wondered what it might be like to be an explorer? When they visit new places, they are always looking for something new to share with the world. These three famous explorers from North East England each discovered something exciting on their travels. They were brave, adventurous and all made a difference to British history. Read on to find out more.

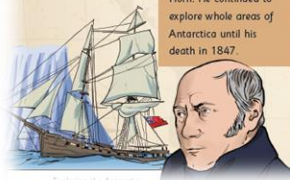
### CAPTAIN COOK

James Cook was born on the 27th October 1728 in Marton and is best known for exploring the South Pacific. He was a British navigator who sailed on a ship called The Endeavour.



Captain Cook's ship - The Endeavour

James Cook studied maths, charting, geography and astronomy. He was very skilled in navigating. Captain Cook made three incredible voyages to the South Shetland Islands in his lifetime where he discovered new parts of the world including Antarctica and even has two islands named after him! In 1771, he even found new types of plants. Cook had lots of things named after him! In 1779, when he was travelling. One of them was to find out information about the planet Venus. Captain Cook was 50 years old when he died. He explored different parts of the world on a variety of ships.



Exploring the Antarctic

### WILLIAM SMITH

William Smith was an English captain who was born in Northumberland in 1790.

At the age of only 14, he began his seven-year apprenticeship at sea. In 1819, he sailed on choppy waters in South America towards Cape Horn. He continued to explore whole areas of Antarctica until his death in 1847.

### GERTRUDE BELL

Gertrude Bell was born on the 14th July 1868 in Durham. When she was growing up, she was an excellent student and learnt many languages.



Gertrude Bell in the desert

In 1892, she was visiting her uncle in a place called Tehran and wrote a book about her time there. After this, she returned to the Middle East several times and learnt Arabic. She played an important part in setting up the modern country of Iraq. Gertrude's hobbies included archaeology and mountain climbing. She even climbed the highest peak in the Alps! Gertrude died on the 12th July 1926 in Baghdad.

## Visit Saltburn

There is lots to see and do in Saltburn. No matter your age, there is something to enjoy doing here!

Everyone who visits says it is the best place they have been in England! You will love it.

The town is on the northeast coast of England.

The town has lots of **history and traditions**. There are many Victorian buildings for you to stay in.

There are lots of tourists, so book now and you can get £10 off the price of your stay! What are you waiting for?

Relaxing, full of history and child-friendly!

Come and visit Saltburn today with your friends and family!



### Saltburn Cliff Lift

Travel between the town and the beach with a ride on the **oldest cliff lift** in Britain! Be brave and see the views of the sea as you travel down to the beautiful, sandy beach.



### Saltburn Pier

Have you heard of Saltburn Pier? You should have! It is a 600-foot-long Victorian pier and it is the **only example** of one on the northeast coast of England.

## Outdoor Learning



Where possible, we utilise Outdoor Learning opportunities in History to enhance the learning and experiences of our children.

Examples of lessons from our History curriculum, seen below.

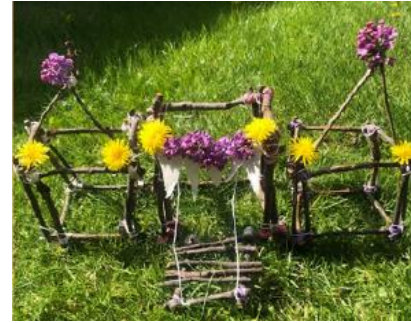
### Anglo-Saxons and Vikings- UKS2



Viking Longship

## Kings, Queens and Castles- KS1-

### Constructing a castle- features of a castle



## Romans- LKS2

### *Building a Roman Road*

#### Construction Method:

1. First, dig a wide trench in some muddy ground. Then fill the trench with a layer of stones.

**Why do you think this was done? Was it to provide a strong base for the road?**

2. Next, add a layer of sand on top of the stones and add edge stones to hold the road in place and to act as drainage.

**What would happen if the road got too wet?**

3. Then add a layer of small stones and rocks on top of the sand, pack it down so that it is secure and firm. On top of this use a layer of salt dough, this will act as your cement. Over the top of the cement, have a layer of smooth stones. If there are no smooth stones available, use leaves. This layer needs to be fitted tightly together.

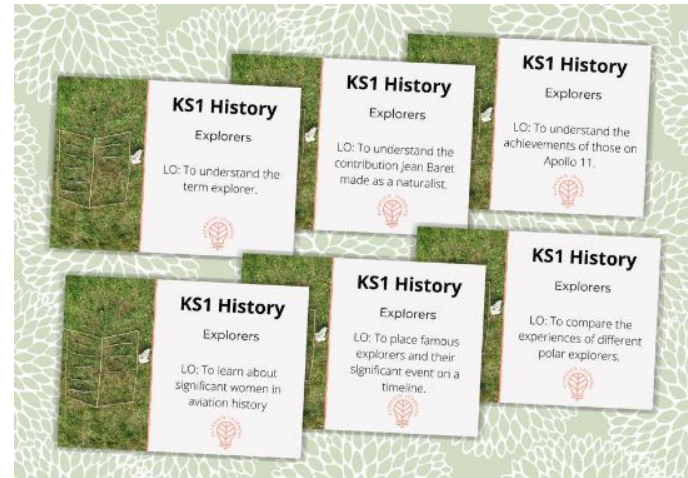
**Why do you think the top stones need to be smooth?**

#### Equipment:

- Trowels
- Sand
- Salt dough
- Mix of large and small stones
- Smooth pebbles (or leaves)

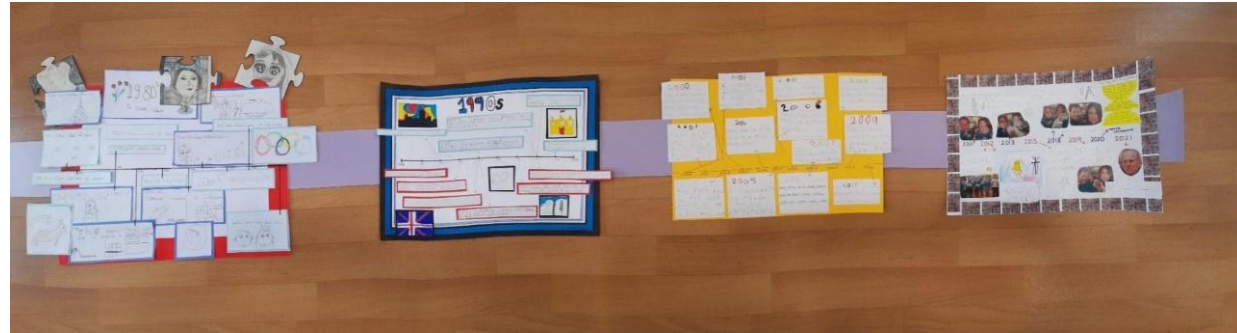








# Significant Events / Partnership Working



Working with our partnership school, we created a timeline showing significant events throughout the queen's reign. This was displayed within the village hall for the wider community to view.

# Significant Events / Partnership Working

Visiting the local village hall to view an exhibition exploring the History of our village/local area.





# Significant Events

## Street Party!



## *Opportunities to enhance discussion and enrich experiences to create memorable learning moments*



Digging with archaeologists in the Local Area!





# Opportunities to enhance discussion and enrich experiences to create memorable learning moments





# *Assessment for Learning*

What were the names of the three tribes that invaded and settled in Britain when the Romans left?

17

Answers

- ▲ Angles, Saxons and Jutes
- ◆ Angles, Danes and Vikings
- Picts, Scots and Saxons
- Jutes

Kahoot

We use a variety of Assessment for Learning techniques within our History lessons.

What historical event had happened just before the arrival and settlement of the Anglo-Saxons?

Answers

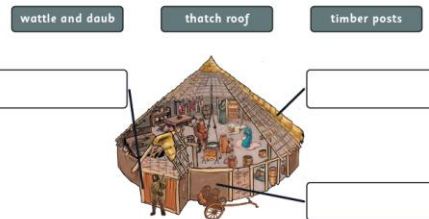
- ▲ The Fall of the Roman Empire
- ◆ The Battle of Hastings

6. What process is this image showing?




7. Which pharaoh was known as the Greatest Pharaoh?

7. Label the roundhouse:



8. Label the hillfort:



Double page spreads which allow the children to demonstrate their learning in a creative way. Children take great pride in completing these.

## Famous Explorers

Where have humans explored?

### Cumulative Quiz



### Lesson 2

3. Can you **name** some of the **explorers** that we have found out about today?

### Cumulative Quizzes

### End of Topic Assessment Toys

I Can Statements	Self-Assessment
I know at least three different ways of finding out about the past.	👍 👎 👏
I can talk about the toys that I play with now.	👍 👎 👏
I can talk to people in my family to find out what I liked when I was a baby.	👍 👎 👏
I can use a timeline to show the order of life events.	👍 👎 👏
I can ask my parents and grandparents questions to find out about the past.	👍 👎 👏
I can look at toys from different times and make comparisons between them.	👍 👎 👏
I can use words like past, before, present, old, new, then and now to show my understanding.	👍 👎 👏

### Self-assessments



End of unit tests reviewing and revisiting learning.