



The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools

Executive Headteacher – Mrs Marie Mann

Blessed is the one who trusts in the Lord, whose confidence is in him.
 They will be like a tree planted by the water that sends out its roots by the stream.
 It does not fear when heat comes; its leaves are always green.
 It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

History Long Term Plan Overview

History Cycle A	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	All about me (Autumn 1) Let's Celebrate (Autumn 2) <u>What was I like when I was a baby?</u> <u>Who was Guy Fawkes?</u> <u>What is Remembrance Day and why do people wear poppies?</u>	The lives of significant individuals and significant historical events <u>How were Christopher Columbus and Neil Armstrong brave people?</u> Compare the discovery of the Americas and the moon landings.	The achievements of the earliest civilizations <u>What was the Ancient Egyptians' greatest invention?</u>	A non-European society that provides contrasts with British history <u>Who built the first pyramid the Egyptians or Mayans?</u> The Mayan Civilisation
Spring	Ticket to ride (Spring 1) Come outside (Spring 2) <u>What did an old police car and/or fire engine look like?</u> <u>What is the same and what is different about old & new cars?</u> <u>Which buildings around my locality are old and which are new?</u> <u>What family traditions are celebrated during Spring time?</u>	Changes in living memory <u>What did our grandparents play with?</u> A study of the 1970s – toys, games and music	The Roman Empire & impact on Britain <u>Was the Roman army powerful?</u> The Roman Empire by AD 42 and the power of its army.	
Summer	Amazing Animals (Summer 1) Fun at the seaside (Summer 2) <u>What is the life cycle of an animal (change over time)?</u> <u>What did my granny do when she was a child at the seaside?</u>	Significant local historical events, people, places & changes <u>What was it like when the Queen came to the throne?</u> Life in Spennithorne (Our Victorian School), the lives of significant individuals: Queen Victoria and Queen Elizabeth.	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle <u>What happened after the Romans left?</u>	Local History study <u>Middleham Castle: Richard III, hero or villain?</u> Middleham Castle – development of Middleham over time, the story of Richard III and his legacy in Middleham.


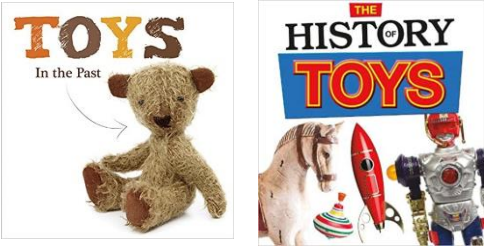


History Cycle B	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	<p>All about me (Autumn 1) Let's Celebrate (Autumn 2) <u>What was I like when I was a baby?</u> <u>Who was Guy Fawkes?</u> <u>What is Remembrance Day and why do people wear poppies?</u></p>	<p>A significant event beyond living memory <u>Who was to blame for the Great Fire of London?</u> The Great Fire of London</p>	<p>Local History: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <u>How did the railway change the lives of the people in Wensleydale?</u></p>	<p>Local History, a study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066 <u>Was 'The Battle of Britain' a significant turning point?</u> A theme over time: WW1 & 2, The Battle of Britain</p>
Spring	<p>Ticket to ride (Spring 1) Come outside (Spring 2) <u>What did an old police car and/or fire engine look like?</u> <u>What is the same and what is different about old & new cars?</u> <u>Which buildings around my locality are old and which are new?</u> <u>What family traditions are celebrated during Spring time?</u></p>	<p>A significant event beyond living memory <u>Who were the Wright brothers?</u> The First flight</p>	<p>Changes in Britain from the Stone Age to the Iron Age <u>Who or what is Skara Brae?</u></p>	<p>A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066 <u>Let me entertain you – How has leisure and entertainment changed in the 20th Century?</u></p>
Summer	<p>Amazing Animals (Summer 1) Fun at the seaside (Summer 2) <u>What is the life cycle of an animal (change over time)?</u> <u>What did my granny do when she was a child at the seaside?</u></p>	<p>The Lives of significant individuals <u>What did Grace Darling do that made her famous...and why is she remembered today so long afterwards?</u> Was Grace Darling a hero?</p>		<p>Ancient Greece – a study of Greek life <u>What is the legacy of the Greek culture in Britain today?</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
History Curriculum Progression Early Years

	Development Matters (Guidance)	ELG (Statutory Framework)	How this is achieved in EYFS	Knowledge, skills and vocabulary: By the end of EYFS the children will know...
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p>Reception:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past. 	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Autumn Term: <i>All about me:</i> <u>What was I like when I was a baby?</u> <u>Who was Guy Fawkes? What is Remembrance Day and why do people wear poppies?</u></p> <ul style="list-style-type: none"> Discussing our families, recounting fun family experiences in our past. Thinking about changes in our life as we grow and get older. Look at our school rounds and the history/changes within our school. Look at how homes have changed over time. Compare own homes to those from the past. Find out about Florence Nightingale and compare how hospitals have changed. <p><i>Let's Celebrate/Festivals:</i></p> <ul style="list-style-type: none"> Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day and Christingle. <p>Spring Term: <u>What did an old police car and/or fire engine look like? What is the same and what is different about old & new cars?</u> <u>Which buildings around my locality are old and which are new?</u> <u>What family traditions are celebrated during Spring time?</u></p> <p><i>Space: Ticket to Ride/Come Outside</i></p> <ul style="list-style-type: none"> Looking at the life/experiences of Neil Armstrong/Tim Peake Sharing grandparent's first-hand experiences of watching the moon landing 1969. Exploring the art of Vincent Van Gogh – A Starry Night <p><i>Ticket to Ride/Toys:</i></p> <ul style="list-style-type: none"> Explore, compare and contrast toys past and present Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys. Recount experiences of Christmas and toys received <i>Compare stories – modern and traditional.</i> <p><i>Spring Festivals</i></p> <ul style="list-style-type: none"> Explore festivals and family traditions from different cultures inc: Easter and Holi Exploring family traditions of Shrove Tuesday Explore the festival and family traditions of Chinese New Year <p>Summer Term: <u>What is the life cycle of an animal (change over time)?</u> <u>What did my granny do when she was a child at the seaside?</u></p> <p><i>Amazing Animals/Fun at the Seaside inc dinosaurs:</i></p> <ul style="list-style-type: none"> Exploring the life of Mary Anning (English Palaeontologists) Fossils Recounting the extinction of the dinosaurs using non-fiction texts. <p><i>Pirates: (Ticket to Ride / Fun at the Seaside)</i></p> <ul style="list-style-type: none"> Compare modes of travel on the sea. <p><i>Around the world:</i></p> <ul style="list-style-type: none"> Recount and share family experiences of holidays abroad Talk about how holidays have changed over time. Recount and share family experiences of holidays in the UK. <p>General learning throughout the year:</p> <ul style="list-style-type: none"> Through interactions talking about what they did yesterday, last week, last year. Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Know about my family and where I was born. Know that as I get older I can do different things. Know that my Grandparents are my Mum and Dads parents. Know that things have changed since my Mum and Dad were little. Know which objects are from the past and which are modern. (toys / home artefacts) Know some facts about people from the past – Guy Fawkes, Florence Nightingale, Neil Armstrong, Mary Anning. Know that some stories have been around for a long time and that some are new. Know that families celebrate in different ways. Know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).
		<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between families, different religious and cultural communities, cultures and traditions. 		<p>Skills:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Sequence photographs from different parts of their life. Match objects to people of different ages. Sort artefacts 'old' and 'new'. Compare and contrast character from stories, including figures from the past: looking at clothes. Recognise the difference between past and present in their own and others' lives. Look closely at similarities, differences, patterns and change. Talk about changes.
				<p>Vocabulary:</p> <ul style="list-style-type: none"> Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes.

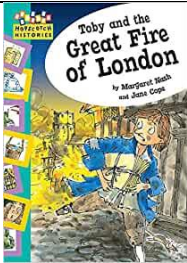

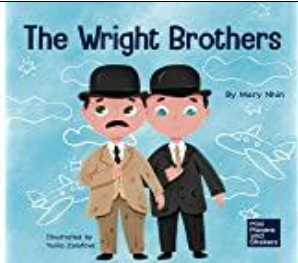

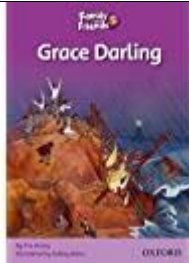
- Learning about the family traditions of children in class from different cultural backgrounds.

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
History Curriculum Progression Key Stage 1

		Autumn Term How were Christopher Columbus and Neil Armstrong brave people?	Spring Term What would our grandparents have played with?	Summer Term What was it like when the Queen came to the throne?
YEAR 1 & 2 CYCLE A	Making connections/Constructing the past	<p>- What makes a person brave? links to PSHE. Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	<p>- EYFS, my family, all about me, Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	<p>- Family tree (look at the relationship between Queen Victoria and Queen Elizabeth), toys from the Victorians (what did the children play with on the playground?) Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact
	High Quality texts			 <p>https://www.natgeokids.com/uk/primary-resource/queen-elizabeth-ii-primary-resource/</p>
	Enrichment Opportunities	<p>Planetarium Visit to Life Centre in Newcastle</p>	<p>Invite a local visitor to talk about toys and games from the past. Hire a history box: http://historyboxes.com/wp-content/uploads/2014/04/TOYS.pdf</p>	<p>Street party (Queen's Platinum Jubilee) Visit to Beamish museum</p>
	Cross Curricular, link to school vision and values,	<p>Speaking and listening - develop empathy and understanding (e.g. hot seating, drama) love of one another Geography – maps to locate where Christopher Columbus travelled</p> 	<p>Music listening skills, music timeline Science – look at what toys are made from (compare to present day) Ambition – What do I want to be when I grow up like my parents, what do I want to achieve by the time I am a grandparent age?</p>	<p>DT/Science – healthy eating to create banquet for street party Resilience – how has the Queen been resilient through her life? Respect for significant individuals.</p>
	British Values	<p>Pupils explore issues such as democracy in their historical context and relate them to the modern day comparing with studies from the past. This enables the pupils to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of significant historical figures, pupils develop an awareness of how they have influenced and shaped the country in which we live. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups</p>		

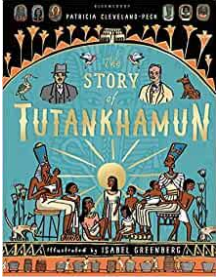
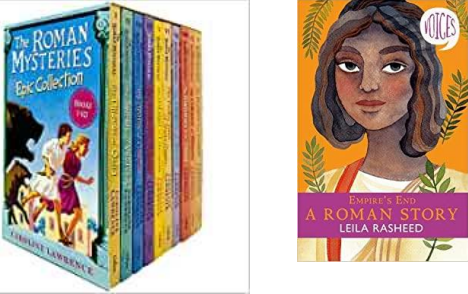

Knowledge (National Curriculum links)	The lives of significant individuals – comparing the discovery of the Americas and the moon landing. <ul style="list-style-type: none"> know words that describe the passing of time know when the individuals lived know what the individuals did and what they achieved know why these events were significant globally know what these individuals tell us about the past know what impact the individuals have had on the present day. 		Changes within living memory, a study of the 1970s – toys, games, and music <ul style="list-style-type: none"> know words that describe the passing of time. know how life was similar and different in the past. know how to use artefacts to answer questions about the past. know what artefacts tell us about the past. Know what impact the past has had on present day. 		Significant local historical events, people, places & changes – life in Spennithorne (Our Victorian School), the lives of significant individuals: Queen Victoria and Queen Elizabeth <ul style="list-style-type: none"> know words that describe the passing of time. know when the individuals lived. know what the individuals did and what they achieved know why these events were significant nationally. know what these individuals tell us about the past know what impact the individuals have had on the present day. 	
Skills	Year 1 Chronology <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Range and Depth of Historical Knowledge <ul style="list-style-type: none"> Recognise the difference and similarities between past and present in their own and others' lives recount episodes from stories about the past Interpretations of History <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Begin to identify ways to represent the past e.g. photos, stories, adults talking about the past Historical Enquiry <ul style="list-style-type: none"> sort artefacts “then” and “now” use as wide a range of sources as possible ask and answer questions related to different sources and objects Organisation and Communication <ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures) drawing drama/role play (use of ICT to record a report) writing (reports, labelling, simple recount) class display/museum, annotated photographs 			Year 2 Chronology <ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Range and Depth of Historical Knowledge <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify similarities and differences between ways of life at different times Interpretations of History <ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Historical Enquiry <ul style="list-style-type: none"> use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of source Organisation and Communication <ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures, key dates) drawing drama/role play (use of ICT to record a report) writing (reports, labelling, simple recount) class display/museum, annotated photographs 		
Topic Vocabulary	Christopher Columbus Continent America Atlantic Ocean Sail Voyage Navigate Explorer	Neil Armstrong Moon landing Space race Astronaut NASA Orbit Global	Wooden Plastic Toy names Family Electric Heirloom Generations	Queen Victoria Queen Elizabeth II Reign Throne British Empire Monarch Mourning Noble	Buckingham Palace Windsor Castle National	
General Historical Vocabulary	Year 1 History Calendar Century Decade	ancient timeline period year impact	Year 2 History Calendar Century Decade	long ago now future timeline old	sources compare evidence cause effect	

	Discovery past present before long ago now future old new	local national artefact living memory	Discovery past present before	new ancient period year impact local national artefact living memory	era chronological order
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YEAR 1 & 2 CYCLE B		Autumn Term Who was to blame for the Great Fire of London?	Spring Term Who were the Wright brothers?	Summer Term What did Grace do that made her famous ...and why is she remembered today so long afterwards?
	Making connections/Constructing the past	Link previously taught history events, local events and buildings and events within own life and memory on a timeline Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on: <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	Link previously taught history events, local events and buildings and events within own life and memory on a timeline Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on: <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	Link previously taught history events, local events and buildings and events within own life and memory on a timeline Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on: <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact
	High Quality Text Links	 	 	 
	Enrichment opportunities	- visit from the Fire Service	- invite a visitor from RAF Leeming	- visit to a lighthouse and/or RNLI https://rnli.org/youth-education/education-resources/lower-primary/topic-pack https://d3ddkxge55ca6c.cloudfront.net/assets/t1465977540/a/7d/40/grace-darling-266636.pdf
Cross Curricular, link to school vision and values	Geography – compare and contrast London, Middleham and Spennithorne (link to local history). English – Samuel Pepys’ diary – write own diary	DT/Maths – make and fly paper aeroplanes, measure how far they travel	Geography – locate the coasts on a map How was Grace Darling resilient and ambitious? How did she show love to those around her?	


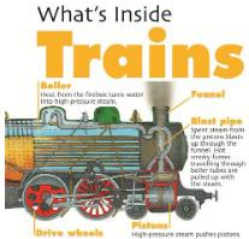

British Values	Pupils explore issues such as democracy in their historical context and relate them to the modern day comparing with studies from the past. This enables the pupils to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of significant historical figures, pupils develop an awareness of how they have influenced and shaped the country in which we live. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.		
Knowledge (National Curriculum links)	A significant event beyond living memory – The Great Fire of London. <ul style="list-style-type: none"> know words that describe the passing of time. know when the events of the Great Fire of London happened. know what happened. know why these events were significant nationally know what these events tell us about the past. Know what impact the event has had on the present day. 	A significant event beyond living memory – the first aeroplane flight. <ul style="list-style-type: none"> know words that describe the passing of time. know when the events happened. know what happened. know why these events were significant globally. know what these events tell us about the past. 	The lives of significant individuals – was Grace Darling a hero? <ul style="list-style-type: none"> know words that describe the passing of time. know when the individual lived. know what the individuals did and what they achieved know why these events were significant. know what these individuals tell us about the past know what impact the individuals have had on the present day.
Skills	Year 1 Chronology <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Range and Depth of Historical Knowledge <ul style="list-style-type: none"> Recognise the difference and similarities between past and present in their own and others' lives recount episodes from stories about the past Interpretations of History <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Begin to identify ways to represent the past e.g. photos, stories, adults talking about the past Historical Enquiry <ul style="list-style-type: none"> sort artefacts "then" and "now" use as wide a range of sources as possible ask and answer questions related to different sources and objects Organisation and Communication <ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures) drawing drama/role play (use of ICT to record a report) writing (reports, labelling, simple recount) class display/museum, annotated photographs 		Year 2 Chronology <ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Range and Depth of Historical Knowledge <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify similarities and differences between ways of life at different times Interpretations of History <ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Historical Enquiry <ul style="list-style-type: none"> use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of source Organisation and Communication <ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures, key dates) drawing drama/role play (use of ICT to record a report) writing (reports, labelling, simple recount) class display/museum, annotated photographs
Topic Vocabulary	Samuel Pepys Pudding Lane River Thames London Great Tower of London National	Wright Brothers Flight Travel Transport Aeroplane Invention Global	Grace Darling Survivors Recue Northumberland Wreck Lighthouse heroine

	<p>General Historical Vocabulary</p>	<p>Year 1 History Calendar Century Decade Discovery past present before long ago now future old</p>	<p>new ancient timeline period year impact local national artefact living memory</p>	<p>Year 2 History Calendar Century Decade Discovery past present before living memory</p>	<p>long ago now future timeline old new ancient period year impact local national artefact</p>	<p>sources compare evidence cause effect era chronological order</p>
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		Autumn Term What was the Ancient Egyptians greatest invention?	Spring Term Was the Roman army powerful?	Summer Term What happened after the Romans left Britain?	
YEAR 3 & 4 CYCLE A	Making connections/Constructing the past	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	
	High Quality Text Links		 <p>https://www.booksfortopics.com/romans</p>		
	Enrichment Opportunities	<p>https://www.dur.ac.uk/oriental.museum/</p>	<p>Visit to or from Murton Park, South Shileds Roman Fort: https://arbeiromanfort.org.uk/</p>	<p>Richmondshire Museum loan boxes: http://www.richmondshiremuseum.org.uk/Loan%20Boxes.htm ! https://www.dalescountrysidemuseum.org.uk/ - loan boxes, visits, enrichment days.</p>	
	Cross Curricular, link to school vision and values	<p>Geography - Locate Egypt on a map. How was Howard Carter ambitious and resilient?</p>	<p>PE – army drills; Maths – Roman Numerals; Geography – Roman roads; RE – Jesus and the Romans are there any connections? Link to Christian Value – courage</p>	<p>Geography – map skills to locate Anglo-Saxon settlements and kingdoms. RE – Christianity</p>	
	British Values	<p>Pupils explore issues such as democracy in their historical context and relate them to the modern day comparing with studies from the past. This enables the pupils to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of significant historical figures, pupils develop an awareness of how they have influenced and shaped the country in which we live. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.</p>			
	Knowledge (National Curriculum links)	<p>The achievements of the earliest civilizations</p> <ul style="list-style-type: none"> • have an overview of where and when the first civilizations appeared. • have an understanding of Ancient Egypt society and religion. • know how and why the Ancient Egyptians are remembered. 	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • know the extent of the Roman Empire by 42CE. • understand the reasons for the power of its army. • know about Roman invasions of Britain in 55-54 BCE and 43CE. • understand what is meant by the 'Romanisation' of Britain. • know about British resistance: Boudicca's rebellion. • understand what happened when the Romans left Britain. 	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • understand what happened when the Romans left Britain. • know the subsequent invasions by the Scots, from Ireland to north Britain (now Scotland) • know about the Anglo-Saxon settlements and kingdoms, place names and village life. • know about Anglo Saxon culture and religion and conversion to Christianity (Lindisfarne) 	

					<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • know about Viking raids and invasions • Know how the Anglo Saxons fought against the Vikings • Know about the actions of King Etherled II and the introduction of Danefeld. 	
Skills	<p>Year 3</p> <p>Chronology</p> <ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something <p>Interpretations of History</p> <ul style="list-style-type: none"> • identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons, news articles etc <p>Historical Enquiry</p> <ul style="list-style-type: none"> • use a range of sources to find out about a period • observe small details – artefacts, photos, pictures • select and record information relevant to the study • Begin to use the library and internet to research • ask and answer questions <p>Organisation and Communication</p> <ul style="list-style-type: none"> • communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama 		<p>Year 4</p> <p>Chronology</p> <ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events <p>Interpretations of History</p> <ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge <p>Historical Enquiry</p> <ul style="list-style-type: none"> • use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research <p>Organisation and Communication</p> <ul style="list-style-type: none"> • communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, data files 			
Topic Vocabulary	<p>Hieroglyphs Pyramid Canopic jars Pharaoh Desert Sphinx Tomb Nile Papyrus</p>	<p>Colosseum amphitheatre aqueduct bath house mosaic temple villa centurion chariot</p>	<p>barbarian gladiator Boudicca toga Julius Caesar emperor Roman numerals Empire</p>	<p>Angles Saxons Jutes Mead Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Monk</p>	<p>Illumination Manuscript Christianity Augustine Alfred the Great Kingdom Pagan Settlement rebellion</p>	<p>Vikings Invasion Raids Settlers Danegold Invasion Long boat Scandinavia Old Norse King gods spear</p>
General Historical Vocabulary	<p>Year 3</p> <p>history past present before long ago now future timeline old new ancient compare evidence cause effect era</p>	<p>Calendar Century Decade Discovery AD BC Conquest Continuity Diversity</p>	<p>year chronological order impact local national artefact living memory civilisations archaeology achievements comparison similarities differences primary sources secondary sources reliability infer</p>	<p>Year 4</p> <p>history past present before long ago now future timeline old new ancient compare evidence cause effect era</p>	<p>chronological order Calendar Century Decade Discovery AD BC Conquest Continuity Diversity</p>	<p>impact local national artefact living memory civilisations archaeology achievements comparison similarities differences primary sources secondary sources reliability infer reasons Impact</p>

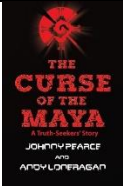
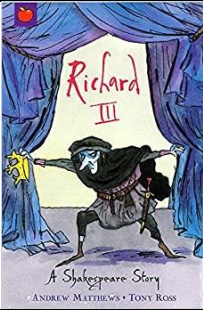
		period	reasons archaeologist	period significance year	Effects Consequences
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		Autumn Term	Summer Term	Summer Term
		How did the railway change the lives of the people in Wensleydale?	Who or what is Skara Brae?	
YEAR 3 & 4 CYCLE B	Making connections/Constructing the past	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact <p>Children will be introduced to the idea that transport has changed considerably in the locality over time and that this has had a significant impact on the way that the community has changed and developed. They can also explore how and why these developments occurred.</p>	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	
	High Quality Text Links	 		
	Enrichment Opportunities	Scruton Railway, Leyburn station	Stone Age Day - https://www.teachingideas.co.uk/early-human-history/stone-age-day-ideas	
	Cross Curricular, link to school vision and values	Geography – use maps to locate local railway and links Maths – read train timetables, work out cost of train fares etc	Art – stone age paintings	
	British Values	Pupils explore issues such as democracy in their historical context and relate them to the modern day comparing with studies from the past. This enables the pupils to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of significant historical figures, pupils develop an awareness of how they have influenced and shaped the country in which we live. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.		

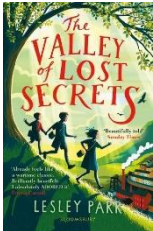
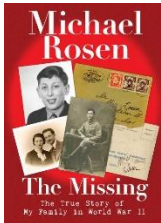


<p>Knowledge (National Curriculum links)</p>	<p>Local History: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <ul style="list-style-type: none"> • Know how early transport held back developments in the local area of Wensleydale • Know what improvements were made to transport in the local area • Know the impact the improvements in transport made to the local area 	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • know and understand the history of the British Isles • have a coherent, chronological narrative of Britain in pre-Roman times. • have knowledge of late Neolithic hunter-gatherers and early farmers. • understand Bronze Age religion, technology and travel, for example, Stonehenge • have a knowledge of Iron Age hill forts: tribal kingdoms, farming, art and culture 	
<p>Skills</p>	<p>Year 3 Chronology</p> <ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something <p>Interpretations of History</p> <ul style="list-style-type: none"> • identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons, news articles etc <p>Historical Enquiry</p> <ul style="list-style-type: none"> • use a range of sources to find out about a period • observe small details – artefacts, photos, pictures • select and record information relevant to the study • Begin to use the library and internet to research • ask and answer questions <p>Organisation and Communication</p> <ul style="list-style-type: none"> • communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, timeline 	<p>Year 4 Chronology</p> <ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events <p>Interpretations of History</p> <ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge <p>Historical Enquiry</p> <ul style="list-style-type: none"> • use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research <p>Organisation and Communication</p> <ul style="list-style-type: none"> • communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, data files, timeline 	
<p>Topic Vocabulary</p>	<p>Destination, steam power, locomotive, transportation, perishable goods, standardisation, passenger, woodlands, habitats, pollution, industrial revolution,</p>	<p>Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Fort</p>	

	<p>General Historical Vocabulary</p>	<p>Year 3 history past present before long ago now future timeline old new ancient compare evidence cause effect era period</p>	<p>Calendar Century Decade Discovery AD BC Conquest Continuity Diversity</p>	<p>year chronological order impact local national artefact living memory civilisations archaeology achievements comparison similarities differences primary sources secondary sources reliability infer reasons archaeologist</p>	<p>Year 4 history past present before long ago now future timeline old new ancient compare evidence cause effect era period significance year chronological order</p>	<p>Calendar Century Decade Discovery AD BC Conquest Continuity Diversity</p>	<p>impact local national artefact living memory civilisations archaeology achievements comparison similarities differences primary sources secondary sources reliability infer reasons Impact Effects Consequences</p>
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The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
History Curriculum Progression Upper Key Stage 2

YEAR 5 & 6 CYCLE A		Autumn Term		Summer Term
		Who built the first pyramids the Egyptians or Mayans?		Middleham Castle: Richard III, hero or villain?
	Making connections/Constructing the past	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 		<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact
	High Quality Text Links			
	Enrichment Opportunities	Visit to Leyburn chocolate factory		Middleham Castle, talk from an archaeologist expert
	Cross Curricular, link to school vision and values	Art – Mayan mask		Geography – orienteering skills using OS maps
	British Values	Pupils explore issues such as democracy in their historical context and relate them to the modern day comparing with studies from the past. This enables the pupils to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of significant historical figures, pupils develop an awareness of how they have influenced and shaped the country in which we live. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.		
	Knowledge (National Curriculum links)	<p>A non-European society study that contrasts with British history</p> <ul style="list-style-type: none"> • have an understanding of Mayan society and religion. • know how and why the Mayans are remembered. • know how Mayan society was similar and different Britain. 		<p>A local history study – Middleham Castle</p> <ul style="list-style-type: none"> • Know about the significant people, events, situations and developments that have happened in Middleham Castle • Have a chronology understanding of the events and relate to historical periods taught throughout KS1 and KS2 • Know about the characteristic features of Middleham Castle • Know about historical evidence of Middleham Castle • Know about Richard III and his legacy in Middleham
Skills	<p>Year 5 Chronology</p> <ul style="list-style-type: none"> • sequence key events of time studied 		<p>Year 6 Chronology</p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies 	

		<ul style="list-style-type: none"> • Use relevant terms and period labels • Make comparisons between different times in the past <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of lie with the same aspect in another period <p>Interpretations of History</p> <ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence <p>Organisation and Communication</p> <ul style="list-style-type: none"> • communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, timeline (match dates to people and events) 	<ul style="list-style-type: none"> • Use relevant dates and terms • Sequence up to 10 events on a time line <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Use key dates, characters and events of time studied <p>Interpretations of History</p> <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account <p>Organisation and Communication</p> <ul style="list-style-type: none"> • communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, timeline (match dates to people and events, plan and carry out individual investigation)
	Topic Vocabulary	Civilisation Mesoamerica Cenote Excavate Pyramid Hieroglyphs Motif	Middleham Castle Keep Ruin Excavate
	General Historical Vocabulary	<p>Year 5 & 6</p> history past present before long ago now future timeline old new ancient compare evidence cause	effect era period significance year chronological order impact local national artefact living memory civilisations archaeology achievements comparison
		similarities differences primary sources secondary sources reliability infer reasons Impact Effects Consequences Propaganda One sided Biased Motive	Calendar Century Decade Discovery AD BC Conquest Continuity Diversity

		Autumn Term	Spring Term	Summer Term
		Was 'The Battle of Britain' a significant turning point?	Let me entertain you – How has leisure and entertainment changed in the 20 th Century?	What is the legacy of the Greek culture in Britain today?
YEAR 5 & 6 CYCLE B	Making connections/Constructing the past	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact 	<p>Link previously taught history events, local events and buildings and events within own life and memory on a timeline</p> <p>Identifying that events have happened in the past and how significant people from the past have helped shape the present locally, nationally and worldwide. Make connections and comparisons by focusing on:</p> <ul style="list-style-type: none"> • achievements, • beliefs • society • housing and buildings • entertainment • impact
	High Quality Text Links	 	 <p>www.nationalarchives.gov.uk/education/resources/fifties-britain/ www.britishnewspaperarchive.co.uk/ https://lintonkwesijohnson.com/ www.desiblitz.com/content/globalisation-bhangra-music https://museumofyouthculture.com/</p>	
	Enrichment Opportunities	<p>Visit to Eden Camp Green Howards Museum - Richmond</p>	<p>A trip to the theatre – visit the Georgian Theatre in Richmond, look at the two old cinemas in Richmond and how they are now being used (one is a church, the other is a hair salon).</p>	<p>Plan and host a mini Olympics for the federation (include traditions like the carry of the torch, opening and closing ceremony etc).</p>
	Cross Curricular, link to school vision and values	<p>Geography – compare and contrast local with London,</p>	<p>Music – create a timeline of music that has been used to entertain over time</p>	<p>Geography – the legacy of the Greeks (see geography plan) English – Greek myths and legends, Aesop fables DT – Greek cooking (savoury dishes) Art – Greek vases</p>
	British Values	<p>Pupils explore issues such as democracy in their historical context and relate them to the modern day comparing with studies from the past. This enables the pupils to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of significant historical figures, pupils develop an awareness of how they have influenced and shaped the country in which we live. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.</p>		

<p style="text-align: center;">Knowledge (National Curriculum links)</p>	<p>Local History, a study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066: The Battle of Britain Know about a theme over time: WW1 & 2</p> <ul style="list-style-type: none"> To understand the impact of WWII on British life and society, look at the similarities between the life of men and women through war time To understand about the significance of the Blitz To know about the impact of World War II on people in our locality To know about the evacuee experiences in Britain and make links to refugees in present day 		<p>A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Know about the changes in an aspect of social history from 1945 to 2000: youth culture, music and identity <p>[History Association plan – see Teams for more details].</p>	<p>Ancient Greece – a study of Greek life</p> <ul style="list-style-type: none"> Know about Greek life and society. Know about the achievements of the ancient Greeks. <p>Know about the Ancient Greek influence on the western world</p>	
	<p style="text-align: center;">Skills</p> <p>Year 5</p> <p>Chronology</p> <ul style="list-style-type: none"> sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period <p>Interpretations of History</p> <ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events <p>Historical Enquiry</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence <p>Organisation and Communication</p> <ul style="list-style-type: none"> communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, timeline (match dates to people and events) 		<p>Year 6</p> <p>Chronology</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Use key dates, characters and events of time studied <p>Interpretations of History</p> <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research <p>Historical Enquiry</p> <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account <p>Organisation and Communication</p> <ul style="list-style-type: none"> communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, timeline (match dates to people and events, plan and carry out individual investigation) 		
<p style="text-align: center;">Topic Vocabulary</p>	<p>Air Raid shelter Anderson shelter Blitz</p>	<p>Anne Frank Allotment Blackout</p>	<p>Entertainment, culture, post war, global change, Social change,</p>	<p>Democracy Acropolis Parthenon</p>	<p>Tragedy Agora Hellenistic</p>

		Alliance Evacuee Allies Axis Jewish Hitler Nazi	Rations D-Day Gramophone Holocaust Propaganda conscientious objectors		Marathon Olympics Citizen Philosopher Alphabet	Phalanx Aristocrat Mythology Column
	General Historical Vocabulary	Year 5 & 6				
		history past present before long ago now future timeline old new ancient compare evidence cause	effect era period significance year chronological order impact local national artefact living memory civilisations archaeology achievements comparison	similarities differences primary sources secondary sources reliability infer reasons Impact Effects Consequences Propaganda One sided Biased Motive	Calendar Century Decade Discovery AD BC Conquest Continuity Diversity	