

## RED HALL PRIMARY SCHOOL

### HISTORY CURRICULUM OVERVIEW



#### What is the intent of our history curriculum?

To help pupils gain a coherent **knowledge and understanding** of Britain's **past** and that of the wider world. We want our children to become **historians!** At Red Hall Primary school our aim is to inspire pupils' **curiosity** and make learning creative so they want to know more and ask questions about the past. History lessons at our school will encourage children to **think critically**, gather and understand evidence and discover more about the complexity of people's lives in our past and how times have **changed**. Our lessons will be fun, active and centred around children's interests, we aim to create a **love** for History and all of its **fascinating** facts. At times, subjects such as English, Maths and an understanding of what is going on now, can be a struggle, never mind trying to visualise things from a different time in History and imagine how life would have been for these people! This is why lessons are **active** and a range of resources, **invitations** and **provocations** are used to deepen the children's understanding of the period of time we are studying. To meet the objectives of the National Curriculum, we have planned out which class has to cover certain **time periods** in history. Our lessons focus on developing **historical skills and real life experiences**, links to Geography and other subject areas are also explored to deepen children's knowledge Through **the school themes** and by creating cross curricular links to other subjects, we will help make connections and make sense of our history and **embed knowledge** that stick with children throughout their whole school lives and into adulthood. **Our children will know more and remember more!**

#### What experiences will the children receive?

In our classes we have 'floorbooks' and 'hook books', these are led by the children and follow the possible lines of development they wish to follow. When a teacher begins a theme they use a 'hook' to **spark** children's imaginations and, wherever possible, we use the children's ideas to plan what will be covered in History. As historians, children must receive as many experiences as possible to make sense of the world around them. We use many '**provocations**' and '**invitations**' into learning as possible, in hope to **engage** as many children as possible. These **gems of learning** could be videos, educational trips to **amazing places**, photographs, books, role-play, letters and so much more. Our children are provided with '**memorable experiences**' (which the school will mainly fund) to give children as many opportunities as possible. These link to the way we structure our approach to teaching:

1. In our themed sessions we have a powerful '**engage stage**' which captures children's **imagination**. Learning is centred around the **wonders** of each child.
2. Next we have the '**develop stage**', during this time children will improve their knowledge and understanding of the question. They develop and practice their **new skills**.
3. We also have '**innovate stage**' which helps to steer the children in new directions, re-engage them in a topic or just to **spark a new interest**.
4. Finally, at the end of each topic, there is an '**express stage**'. This is possibly the most **exciting** part as all the children have a chance to express what they have learned to parents, carers and the wider community.

#### By the end of their time at Red Hall, what will all of our children have?

A passion for History and a **determination** to carry on discovering about the wider world and its **past**. By the end of their time at Red Hall, we would like children to **see themselves as Historians** and to have developed a **love** for the subject which continues into secondary school. It is our aim that every child has made **good progress** within History and is **proud** of their effort all the achievements they have made. We hope children are **enthusiastic** about learning and **remember** all of the learning they have completed. We hope the children have developed into **independent** and **confident** doers and thinkers.

## Whole School Themes

<b>Autumn 1: Community A Moment In Time</b>	<b>Autumn 2: Aspirational Tell Me a Story</b>	<b>Spring 1: Respect The Most Amazing Journey</b>	<b>Spring 2: Inclusive We Are Family</b>	<b>Summer 1: Nurturing Magic, Mystery and Mayhem</b>	<b>Summer 2: Growing together Dream BIG</b>
<p><b>Year One:</b> My Family and Me!</p> <p><b>Year Two:</b> The Great fire of London</p> <p><b>Year Three:</b> Stone Age to Iron Age</p> <p><b>Year Four:</b> The Roman Empire</p> <p><b>Year Five:</b> The Changing Power of Monarchs</p> <p><b>Year Six:</b> Industrial Revolution</p>	<p><b>Year One:</b> Tim Peake/ Neil Armstrong</p> <p><b>Year Two:</b> Albert Einstein/Rosa Parks/ Marie Curie/ Nelson Mandela</p> <p><b>Year Three:</b> Stone Age to Iron Age</p> <p><b>Year Four:</b> The Roman Empire</p> <p><b>Year Five:</b> The Changing Power of Monarchs</p> <p><b>Year Six:</b> Industrial Revolution</p>	<p><b>Year One:</b> George Stephenson</p> <p><b>Year Two:</b> Historical Places in Darlington</p> <p><b>Year Three:</b> Year 3 Ancient Egypt and Tutankhamun</p> <p><b>Year Four:</b> The Vikings and Anglo-Saxons</p> <p><b>Year Five:</b> The Mayans</p> <p><b>Year Six:</b> WW2</p>	<p><b>Year One:</b> Queens</p> <p><b>Year Two:</b> Kings</p> <p><b>Year Three:</b> Year 3 Ancient Egypt and Tutankhamun</p> <p><b>Year Four:</b> The Vikings and Anglo-Saxons</p> <p><b>Year Five:</b> The Mayans</p> <p><b>Year Six:</b> WW2</p>	<p><b>Year One:</b> Queens</p> <p><b>Year Two:</b> Kings</p> <p><b>Year Three:</b> Darlington: A Changing Town Full of History</p> <p><b>Year Four:</b> Archaeological Dig: What Would We Find in Our Town?</p> <p><b>Year Five:</b> A Local History Study</p> <p><b>Year Six:</b> The Railways</p>	<p><b>Year One:</b> Me</p> <p><b>Year Two:</b> Lets Reflect</p> <p><b>Year Three:</b> Darlington: A Changing Town Full of History</p> <p><b>Year Four:</b> Archaeological Dig: What Would We Find in Our Town?</p> <p><b>Year Five:</b> A Local History Study</p> <p><b>Year Six:</b> The Railways</p>

## Progression of Skills

	<b>Year 1</b>	<b>Year 2</b>	<b>Years 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can sequence some events from my own life in order</li> <li>I can make some comments about things from the past that have happened to me</li> <li>I can describe memories of key events in people's lives</li> </ul>	<p>I can sequence some events from my own life on a timeline.</p> <ul style="list-style-type: none"> <li>I can describe memories of key events in people's lives</li> </ul>	<ul style="list-style-type: none"> <li>I can place the time period studied on a timeline</li> <li>I can begin to use dates and terms related to the period of study</li> <li>I can sequence events and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>I can place events from the time period studied on a timeline</li> <li>I can use dates and terms related to the period of study</li> <li>I can make comparisons between different time periods</li> <li>I can use more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>I can place events from the time period studied on a timeline with increasing confidence</li> <li>I use relevant dates and terms related to the period of study</li> </ul>	<ul style="list-style-type: none"> <li>I can position time periods studied to other time periods taught across the school</li> <li>I can make more considered comparisons between a growing range of different time periods</li> </ul>
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>I can recognise the difference between past and present in my own and others' lives</li> <li>I can recount stories from the past</li> </ul>	<ul style="list-style-type: none"> <li>I know some historical figures and understand why they were important</li> <li>I can begin to compare historical periods with life today</li> </ul>	<ul style="list-style-type: none"> <li>I know about some everyday aspects of people's lives from different time periods</li> <li>I can compare historical periods with life today</li> </ul>	<ul style="list-style-type: none"> <li>I can identify key features and events of a time studied</li> <li>I can describe some changes in the historical period being studied</li> </ul>	<p>I can describe changes within and between periods and societies studied</p> <ul style="list-style-type: none"> <li>I can examine causes and results of great events and the impact on people</li> </ul>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings</p> <ul style="list-style-type: none"> <li>I can give an explanation of past events in terms of cause</li> </ul>

					<ul style="list-style-type: none"> <li>I can compare an aspect of life with the same aspect in another life</li> </ul>	and effect using evidence to support an explanation <ul style="list-style-type: none"> <li>I can compare and contrast themes between different time periods</li> </ul>
<b><u>Interpretations of History</u></b>	<ul style="list-style-type: none"> <li>I can pick out information about the past from sources like pictures, artefacts and stories</li> </ul>	<ul style="list-style-type: none"> <li>I can compare pictures or photographs of people or events in the past with now</li> </ul>	I can identify and give reasons for different ways the past is represented	<ul style="list-style-type: none"> <li>I can begin to evaluate the usefulness of different sources</li> </ul>	I can offer some reasons for different versions of events <ul style="list-style-type: none"> <li>I can begin to compare accounts of events from different sources</li> </ul>	<ul style="list-style-type: none"> <li>I can link sources and work out how conclusions were arrived at</li> <li>I am aware that different evidence will lead to different conclusions</li> </ul>
<b><u>Historical Enquiry</u></b>	<ul style="list-style-type: none"> <li>I can find out answers to simple questions about the past from sources of information with support, e.g. artefacts</li> <li>I can talk, draw and write down my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can use a source/artefact to answer questions about the past on the basis of observations</li> <li>I can represent the past in a different ways</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sources to find about a period</li> <li>I can begin to select and record relevant information from nonfiction text, online resources and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence to build up a clearer picture about past events</li> <li>I can ask a variety of questions</li> <li>I can use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to discuss primary and secondary sources</li> <li>I can use the library and internet for research independently with a given brief</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the relevance primary and secondary sources</li> <li>I can bring knowledge gathered from several sources together in a fluent account</li> </ul>

### **National Curriculum Coverage**

#### **YEAR ONE**

	<b><u>My Family and Me!</u></b> Autumn 1: Community A Moment In Time	<b><u>Tim Peake/ Neil Armstrong</u></b> Autumn 2: Aspirational Tell Me a Story	<b><u>Queens: Elizabeth</u></b> Spring 1: Respect The Most Amazing Journey	<b><u>Queens: Victoria</u></b> Spring 2: Inclusive Magic, Mystery and Mayhem	<b><u>George Stephenson</u></b> Summer 1: Nurturing Magic, Mystery and Mayhem	<b><u>ME</u></b> Summer 2: Growing together Dream BIG
<b><u>National Curriculum Links</u></b>	Changes within living memory	Changes within living memory  Lives of significant historical figures	Changes beyond living memory  Lives of significant historical figure		Significant historical events, people and places in their own locality.	Changes within living memory

<b><u>Chronological Understanding</u></b>	<ul style="list-style-type: none"> <li>I can sequence some events from my own life in order</li> <li>I can make some comments about things from the past that have happened to me</li> <li>I can describe memories of key events in people's lives</li> </ul>	<p>I can describe memories of key events in people's lives</p> <ul style="list-style-type: none"> <li>I can plot memorable events back to Neil Armstrong's flight</li> <li>I know when the first female astronaut went into space</li> </ul>	<ul style="list-style-type: none"> <li>I can create a time line (order) the last three monarchs with support.</li> <li>I can compare BC/AD and where monarchs come with support.</li> </ul>	<ul style="list-style-type: none"> <li>I can recount stories about my local history</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the difference between past and present in my own and others' lives.</li> <li>I can start to think about how I could make history.</li> <li>I can recount stories from the past</li> </ul>
<b><u>Historical Knowledge</u></b>	<ul style="list-style-type: none"> <li>I can pick out information about the past from sources like pictures and stories</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise the difference between past and present in my own and others' lives</li> <li>I can recount stories from the past</li> </ul>	<ul style="list-style-type: none"> <li>I can pick out information about the past from sources like pictures, artefacts and stories</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the difference between past and present in my own and others' lives</li> </ul>
<b><u>Interpretation and Enquiry</u></b>	<ul style="list-style-type: none"> <li>I can pick out information about the past from sources like pictures, artefacts and stories</li> <li>I can find out answers to simple questions about the past from sources of information, e.g. artefacts</li> <li>I can talk, draw and write my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can pick out information about the past from sources like pictures, artefacts and stories</li> <li>I can predict what things might have been like</li> <li>I can find out answers to simple questions about the past from sources of information, e.g. artefacts</li> <li>I can talk, draw and write my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can pick out information about the past from sources like pictures, artefacts and stories</li> <li>I can predict what things might have been like</li> <li>I can find out answers to simple questions about the past from sources of information with support, e.g. artefacts</li> <li>I can talk, draw and write my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can pick out information about the past from sources like pictures, artefacts and stories</li> <li>I can find out answers to simple questions about the past from sources of information, e.g. artefacts</li> <li>I can talk, draw and write my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can find out answers to simple questions about the past from sources of information, e.g. artefacts</li> <li>I can talk, draw and write my ideas</li> </ul>
<b><u>Key Vocabulary</u></b>	Past Present Before After History Order Timeline Date Photograph	First Astronaut Craft Buggy Pioneer Source Research	Queen King Monarch Royalty Reign Kingdom Power	Local Pioneer Industrial Railway Technology Locomotive Steam Legacy	Reflect Memory Achieve Accomplish

## YEAR TWO

	<b><u>The Great fire of London</u></b> <b>Autumn 1: Community</b> <b>A Moment In Time</b>	<b><u>Albert Einstein/Rosa Parks/ Marie Curie/ Nelson Mandela</u></b> <b>Autumn 2: Aspirational</b> <b>Tell Me a Story</b>	<b><u>Kings</u></b> <b>Spring 1: Respect</b> <b>The Most Amazing Journey</b>	<b><u>Kings</u></b> <b>Spring 2: Inclusive</b> <b>We Are Family</b>	<b><u>Historical Places in Darlington</u></b> <b>Summer 1: Nurturing</b> <b>Magic, Mystery and Mayhem</b>	<b><u>Let's Reflect</u></b> <b>Summer 2: Growing together</b> <b>Dream BIG</b>
<b><u>National Curriculum Links</u></b>	Changes beyond living memory	Lives of significant historical figures	Changes beyond living memory Lives of significant historical figure	Changes beyond living memory Lives of significant historical figure	Significant historical events, people and places in their own locality.	Changes within and beyond living memory Lives of significant historical figure Significant historical events, people and places in their own locality.

<b><u>Chronological Understanding</u></b>	<ul style="list-style-type: none"> <li>I can describe memories of key events in people's lives</li> <li>Place moments in history on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>I can describe memories of key events in people's lives</li> <li>I can plot memorable events relating to our school house captains on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a time line (order) the last three monarchs.</li> <li>I can compare BC/AD and where monarchs come</li> <li>I can reflect back on monarchs studied in Year 1 and speak about their importance</li> </ul>	<ul style="list-style-type: none"> <li>I can recount stories about my local history</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the difference between past and present in my own and others' lives.</li> <li>I can recount stories from the past</li> <li>I can discuss our class timeline and the significant people and times on there.</li> </ul>				
<b><u>Historical Knowledge</u></b>	<ul style="list-style-type: none"> <li>I can begin to compare historical times with life today</li> </ul>	<ul style="list-style-type: none"> <li>I know some historical figures and understand why they were important</li> <li>I can begin to compare historical periods with life today</li> </ul>	<ul style="list-style-type: none"> <li>I know some historical figures and understand why they were important</li> <li>I can begin to compare historical periods with life today</li> </ul>	<ul style="list-style-type: none"> <li>I can pick out information about the past from sources like pictures, artefacts and stories</li> </ul>					
<b><u>Interpretation and Enquiry</u></b>	<ul style="list-style-type: none"> <li>I can identify and give reasons for different ways the past is represented</li> <li>I can use a source/artefact to answer questions about the past on the basis of observations</li> </ul>	<ul style="list-style-type: none"> <li>I can compare pictures or photographs of people or events in the past with now</li> <li>I can begin to select and record relevant information from non-fiction text, online resources and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare pictures or photographs of people or events in the past with now</li> <li>I can use a source/artefact to answer questions about the past on the basis of observations</li> <li>I can represent the past in a different ways</li> </ul>	<ul style="list-style-type: none"> <li>I can compare pictures or photographs of people or events in the past with now</li> <li>I can begin to select and record relevant information from non-fiction text, online resources and other sources</li> </ul>	<ul style="list-style-type: none"> <li>I can compare pictures or photographs of people or events in the past with now</li> <li>I can represent the past in a different ways</li> </ul>				
<b><u>Key Vocabulary</u></b>	Medieval 1666 Diary Samuel Pepys Burning Smoke King Charles II Pudding Lane Thomas Farriner	<table border="1"> <tr> <td>Activist Civil rights Bus Freedom Separation/ Segregation Race</td> <td>Research Pioneer Nobel Prize Women Legacy Radioactivity Chemistry</td> </tr> <tr> <td>Theory University Physicist Science Nobel Prize</td> <td>President Government Legacy Race Equality</td> </tr> </table>	Activist Civil rights Bus Freedom Separation/ Segregation Race	Research Pioneer Nobel Prize Women Legacy Radioactivity Chemistry	Theory University Physicist Science Nobel Prize	President Government Legacy Race Equality	Queen King Monarch Royalty Reign Kingdom Power Abdicate Crown Title Sovereign	Research Non-fiction Source Research Artefacts Past Legacy Historical	Reflect on all key vocabulary in KS1
Activist Civil rights Bus Freedom Separation/ Segregation Race	Research Pioneer Nobel Prize Women Legacy Radioactivity Chemistry								
Theory University Physicist Science Nobel Prize	President Government Legacy Race Equality								

**YEAR THREE**

	<p align="center"><b><u>Stone Age to Iron Age</u></b></p> <p align="center"><b>Autumn 1: Community. A Moment in Time</b></p> <p align="center"><b>Autumn 2: Aspirational. Tell Me a Story</b></p>	<p align="center"><b><u>Year 3 Ancient Egypt</u></b></p> <p align="center"><b>Spring 1: Respect. The Most Amazing Journey</b></p> <p align="center"><b>Spring 2: Inclusive. We Are Family</b></p>	<p align="center"><b><u>Darlington: A Changing Town Full of History</u></b></p> <p align="center"><b>Summer 1: Nurturing. Magic, Mystery and Mayhem</b></p> <p align="center"><b>Summer 2: Growing together. Dream BIG</b></p>
<b><u>National Curriculum Links</u></b>	changes in Britain from the Stone Age to the Iron Age	Achievements of early civilisation	Developing knowledge of local history

<b><u>Chronological Understanding</u></b>	<ul style="list-style-type: none"> <li>I can place the time period studied on a timeline</li> <li>I can begin to use dates and terms related to the period of study</li> <li>I can sequence events and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>I can describe memories of key events in people's lives</li> <li>I can place the time period studied on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>I can place the time period studied on a timeline</li> <li>I can begin to use dates and terms related to the period of studied</li> <li>I can sequence events and artefacts</li> </ul>
<b><u>Historical Knowledge</u></b>	<ul style="list-style-type: none"> <li>I know about some everyday aspects of people's lives from different time periods</li> <li>I can compare historical periods with life today</li> </ul>	<ul style="list-style-type: none"> <li>I know some historical figures and understand why they were important</li> <li>I can compare historical periods with life today</li> </ul>	<ul style="list-style-type: none"> <li>I know about some everyday aspects of people's lives from different time periods</li> <li>I can compare historical periods with life today</li> </ul>
<b><u>Interpretation and Enquiry</u></b>	<ul style="list-style-type: none"> <li>I can identify and give reasons for different ways the past is represented</li> <li>I can use a range of sources to find about the period</li> <li>I can begin to select and record relevant information from non-fiction text, online resources and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare pictures or photographs of people or events in the past with now.</li> <li>I can use a source/artefact to answer questions about the past on the basis of observations</li> <li>I can represent the past in a different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sources to find about a period</li> <li>I can begin to select and record relevant information from non-fiction text, online resources and other sources.</li> </ul>
<b><u>Key Vocabulary</u></b>	<p>Glacier Stone Age Iron age Bronze Age Tundra Tools Prehistoric Homo sapien Ancestors Weapons Source Period Housing Hunter- gatherers</p>	<p>Artefacts Sources Changes Beliefs Millions Canopic jar Sarcophagus Ancient Gods' names Egyptians Preserve Mummification Tutankhamun</p>	<p>Changes Period Relevant Information Variety Historical Figures Build Darlington Famous Reflect Time Library/ Market/ Significant figure/ Brick train/ Railway/ War monument/ Statues/ Town clock</p>

YEAR FOUR

	<p><b><u>The Roman Empire</u></b></p> <p><b>Autumn 1: Community. A Moment in Time</b></p> <p><b>Autumn 2: Aspirational. Tell Me a Story</b></p>	<p><b><u>The Vikings and Anglo-Saxons</u></b></p> <p><b>Spring 1: Respect. The Most Amazing Journey</b></p> <p><b>Spring 2: Inclusive. We Are Family</b></p>	<p><b><u>Archaeological Dig: What Would We Find in Our Town?</u></b></p> <p><b>Summer 1: Nurturing. Magic, Mystery and Mayhem</b></p> <p><b>Summer 2: Growing together. Dream BIG</b></p>
<b><u>National Curriculum Links</u></b>	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots	Developing knowledge of local history
<b><u>Chronological Understanding</u></b>	<ul style="list-style-type: none"> <li>I can place the time period studied on a timeline</li> <li>I can begin to use dates and terms related to the period of study</li> <li>I can sequence events and artefacts</li> <li>Know in relation to BC AD</li> </ul>	<ul style="list-style-type: none"> <li>I can place events from the time period studied on a timeline</li> <li>I can use dates and terms related to the period of study</li> <li>I can make comparisons between different time periods</li> <li>I can use more complex terms e.g. BC/AD and identify how many years</li> </ul>	<ul style="list-style-type: none"> <li>I can place events from the time period studied on a timeline</li> <li>I can use dates and terms related to the period of study</li> <li>I can make comparisons between different time periods</li> </ul>

<b><u>Historical Knowledge</u></b>	<ul style="list-style-type: none"> <li>I know about some everyday aspects of people's lives from different time periods</li> <li>I can compare historical periods with life today</li> </ul>	<ul style="list-style-type: none"> <li>I can identify key features and events of a time studied</li> <li>I can describe some changes in the historical period being studied</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to evaluate the usefulness of different sources: interview and people living</li> </ul>
<b><u>Interpretation and Enquiry</u></b>	<ul style="list-style-type: none"> <li>I can identify and give reasons for different ways the past is represented</li> <li>I can use a range of sources to find about the period</li> <li>I can begin to select and record relevant information from non-fiction text, online resources and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to evaluate the usefulness of different sources</li> <li>I can use evidence to build up a clearer picture about past events</li> <li>I can ask a variety of questions</li> <li>I can use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to evaluate the usefulness of different sources</li> <li>I can use evidence to build up a clearer picture about past events</li> <li>I can ask a variety of questions</li> <li>I can use the library and internet for research</li> </ul>
<b><u>Key Vocabulary</u></b>	Ballista Legion Cohort Cavalry Cross bow Chariot Armour Javelin Citizen Soldier Empire Shield Leadership Gladiator Mosaic Latin Colosseum	Barbarian Conquest Dane Expedition Fierce God Heathen Helmet Invade Loyalty Merchant Raid Rune Settlement Slave Warrior Battle Valhalla	Archaeology Artefact Crypt Tools Research Dig Findings Excavate Fossil Prehistoric

**YEAR FIVE**

	<b><u>The Changing Power of Monarchs</u></b>  <b>Autumn 1: Community. A Moment in Time</b>  <b>Autumn 2: Aspirational. Tell Me a Story</b>	<b><u>The Maya</u></b>  <b>Spring 1: Respect. The Most Amazing Journey</b>  <b>Spring 2: Inclusive. We Are Family</b>	<b><u>A Local History Study</u></b>  <b>Summer 1: Nurturing. Magic, Mystery and Mayhem</b>  <b>Summer 2: Growing together. Dream BIG</b>
<b><u>National Curriculum Links</u></b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society that provides contrasts with British history	A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
<b><u>Chronological Understanding</u></b>	<ul style="list-style-type: none"> <li>I can place events from the time period studied on a timeline with increasing confidence</li> <li>I use relevant dates and terms related to the period of study</li> </ul>	<ul style="list-style-type: none"> <li>I can place events from the time period studied on a timeline with increasing confidence</li> <li>I use relevant dates and terms related to the period of study</li> </ul>	<ul style="list-style-type: none"> <li>I can place events from the time period studied on a timeline with increasing confidence</li> <li>I use relevant dates and terms related to the period of study</li> </ul>

<b><u>Historical Knowledge</u></b>	<ul style="list-style-type: none"> <li>I can describe changes within and between periods and societies studied</li> <li>can examine causes and results of important events and the impact on people</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings</li> <li>I can give an explanation of past events in terms of cause and effect using evidence to support an explanation</li> <li>I can compare and contrast themes between different time periods</li> </ul>	<ul style="list-style-type: none"> <li>I can describe changes within and between periods</li> <li>I can reflect on prior knowledge and use this in my study</li> </ul>
<b><u>Interpretation and Enquiry</u></b>	<ul style="list-style-type: none"> <li>I can offer some reasons for different versions of events</li> <li>I can use the library and internet for research with increasing confidence</li> <li>I can begin to discuss primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>I can link sources and work out how conclusions were arrived at</li> <li>I am aware that different evidence will lead to different conclusions</li> </ul>	<ul style="list-style-type: none"> <li>I can use the library and internet for research independently with a given brief</li> </ul>
<b><u>Key Vocabulary</u></b>	<p>Abdicate Commonwealth Descendant Entitle Family Tree Line of succession Monarchy Reining</p>	<p>Glyphs Civilisation Maya Mayan Century Millennium Continent BC/ AD or BCE/ CE Empire Temple Plaza Day of dead Ancestors Sacrifice origin</p>	<p>Changes Period Relevant Information Reliable Historical Sources Research Darlington Famous Reflect Library/ Market/ Significant figure/ Brick train/ Railway/ War monument/ Statues/ Town clock</p>

**YEAR SIX** Children will be working closely with their teacher to develop an understanding of a significant turning point in British history (WW2 – Battle of Britain, The Blitz). Children will guide the learning a direction which sparks their imagination. • Children will also learn to make detailed comments connections, contrasts and trends over periods of time What a way to end our journey into History at Red Hall. Do you have stories at home from great grandparents about times such as WW2? This could really inspire the ch

	<b><u>Industrial Revolution</u></b>	<b><u>WW2</u></b>	<b><u>Titanic</u></b>
	<p><b>Autumn 1: Community. A Moment in Time</b></p> <p><b>Autumn 2: Aspirational. Tell Me a Story</b></p>	<p><b>Spring 1: Respect. The Most Amazing Journey</b></p> <p><b>Spring 2: Inclusive. We Are Family</b></p>	<p><b>Summer 1: Nurturing. Magic, Mystery and Mayhem</b></p> <p><b>Summer 2: Growing together. Dream BIG</b></p>
<b><u>National Curriculum Links</u></b>	British History since 1066	British History since 1066 Significant Historical Figures and events	British History since 1066
<b><u>Chronological Understanding</u></b>	<ul style="list-style-type: none"> <li>I can position time periods studies to other time periods taught across the school in previous years</li> <li>I can make more considered comparisons between a growing range of different time periods</li> </ul>	<ul style="list-style-type: none"> <li>I can make more considered comparisons between a growing range of different time periods</li> </ul>	<ul style="list-style-type: none"> <li>I can position time periods studies to other time periods taught across the school in previous years</li> <li>I can make more considered comparisons between a growing range of different time periods</li> </ul>



<b><u>Historical Knowledge</u></b>	<ul style="list-style-type: none"> <li>• I can give an explanation of past events in terms of cause and effect using evidence to support an explanation</li> <li>• I can compare and contrast themes between different time periods</li> </ul>	<ul style="list-style-type: none"> <li>• I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings</li> <li>• I can give an explanation of past events in terms of cause and effect using evidence to support an explanation</li> </ul>	<ul style="list-style-type: none"> <li>• I can give an explanation of past events in terms of cause and effect using evidence to support an explanation</li> <li>• I can compare and contrast themes between different time periods</li> </ul>
<b><u>Interpretation and Enquiry</u></b>	<ul style="list-style-type: none"> <li>• I can link sources and work out how conclusions were arrived at</li> <li>• I am aware that different evidence will lead to different conclusions</li> <li>• I can discuss the relevance of primary and secondary sources</li> <li>• I can bring knowledge gathered from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>• I can link sources and work out how conclusions were arrived at</li> <li>• I am aware that different evidence will lead to different conclusions</li> <li>• I can discuss the relevance of primary and secondary sources</li> <li>• I can bring knowledge gathered from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>• I can link sources and work out how conclusions were arrived at</li> <li>• I am aware that different evidence will lead to different conclusions</li> <li>• I can discuss the relevance of primary and secondary sources</li> <li>• I can bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b><u>Key Vocabulary</u></b>	Industry Factories Liberating Mass production Steel Labour Textiles Europe Sources Primary Secondary	Leadership Army Forces Troops Civilians Tactics Propaganda Persecution Borders Camps Prisoners of war Sources Primary Secondary Account witness	Vessel Industry Factories Craft Liberating Mass production Steel Iron works Labour Textiles Europe Ireland Docks Sources Accommodate Achieve Determined Disastrous Guarantee Privilege Sacrifice