



### **Rationale for history in Acklam Whin**

Through our explicit teaching of history, we at Acklam Whin endeavour to inspire and develop our children to want to know more about the past and to think and act as historians. As history can often be an abstract concept for lots of children, our aim is to provide an engaging curriculum that blends both substantive knowledge and disciplinary skill ensuring that the children are equipped with the tools that they need to place their historical learning into both broad and specific contexts. During a pupil's journey from Y1 to Y6, our broad and balanced History curriculum builds on the Knowledge and Understanding of the world our children develop across EYFS. Our learning is developed by revisiting previous sessions/ units of study to make meaningful connections and to place both old and new learning into context. This enables children to develop their understanding of the complexities of different people, places, and events in the long arc of history, identifying their place within it and the challenges that they faced. In KS1, themes such as significant people, local, national and international events and their impact help children begin to understand that history often have wide ranging consequences and effects. Whereas KS2 themes of settlements, society, beliefs, food and farming, trade and transport and conflict help give children a broad understanding of the cultures of different people from the past from which comparisons can be made. Teaching of substantive content and the disciplinary skills concurrently, enables children to secure and embed new information quickly, whilst applying disciplinary skills and concepts to deepen their understanding and work as historians via historical enquiries. Children's ability to 'experience' the past for themselves is important to assist them in their understanding of decisions made in history and consequences that occur because of them. We want our children enjoy history, become inquisitive, reflective learners, and demonstrate positive attitudes.



## EYFS progression map from Nursery (3-4 years) to the end of Reception

**Rationale:** Through the Understanding the World area of learning children in EYFS will begin to explore the idea of history and the past by discussing and understanding their own past and history. They will look at families and significant milestones in their lives so far. By focusing on history that centres around the child they will gain better understanding of it and start to realise that they themselves are a part of history. Through this process children will have an understanding that history involves different people and events, and it is being made all the time all around the world. Children will develop their understanding that people lived before now and that things can change or stay the same through time. Understanding the world involves guiding children to make sense of their physical world and their community. By developing children's understanding of the past, comparing images and stories, it allows children to begin to develop their awareness of the wider world around them and how changes in the past have impacted the present. Across the EYFS curriculum children consider many aspects of life in the past to now to really embed their knowledge and understanding of 'then' and 'now'.

<b>Concept:</b>	Past and Present
<b>EYFS Vocabulary:</b>	before, now, then, old, new, past

### Nursery

#### Development Matters Pathway

I can begin to make sense of their own life story and family's history	I can explore how things work
<ul style="list-style-type: none"> <li>Children to share photographs of themselves and their family. Talk about their photographs and who is in their family.</li> <li>Read The Growing Story and talk about the stages of growth from being a baby to a grown-up and sequence simple pictures.</li> <li>Discuss similarities and differences between families. (Linked to Mother's Day)</li> <li>Review and celebrate their own Nursery story using Learning Journeys. Share favourite experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Read The Growing Story and discuss objects in pictures e.g. toys, prams etc. Talk about how they work and how they have changed over time. Bring in examples.</li> </ul>
<b>Learning beyond the classroom:</b>	<ul style="list-style-type: none"> <li>Sharing photographs showing themselves from babies to the present.</li> <li>Baby visit</li> <li>Share a baby box from the past.</li> <li>Sharing photographs of their own families.</li> </ul>

### Reception

#### Development Matters Pathway

I can comment on images of familiar situations in the past	I can compare and contrast characters from stories, including figures from the past.
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## Whole School History Curriculum

- Compare AW to schools from the past through stories and images e.g. Lucy and Tom at School.
- Share artefacts and images of homes in the past. Talk about what things are and how they have changed.
- Read Angel Mae and compare images to our Nativity performance.
- Share images of night time jobs from the past. Compare changes in uniforms, vehicles and machinery.
- Put images of bedtime routine into chronological order. Compare with routines from past e.g. bath time.
- Look at images of farm machinery/life in the past and compare to modern day equipment e.g. milking process.
- Create a class memory box across the year to reflect on past events during our time in Reception.

- Learn about Guy Fawkes and The Gunpowder Plot.
- Compare changes in uniform, buildings, vehicles for police
- Discuss real life polar explorers.
- Watch clips of first moon landing and compare with space travel today. Discuss astronauts who have travelled into space.
- Read Elves and the Shoemaker and compare a shoemaker's job to how the process of making shoes has evolved.
- Learn about the work of nurses in the past
- Compare changes in uniform, buildings, vehicles for nurses.
- Read The Little Red Hen and compare to how farmers gather in their crops on a modern farm.

### Learning beyond the classroom:

- Woodland walk
- Police visit, Nurse visit
- Farm visit

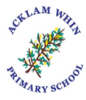
### Seasons and significant celebrations to be taught across the year in line with when they take place.

#### Early Learning Goal:

#### Understanding the World: Past and Present

Children at the expected level of development will:

- Talk about the lives of the 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.



## KS1 History Content Coverage

Pupils should be taught about:	Y1 Toys	Y1 George Stephenson	Y1 Great Fire of London	Y2 Captain Cook	Y2 School	Y2 Florence Nightingale
1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	✓				✓	
2. Events beyond living memory that are significant nationally or globally (eg: The Great Fire of London).			✓			✓
3. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (eg: Christopher Columbus).		✓		✓		✓
4. Significant historical events, people and places in their own locality.				✓	✓	

### Year 1 History ARE

#### Chronology

I can talk about a timeline.

I can talk about people that lived and things that happened before I was born.

#### Key Concepts

I can talk about why important familiar events happened and what followed as a result i.e. why we wear poppies and why we have bonfire night.

I can identify some similarities and differences between my life now and people in the past.

#### Historical Enquiry

I can ask or answer simple questions about the past.

I know that information about the past can be found in books or on computers/tablets

I can use common words and phrases when talking about my work in history.

### Year 2 History ARE

#### Chronology

I can place several events on a timeline.

#### Key Concepts

I can talk about the lives of people/important events which happened in the past.

I can talk about why people did things and what happened as a result.

I can identify some similarities and differences between life now and in the past.

#### Historical Enquiry

I can ask why and how questions and give simple answers to questions about the past.

I can find simple information using books and computers/tablets.

Year 1			
<b>Rationale</b>	Having learnt in EYFS that people have lived, and events have happened in history before they were born the children have begun to use some historical vocabulary to show the simple passing of time. They have talked about the lives of people around them and their role in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children have begun to explore their own history by thinking about some of their important life events. In Y1 children build on their learning from EYFS which has been centred around their own history and life events to that of their older relatives and toys that they played with as a child. Learning about George Stephenson, who he was, when and where he lived allows children to look at history in their local area. By learning about the George Stephenson his great achievement building of the Stockton-Darlington railway and the impacts that that had on the local area serves to show children that there are significant individuals that have had huge effects locally, nationally and internationally as well as providing them opportunities to see the impact of history on their own locality and provide concrete experiences that they can draw upon Children are given opportunities to start learning about sources of evidence and to understand how particular items or ideas can be associated with an event of individual through their study of toys and George Stephenson. Studying the Great Fire of London children compare previous knowledge of people who help us in the present to 1666 and begin to understand how events in the past nationally have impacted now. Using a class timeline to highlight key events relevant to their historical knowledge helps develops and build on their knowledge and understanding of the past and present covered in EYFS.		
<b>Enquiry Question</b>	<b>How have toys changed since our older relatives were little?</b>	<b>Who was George Stephenson and why was he so significant?</b>	<b>What happened to London in The Great Fire of 1666?</b>
<b>Vocabulary</b>	past before now then Long ago before I was born changes to now same different, timeline, event 'national' 'international' 'important' City		
<b>Skills</b>	<ul style="list-style-type: none"> <li>Identify that the present is happening now and anything before that moment is in the past.</li> <li>Use appropriate vocabulary to describe the passing of time.</li> <li>Identify ways in which we find out about the past and identify different ways in which it is represented.</li> <li>Identify similarities and differences of toys within living memory including how they have changed since they were born and since their parents were born.</li> <li>Identify some ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop and use appropriate vocabulary to describe the passing of time</li> <li>Identifying that events have happened in the past and significant people from the past have helped shape the present nationally and internationally – George Stephenson's Rocket invention.</li> <li>Identifying that events and changes have happened in order – development of railways as a method of transportation.</li> <li>Identifying that events and people from the past may have occurred across a greater period than just themselves – Building of Stockton and Darlington Railway</li> <li>Identifying that there are different periods of time in history – 20thC/ 21stC etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying that events have happened in the past and significant people from the past have helped shape the present nationally and internationally – The Great Fire of London</li> <li>Identifying that events and people from the past may have occurred across a greater period than just themselves – The Great Fire of London 1666</li> <li>Identifying that there are different periods of time in history – 20thC/ 21stC etc.</li> <li>Identifying that changes have happened in history that can impact on today – The Great Fire of London</li> <li>Identifying that continuity or change can be a good thing or a bad thing e.g., improved building, planning of city/ homes destroyed.</li> </ul>

		<ul style="list-style-type: none"> <li>Identifying that changes have happened in history that can impact on today – development of 'The Rocket' on future innovations specifically rail travel locally, nationally and internationally e.g. a form of transport limited in the past is now common place in peoples everyday lives for business or pleasure.</li> <li>Identifying that there are some themes that link history together – civilisation, society, transport, trade etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying that history can affect the local area, as well as nationally and globally – Great Fire of London changed what modern London Looks like (better organised, safer) and what buildings are made from today (bricks instead of wood)</li> <li>Identifying that there are some themes that link history together – civilisation, society/monarchy etc.</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Understand that a timeline is a visual way of sequencing events in chronological order to represent the passage of time.</li> <li>Place key events on class timeline e.g. First teddy bear.</li> <li>Develop an awareness of the past by identifying features of toys to recognise which are from now and then.</li> <li>Know that history can be made locally, nationally, or internationally and that it extends beyond themselves and long before they were born.</li> <li>Know that certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and awareness of where George Stephenson fits into the wider chronology of history and add events to class timeline e.g. invention of Stenson's 'Rocket'.</li> <li>Understand that George Stephenson lived a long time before they did.</li> <li>Begin to understand that life was different for different people in history.</li> <li>Begin to understand what a make a person significant.</li> <li>Develop an awareness of the past by comparing early railways systems with the present day.</li> <li>Know and understand about historical events and places involved in George Stephenson's life.</li> </ul>	<ul style="list-style-type: none"> <li>Add key events on class timeline e.g., Great Fire of London and understand where they fit in history with other events studied.</li> <li>Develop an awareness of the past by knowing details about The Great Fire of London in 1666.</li> <li>Know where the people and events of the Great Fire of London fit within a chronological framework (timeline)</li> <li>Know and understand about the impact the Great fire of London has had on modern day buildings/town planning.</li> <li>Know and develop some understanding that Samuel Pepys' diary was significant evidence in historians learning about the Great Fire of London .</li> </ul>
<b>Learning beyond the classroom</b>	Toy topic box – Preston Park	Workshop in school by Head of Steam Museum, Darlington	

## Year 2

<b>Rationale</b>	Children will continue to expand on their knowledge of significant individuals from Y1 (George Stephenson) by exploring individuals from an earlier period in history with Captain Cook, Florence Nightingale, and Mary Seacole. They will begin to make judgements about Captain Cook's significance using a small selection of materials in an enquiry into what impact he had on the world. By studying Florence Nightingale and the importance of her work children develop an awareness of how events can have a national and international impact and continue to be remembered over time. During this history unit children will make comparisons with previous learning about the Great Fire of London in Y1 and Florence Nightingale. Building on their study of Florence Nightingale and Mary Seacole and their work in the Crimean war, children will go on to study further implications of war and its effect on people's lives in Y6 where they study WWII. Studying the history of Acklam Whin consolidates their knowledge and understanding of changes within living memory looking at changes to school life from their own school experience to that of their older relatives' generation.
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## Whole School History Curriculum

Enquiry Question	How has Captain Cook had an impact on the world?	What was Acklam Whin like in the past?	What effect did the work of Florence Nightingale and Mary Seacole have on healthcare?
<b>Vocabulary</b>	Past, before, now, then, present, long ago, before I was born, changes to now, stayed the same, chronological order, eyewitness, local, national, international, important, significant, primary source, impact, explorer, historical		
<b>Skills</b>	<ul style="list-style-type: none"> <li>Place key events in chronological order on a class timeline.</li> <li>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Captain Cook and his voyages</li> <li>Identifying that changes throughout history have had important consequences – understanding of the world from Captain Cook.</li> <li>Compare and contrast lives of Captain Cook to modern day a modern-day local explorer Dr Nicholas Patrick</li> </ul>	<ul style="list-style-type: none"> <li>Place key events in chronological order on a timeline.</li> <li>Conduct research - make semi-independent decisions and using evidence provided to justify</li> <li>Identifying how periods of time can impact on events – the Covid pandemic and attending school.</li> <li>Compare and contrast school life at Acklam Whin at key points in its history.</li> <li>Understanding the difference between primary and secondary sources – consider eye witness accounts, photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research - make semi-independent decisions and using evidence provided to justify</li> <li>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Florence Nightingale and Mary Seacole.</li> <li>Identifying how periods of time can impact on individuals and events – the Crimean war on Florence Nightingale and Mary Seacole.</li> <li>Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ – Florence Nightingale saw poor hygiene conditions in military hospitals led to thousands of deaths and she introduced hand washing and training.</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Know significance of Captain Cook regarding their own locality (Born Marton, Whitby coal ships)</li> <li>Know when significant key events in Captain Cook’s life occurred and be able to place them on class timeline.</li> <li>Know that the life of Captain Cook contributed significantly to international achievements - maps are still used today and changed world geography, improved diet of sailors to prevent scurvy.</li> <li>Outline changes of technology beyond living memory including what was used on board a ship compared to now.</li> <li>Develop an awareness of the past by comparing Captain Cook w with a modern-day local explorer Dr Nicholas Patrick</li> </ul>	<ul style="list-style-type: none"> <li>Know how the school has changed within living memory.</li> <li>Develop an awareness of the past by identifying features of technology/resources across time.</li> <li>Know when significant key changes occurred and be able to place them on a timeline.</li> <li>Understand what school life was like in the past and compare how school has changed.</li> <li>Know that eye witness accounts are a valuable source in finding out about the past.</li> <li>Build on knowledge of how can we find out about what Acklam Whin was like in the past</li> </ul>	<ul style="list-style-type: none"> <li>Know that Florence Nightingale and Mary Seacole existed in the same time period in history.</li> <li>Know that the lives of Florence Nightingale and Mary Seacole have contributed significantly to international achievements – improved hygiene and healthcare.</li> <li>Know when significant key events occurred and be able to place them on a timeline.</li> <li>Understand the impact that Florence Nightingale and Mary Seacole have had and why they are remembered today.</li> <li>Understand similarities and differences between Florence Nightingale and Mary Seacole and their work.</li> </ul>
<b>Learning beyond the classroom</b>	Captain Cook museum visit Captain Cook topic box	Adults who attended this school (eye witness account)	Nurse visit



## Whole School History Curriculum

### KS2 British History Content Coverage

	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for Kingdom of England to the time of Edward the Confessor	A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Year 3	✓	✓				
Year 4			✓	✓		
Year 5					✓	
Year 6						✓

### KS2 World History Content Coverage

	The achievements of the earliest civilisations – an overview of where and when first civilisations appeared	A depth study of Ancient Egypt	A study of Greek life and achievements and their influence on the western world	A non-European society that provides contrasts with British history (Mayan civilisation)
Year 3				
Year 4	✓			
Year 5		✓	✓	
Year 6				✓

#### Year 3 History ARE

##### Chronology

I can place a number of events chronologically on a BCE/CE timeline.

I can use appropriate historical terms from my year 3 vocabulary when talking about chronology.

##### Key Concepts

I can make comparisons between different ways of life at different times.

I can compare and contrast an aspect of life within Britain at the same time i.e. Celts/Romans

I know and can talk about main events that took place within the time periods I have studied.

I know and can talk about who the significant people/events were and why they were important.

##### Historical Enquiry

I can choose the best source to help me to answer a question about the past.





## Whole School History Curriculum

I know that the past can be represented and interpreted in different ways.

I can use a frame/template to record my knowledge of the past including key information and historical terms.

### Year 4 History ARE

#### Chronology

I can place events and periods of time chronologically on a BCE/CE timeline.

#### Key Concepts

I can make connections between the periods of times I have studied.

I can compare and contrast an aspect of life of British History with that of the Wider world within a similar time period of history i.e. Ancient Egyptians with Stone Age to Bronze Age Britain

I know and can talk about the main events and key changes that took place within the time periods I have studied.

I know about significant people/events and can explain their impact on life at that time.

#### Historical Enquiry

I can choose a range of sources to discuss, research and study aspects of the past

I can give examples of how the past can be represented and interpreted in different ways.

I can follow a set of success criteria in order to present my knowledge and understanding of History.

### Year 5 History ARE

#### Chronology

I can place British and world history periods of time accurately on a BCE/CE timeline

#### Key Concepts

I can describe connections and identify contrasts when talking about different time periods.

I can compare and contrast an aspect of life within civilisations in the Wider World history context i.e. The Ancient Greeks and a previous study of Ancient Egyptians.

I can give reasons for the main events and key changes that took place within the time periods I have studied.

I can talk about significant people/events/themes within the time periods I have studied and describe their impact on life at that time and on life today.

#### Historical Enquiry

I can find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence.

I can begin to give reasons for the different ways the past is represented and interpreted in different ways.

I can work with increasing independence to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.

### Year 6 History ARE

#### Chronology

I can talk confidently about different periods of time, providing an accurate chronology using a BCE/CE timeline to support.

#### Key Concepts

I can make connections within and across periods of history studied.

I can compare and contrast aspects of life between different time periods i.e. The Maya civilisation and a previous historical unit studied (Vikings)

I can provide reasons why some events, individuals, developments are seen as more significant than others.

I can talk about significant individuals from the past and offer explanations for their actions.

#### Historical Enquiry

I can find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence

I can give reasons for the different ways the past is represented and how this affects interpretation.

I can work independently/ in a small group to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.

Year 3		
<b>Rationale</b>	Beginning in Y3 with a study of Stone age through to Iron age allows children to understand the progression of chronology easier as they start at the beginning. It provides our children with an understanding of how life human started, their first achievements and the growth of civilisation as a whole. This starting point can be referred to when other historical topics which have similar starting points or those that existed at similar times for example the Egyptians, Greeks, Romans and the Maya. Children compare the advancements throughout the Stone, Bronze and Iron Ages so they can see the developments of each of the given aspects in each lesson. This will then provide the foundations to begin the Romans topic in the Summer term. Children will learn about the Roman invasion and occupation of Britain as chronologically, it follows on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and showing how Britain progressed just like the children have. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy, children will be able to make clear comparisons and begin to place both their learning on the Stone to Iron ages into context, as well as their learning about the Romans. Identifying what an 'empire' is and the role that it played in spreading people and ideas will help them in future years when the concept reappears in different contexts.	
<b>Enquiry Question</b>	<b>Did much change from Stone Age to Iron Age in Britain?</b>	<b>Did the Roman Empire have much impact on Britain?</b>
<b>Vocabulary</b>	past, before now then present, century, Long ago, before I was born, changes to now stayed the same chronological order, hunter-gatherer, impact, significant, continuity, change, warrior, prehistoric, artefact, BCE/CE evidence empire revolt settlement.	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Identify similarities and differences and make links between ways of life at different times e.g. how settlements and dwellings changed from Stone through to Iron Age.</li> <li>Consider historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms for this period in history.</li> <li>Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Identify the role of an empire and the impact it has on people.</li> <li>Identifying the role of continuity and change in Britain under the Romans and the impact that it did or didn't have</li> <li>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: housing, society and beliefs</li> <li>Identify links between ways of life in Britain at the same time e.g. the beliefs of the Romans and Celts</li> </ul> <p>Construct informed responses that involve thoughtful selection and organisation of r sources of evidence that give information about the impact of the Romans on Britain.</p>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Know when the earliest humans existed in Britain.</li> <li>Understand the major achievements of the Stone Age, Bronze Age and Iron Age.</li> <li>Know that daily life changed significantly across this early time period e.g. changes to settlements/housing/farming</li> <li>Understand what beliefs were held during this period of history and how they changed during its timespan.</li> <li>Develop an understanding of the evidence that exists that supports knowledge of changes from Stone Age to Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Know what an empire is and when the roman empire existed</li> <li>Understand how the Romans power changed during their time in Britain due to key events.</li> <li>Know that the Romans in Britain contributed to changes in society.</li> <li>Understand the impact of the developments in housing since Iron Age</li> <li>Understand that the Romans believed in numerous Gods and Goddesses through the study of myths.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<b>Learning beyond the classroom</b>	Stone Age Workshop Dorman's Museum Visit depending on workshops	Roman Fort Visit Segedenum



## Whole School History Curriculum

<b>Year 4</b>		
<b>Rationale</b>	In Y4 children begin to study aspects of historical outside in a wider world context with an introduction to the earliest civilisations (Ancient Egypt, Ancient Sumer, Shang Dynasty and Indus Valley) moving into studying the Ancient Egyptians in depth. They will locate where they were in the world, identify when they existed noting connections and contrasts and understanding their impact on the ancient world and the development of the modern world. During the Summer term children will conduct a local study which help them to develop their knowledge and understanding of significant people and events local to them that have had an impact locally, nationally and globally. It also fosters a sense of pride in where they live. This unit of study builds on their knowledge of the development of the Stockton and Darlington Railway previously studied in Y1 and is then developed further in Y6 where they study WWII and the air raid on Middlesbrough train station.	
<b>Enquiry Question</b>	<b>When did the earliest civilisations exist and are the Ancient Egyptians only known for mummies and the pyramids?</b>	<b>Which significant people and events impacted our local area during 19<sup>th</sup> century?</b>
<b>Vocabulary</b>	'duration' 'period' 'era' 'concurrent' 'decade' ' <b>century</b> ', 'during this time' 'previously' 'compared to' <b>chronological order</b> civilisation, cause and effect, reliable, global, interpretation, viewpoint	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Begin to build a coherent knowledge of earliest civilisations by Identifying their chronological place in history and impact on future civilisations.</li> <li>Compare and contrast the impact of some ancient civilisations on the world.</li> <li>Make connections, contrasts and identify trends over time and develop the appropriate use of historical terms.</li> <li>Compare a range of sources to discuss, research and study aspects of the earliest civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>Place the development of Middlesbrough during the 19th century into the wider historical chronology of British, local and world history.</li> <li>Use archival evidence to discuss the effects of the development of transport and shipping on people and places, identifying different perceptions from a range of sources, including discussing the national and international impact.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Make comparisons between Middlesbrough now and during the 1850s e.g. jobs, population, local significance.</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Identify key components of becoming a successful civilisation in history.</li> <li>Know and understand significant aspects of the wider world e.g. the nature of ancient civilisations</li> <li>Know and understand some of the key common features of the earliest civilisations around the world.</li> <li>Know about significant inventions from the earliest civilisations and understand the key changes that they made to life at that time and life today.</li> <li>Continue to embed understanding that the past can be represented in different ways and can name some of these ways.</li> </ul>	<ul style="list-style-type: none"> <li>Know who was significant in the development of Middlesbrough as a town and establishing it as an industrial 'powerhouse'.</li> <li>Know how Middlesbrough changed from small farming village to a thriving town.</li> <li>Understand how the key these pioneers fortune and influence helped people across Britain and the wider world.</li> <li>Understand the importance locally of the development of the steam railway system and the port to ship coal, iron and steel on the growth of Middlesbrough.</li> <li>Know which industries were attributed to Middlesbrough's growth in population and wealth.</li> <li>Understand the impact of mining on the local community.</li> </ul>
<b>Learning beyond the classroom</b>	Workshop	Workshop – Teesside archives Visit to Land of Iron
<b>Year 5</b>		

## Whole School History Curriculum

<b>Rationale</b>	In Y5 children study impact and lasting legacy of the Ancient Greeks upon the modern world. Learning about democracy and philosophy works well in Y5 due to the increasing maturity of the children and more explicit links to PSHE and Citizenship can be made with more meaningful impact. Having studied the great Fire of London in KS1 children are familiar with what a city is and are able to build on existing knowledge when comparing the city states of Sparta and Athens. The Anglo-Saxons and Scots topic allows us to follow on chronologically from the Romans in Britain studied previously noting the continuities and changes over time. Whilst looking at the establishment of Anglo-Saxon England children will consider the rise of Christianity and its profound impact on the development of Britain, as well as highlighting the reasons why the Anglo-Saxons chose to defend it against the Vikings. The focus shifts to the struggle between the Anglo-Saxons and Vikings, looking at how the struggle shaped the land today. Children will learn about the similarities and differences between the Anglo-Saxons and Vikings and ultimately what led to both of their downfall. The knowledge and understanding gained with this topic will then be revisited as part of a comparative study of the Ancient Maya with the Vikings in Y6.	
<b>Enquiry Question</b>	<b>What did the Ancient Greeks do for us?</b>	<b>Did the Scots, Anglo Saxons or Viking invasion and settlement benefit Britain more than the Romans?</b>
<b>Vocabulary</b>	'duration' 'period' 'era' 'concurrent' 'chronology' 'context' chronological order' 'the duration of...' 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Identify what effect the achievements of the Ancient Greeks had on the Western world Placing the Ancient Greeks into the wider context of historical chronology (BCE/CE)</li> <li>Identifying the continuities and changes of Greek achievements and impacts from then to now through: democracy, society, beliefs.</li> <li>Identify connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Answer and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast an aspect of life within Britain at the same time i.e. Anglo-Saxons/Vikings.</li> <li>Choose a range of sources to discuss, research and study aspects of the Anglo Saxon and Viking period.</li> <li>Answer and devise own historically valid questions to further understanding.</li> <li>Identify positive and negative aspects of the relationship between Anglo-Saxons and Vikings in Britain</li> <li>Compare and contrast social structures of different groups and compare to their own i.e. structure of Anglos Saxon/ Viking society with current structure in Britain, making links to other societies studied in history.</li> <li>Consider continuity and change in housing, beliefs and food from Roman Britain through to Viking Britain</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Place Ancient Greece into a coherent chronological context</li> <li>Identify key cultural elements of Ancient Greece</li> <li>Identify their achievements of the Ancient Greeks</li> <li>Understand that each state had its own government, laws and army and they fought with each other.</li> <li>Know about some famous Greeks and their legacy.</li> <li>Identify similarities and differences between ways of life at different times by comparing city states Athens and Sparta.</li> </ul>	<ul style="list-style-type: none"> <li>Place Anglo-Saxon and Viking Britain periods of rule into a coherent chronological framework</li> <li>Understand the struggle for control of Britain after the Romans left around 410AD</li> <li>Know and understand what it was like to live and grow up in the Anglo-Saxon era following the fall of the Roman Empire.</li> <li>understand the settlement of the Anglo-Saxons and Scots in northern Britain</li> <li>understand the various groups who invaded Britain after Roman occupation and why</li> <li>understand the achievements of different groups throughout history and their impact nationally and internationally</li> <li>Know about significant events (i.e. attacks of the Lindisfarne monastery) and people (i.e. Alfred the Great), relating to the Scots, Anglo Saxons and Vikings and explain their impact on life at that time.</li> </ul>
<b>Learning beyond the classroom</b>	Workshop	Workshop

Year 6		
<b>Rationale</b>	World War II was a highly significant and influential event of the twentieth century. Technology developed during WWII such as radar, atomic bombs, and even the ability to mass-produce penicillin along with countless other innovations, has had far-reaching applications in the modern world and it is because of its importance that it is included in Y6. Through studying the effects of WWII on people's daily lives children specifically the bombing of Middlesbrough train station children further develops their understanding of cause and consequences of conflict in their own locality. Studying the Maya offers fantastic opportunities to link with the Vikings. Whilst the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. With the children having learnt about the Vikings in Y4, following up with this in Y6 helps to reinforce their previous learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya. This also provides a comparison to a non-European society that contrasts with the children's own experiences.	
<b>Enquiry Question</b>	<b>What caused WWII and how did it impact the people of Britain?</b>	<b>Were the Vikings more advanced than the Maya?</b>
<b>Vocabulary</b>	Duration, period, era, concurrent, chronology, context, the duration of..., significance, discovery, invention, causation, progression, sacrifice, legacy, architecture, propaganda	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Placing WWII into chronological context and its legacy and impact today</li> <li>Identifying the continuity and change from Early 20th Century (WWII) to the modern day through comparison of: Society, beliefs, and attitudes, food, conflict</li> <li>Identifying the cause and effect of British evacuation in WWII – positive or negative?</li> <li>Identifying the significance of WWII adaptations to daily life and their impact on today</li> <li>Offer explanations for actions by significant individuals and explain the significance of their actions.</li> <li>Answer and devise own historically valid questions to further understanding.</li> <li>Give reasons for the different ways the past is represented and how this affects interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Placing Ancient Maya into chronological context and in direct comparison with the Vikings</li> <li>Identify connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Answer and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Comparing Viking Britain with the Maya civilisation through: settlements, society, beliefs and attitudes, food and farming, Conflict, and understanding the reasoning for similarities/differences between each civilisation</li> <li>Identify the effect of Maya food collection and trade on today's world food production and trade systems</li> <li>Use sources of evidence as the basis for an opinion</li> <li>Begin to make references to evidence as justification</li> </ul> <p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?</p>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Understanding the main human geographical areas of Britain targeted by German bombing and why they were targeted</li> <li>Show an understanding of why WW2 started and the events leading to it (drawings, poems)</li> <li>The role women in WW2 and the role of the land army</li> <li>Understand our historical knowledge comes from a range of sources and discuss their reliability and relevance.</li> <li>Know the causes and results of great events and understand the impact these had on people.</li> <li>Understand the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> <li>Understand what life was like as a child evacuee during World War 2</li> <li>Understand the impact of the Blitz on towns and cities in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Understand our historical knowledge comes from a range of sources and discuss their reliability and relevance.</li> <li>Identify some of the more modern methods of finding sources of evidence – LiDAR</li> <li>Compare Mayan civilisation c. AD 900 with Viking Britain through: food and farming, settlements, society and belief/ attitudes</li> <li>Understand the reasoning for similarities/differences between each civilisation.</li> <li>Continue to develop understanding of concurrent civilisations around the world and their impact on later civilisations</li> </ul> <p>Know who or what the Maya believed in.</p>



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	<ul style="list-style-type: none"><li>Understand the reasons for rationing, its impact and how it was promoted in the UK</li></ul>	
<b>Learning beyond the classroom</b>	Eden Camp Dorman Museum	Mayan workshop