

History

| Year Group | Objectives (NC elements/school elements) | | Vocabulary (NC elements/school elements) | Historical skills | Age expected level statement |
|------------|---|---|--|--|---|
| | Chronological Understanding | Knowledge and understanding | | | |
| 1 | <ol style="list-style-type: none"> Develop understanding of chronology within a year by linking events, festivals in relation to seasons, months and dates. Develop understanding and recall personal events within their own lives in relation to a chronological order: born, events, present. Begin to make chronological comparisons between their life and that of a significant individual that has contributed to national or international achievements within 20th/21st century. Develop understanding of events and festivals we celebrate answering questions of when? What we do/can remember? How? Develop understanding of changes in the context of own family e.g. Similarities and differences of toys family members played with, clothing. Develop understanding and begin to make comparisons between their life and that of a significant individual that has contributed to national or international achievements within 20th/21st century. Develop understanding of historical events/people/features in locality and their significance – history of the school | <ol style="list-style-type: none"> Develop understanding of chronology within a year by linking events, festivals in relation to seasons, months and dates. Develop understanding and recall personal events within their own lives in relation to a chronological order: born, events, present. Begin to make chronological comparisons between their life and that of a significant individual that has contributed to national or international achievements within 20th/21st century. Develop understanding of events and festivals we celebrate answering questions of when? What we do/can remember? How? Develop understanding of changes in the context of own family e.g. Similarities and differences of toys family members played with, clothing. Develop understanding and begin to make comparisons between their life and that of a significant individual that has contributed to national or international achievements within 20th/21st century. Develop understanding of historical events/people/features in locality and their significance – history of the school | <p>Time; earlier, later, before, after, today, yesterday, tomorrow, morning, afternoon, evening, day, night, week, month, year, past, present, future, seasons, chronological.</p> <p>Theme e.g. monarchy, exploration, inventor, remembrance, war</p> | <ol style="list-style-type: none"> Begin to use simple books, photographs, artefacts and movie clips to support own enquiry. Listen to 'factual accounts/stories' about significant individuals/events and begin to extract key information. Discuss key information gathered from sources and memory showing understanding of significant events/life of a key individual. Ask questions with a specific historical context. Begin to use information gathered from sources to answer questions of historical events/about the life of an individual. Begin to present their Historical work in a range of presentational techniques including; writing genres, DT, ICT Develop reasoned argument to present their findings to answer – Is it better to be a child now or in the past? | <ol style="list-style-type: none"> I have a good understanding of similarities and differences between my life and another's in the past. I can think of some questions to ask about the past. |
| 2 | <ol style="list-style-type: none"> Have a secure understanding of chronology within a year by linking events, festivals in relation to seasons, months and dates. Make chronological comparisons (born, events, died) between two similar significant individuals that have contributed to national or international achievements within 20th/21st century e.g. Queen Elizabeth II and Queen Victoria. Develop understanding of the historical significance of events and festivals e.g. Remembrance Day, Harvest. Develop knowledge of key facts/life achievements and compare these between two significant individuals e.g. Nell Armstrong (Space exploration) and Captain Cook (World exploration). Develop understanding of historical events/people/features in locality and their significance. (Stewart's Park Visit) | <ol style="list-style-type: none"> Have a secure understanding of chronology within a year by linking events, festivals in relation to seasons, months and dates. Make chronological comparisons (born, events, died) between two similar significant individuals that have contributed to national or international achievements within 20th/21st century e.g. Queen Elizabeth II and Queen Victoria. Develop understanding of the historical significance of events and festivals e.g. Remembrance Day, Harvest. Develop knowledge of key facts/life achievements and compare these between two significant individuals e.g. Nell Armstrong (Space exploration) and Captain Cook (World exploration). Develop understanding of historical events/people/features in locality and their significance. (Stewart's Park Visit) | <p>Time; earlier, later, before, after, today, yesterday, tomorrow, morning, afternoon, evening, day, night, week, month, year, past, present, future, seasons, chronological.</p> <p>Theme e.g. monarchy, exploration, inventor, remembrance, war</p> | <ol style="list-style-type: none"> Independently use simple books, photographs, artefacts and movie clips and local study to support own enquiry. Listen to 'factual accounts/stories' about significant individuals/events and develop their ability to extract key information. Lead their own independent lines of enquiry relating to a historical event/individual. Develop their ability to use information gathered from sources to answer questions related to historical enquiry. Develop their ability to identify, talk about and record aspects of change in their locality Begin to present their Historical work in a range of presentational techniques including; writing genres, DT, ICT Develop reasoned argument to present their findings to answer – Who was the better explorer..? | <ol style="list-style-type: none"> I have a good understanding of similarities and differences between two famous people. I can think of questions to ask about the past and use my knowledge to answer them. |
| 3 | <ol style="list-style-type: none"> Develop an understanding of chronology in the context of historical periods and civilisations within British and local history. | <ol style="list-style-type: none"> Develop an understanding of chronology in the context of historical periods and civilisations within British and local history. | <p>Identify new vocabulary from historical periods</p> | <ol style="list-style-type: none"> Develop their ability to identify new vocabulary when studying historical periods and use of them appropriately. Carry out lines of enquiry within an investigative framework. | <ol style="list-style-type: none"> I have a good understanding of similarities and differences between life today and life in our |

| | | | | |
|---|---|---|---|---|
| | <p>3. Gain an understanding of Britain's settlements by Anglo-Saxons and Scots, The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.</p> <p>4. A local history study of North East coastal area – impact of Anglo-Saxon raiders and Vikings upon the region.</p> | <p>e.g. Names of objects, people/s, buildings, inventions.</p> <p>Link vocab to historical periods e.g. longships, Vikings</p> | <p>3. Begin to develop own questions to support their knowledge of a historical period/civilisation.</p> <p>4. Identify some connections, contrasts and trends across historical periods e.g. food/homes etc.</p> <p>5. Begin to develop an understanding of 'legacy' in terms of the contribution of an historical period to life today.</p> <p>6. Present their 'Historical work in a range of presentational techniques including; writing genres, DT, ICT.</p> <p>7. Develop reasoned argument to present their findings to answer – Was the Anglo-Saxon/Vikings invading a good or bad thing for Britain today?</p> | <p>region during the struggle for the Kingdom of England.</p> <p>2. I can think of questions to ask about the past and use my knowledge to answer them.</p> |
| 4 | <p>1. Continue to develop an understanding of chronology in the context of historical periods and civilisations within British and local history.</p> <p>2. Gain an understanding of changes in Britain from the Stone Ages to the Iron Age.</p> <p>3. Gain an understanding of the Roman Empire and its impact on Britain.</p> <p>4. A local history study of the development of our towns and cities.</p> | <p>Identify new vocabulary from historical periods e.g. Names of objects, people/s, buildings, inventions.</p> <p>Link vocab to historical periods e.g. colosseum: Roman</p> | <p>1. Develop their ability to identify new vocabulary when studying historical periods and use of them appropriately.</p> <p>2. Carry out lines of enquiry within an investigative framework.</p> <p>3. Develop own questions to support their knowledge of a historical period/civilisation.</p> <p>4. Identify some connections, contrasts and trends across historical periods e.g. food/homes etc.</p> <p>5. Begin to develop an understanding of 'legacy' in terms of the contribution of an historical period to life today.</p> <p>6. Present their Historical work in a range of presentational techniques including; writing genres, DT, ICT.</p> <p>7. Develop reasoned argument to present their findings to answer – Who has the best skills – Ancient man or modern man?</p> | <p>I have a good understanding of similarities and differences between my life and life as a Roman/within Stone and Iron Age.</p> |
| 5 | <p>1. Develop a wider understanding of chronology in the context of studying; historical periods, civilisations across British, local and world history.</p> <p>2. Develop a sense of comparative chronology related to historical developments across civilisations and historical periods.</p> <p>3. Develop their understanding of chronology linked to 'change' within an aspect/theme within a chronological framework e.g. ways of life, achievements, inventions, transportation.</p> <p>4. Study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>5. Gain an understanding of the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in depth study of one of the following; The Indus Valley; The Shang Dynasty of Ancient China.</p> <p>6. Gain an understanding of Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> | <p>Identify new vocabulary and terms to create word banks.</p> <p>Investigate the 'root' or 'meaning' of words in the context of a historical period.</p> <p>Develop enquiry and understanding of 'words and terms' linked to 'word structure', 'meaning' and 'time'.</p> | <p>1. Develop own historically valid lines of enquiry to answer questions/hypothesis posed.</p> <p>2. Investigate and describe evolutions over time.</p> <p>3. Develop own ideas related to possible; causes for change, impact of change, legacy today.</p> <p>4. Evaluate and think critically about information to develop own viewpoints.</p> <p>5. Engage in discussion and debates, presenting own viewpoints based on acquired knowledge and develop an understanding through reflecting on the opinions of others.</p> <p>6. Present their Historical work in a range of presentational techniques including; writing genres, DT, ICT.</p> <p>7. Develop reasoned argument to present their findings to answer – Who was the most intelligent civilisation?</p> | <p>I have a good understanding of similarities and differences between my life and life within an ancient civilisation.</p> |

| | | | | |
|---|--|---|---|---|
| 6 | <p>1. Develop a wider understanding of chronology in the context of studying; historical periods, civilisations across British, local and world history.</p> <p>2. Develop a sense of comparative chronology related to historical developments across civilisations and historical periods.</p> <p>3. Develop their understanding of chronology linked to 'change' within an aspect/theme within a chronological framework e.g. ways of life, achievements, inventions, transportation.</p> <p>4. Study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>5. Gain an understanding of the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and in an in depth study of one of the following; Ancient Sumer; Ancient Egypt.</p> <p>6. Gain an understanding of a non-European society that provides contrast with British history from one of the following; early Islamic civilisation including a study of Baghdad c.AD 900; Mayan civilisation c AD 900; Benin (West Africa) c AD 900-1300.</p> | <p>Identify new vocabulary and terms to create word banks.</p> <p>Investigate the 'root' or 'meaning' of words in the context of a historical period.</p> <p>Develop enquiry and understanding of 'words and terms' linked to 'word structure', 'meaning' and 'time'.</p> | <ol style="list-style-type: none"> 1. Develop own historically valid lines of enquiry to answer questions/hypothesis posed. 2. Investigate and describe evolutions over time. 3. Develop own ideas related to possible; causes for change, impact of change, legacy today. 4. Evaluate and think critically about information to develop own viewpoints. 5. Engage in discussion and debates, presenting own viewpoints based on acquired knowledge and develop an understanding through reflecting on the opinions of others. 6. Present their Historical work in a range of presentational techniques including, writing genres, DT, ICT. 7. Develop reasoned argument to present their findings to answer – Why is it good/not good to live in New Marske? | <p>I have a good understanding of similarities and differences between my life and life within an ancient civilisation.</p> |
|---|--|---|---|---|

| Year Group | Key Events and Fieldwork | Season | Whole School Events |
|------------|--|--------|--|
| 1 | Preston Park Visit/Rydale or Beamish | Autumn | 100 th Anniversary/ Remembrance Day (November) Black History Month (October) |
| 2 | Visit to Stewart's Park or Whitby researching about Captain Cook. | Spring | Chinese New Year |
| 3 | Possible visit to Bede's world in Jarrow. http://www.bedesworld.co.uk/ Possible visit to York. | | |
| 4 | Visit to Dorman Museum http://www.dormanmuseum.co.uk/WWW2/learning_schools.html Segedunum Roman Fort/Hadrian's Wall | | |
| 5 | Possible Battle field's trip (Residential) Hancock Museum | | |
| 6 | Great North Museum Hancock Museum York | Summer | |