

2022-2023 History Key Areas of Focus

Our aim: To deliver a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. To help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our vision: Is to inspire pupils’ curiosity to know more about the past, to equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.

Throughout the document the following colours will be used in order to show the following strand coverage: **Continuity and change**, **Cause and consequence**, **Using Evidence**, **Significance**

	Y3/Y4 AD						Y5/Y6 – Predominately BC					
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Ancient Rome and impact on Britain		Settlement Anglo Saxon & scots C5th		Viking and Anglo Saxon struggle for the kingdom			Ancient Egypt 31550 BC		Stone age to iron age 8700 BC – 200BC 1200BC – 600BC		Health
Cycle B	Ancient Greeks 8 th – 146 BC		Island of the stag 614- 680 AD		Industrial revolution Education Act 1842			WW2 1939-1945		Maya Civilisation		Invasions North East and local history.

	EYFS						Y1/Y2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Family and change		Houses and homes		Celebrations		Ralph Ward Jackson		Kings and Queens (Y2 C)		Victorians	
Cycle B	Roles of people		Transport and Travel		Toys and Gam	Clothing	Lowry		Florence Nightingale Edith Covell		Black Death and Great Fire Of London	

Abstract Terms which will be tracked throughout the curriculum Mapping.	Civilisation	Empire	Parliamentary	Peasantry
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Definition	A civilization (or civilisation) is a complex society that is characterized by urban development, social stratification, a form of government, and symbolic systems of communication (such as writing)	An extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state. "the Roman Empire" A large commercial organization owned or controlled by one person or group. "her business empire grew"	Parliament is the legislature, or lawmaking group, in the government of the United Kingdom (Great Britain). The government leader, called the prime minister, is always a member of Parliament .	Smallholders and agricultural labourers of low social status (chiefly in historical use or with reference to subsistence farming in poorer countries).The word peasant came from the French word for "country" in the medieval era (15th century)
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Throughout link to Challenges of the Time



Cohort	EYFS	Y1	Y1	Y1	Y2	Y2	Y2	Y3	Y3	Y3	Y4	Y4	Y4	Y5	Y5	Y5	Y6	Y6	Y6
2020 A Y6																			
2021 B Y5																	WW2	Maya	Invasions
2022 A Y4														WW2	Maya	Local	Egypt	Stone	Health
2023 B Y3								Greeks	Stag	Industrial Revolution	Rome	Scots	Viking	Egypt	Stone	Health	WW2	Maya	Invasions
2024 A C Y2		Ralph Ward Jackson	Kings and Queens	Victorians	Lowry	Florence	Victorians	Rome	Scots	Viking	Greeks	Island of the Stag	Industrial Revolution	WW2	Maya	Local	Egypt	Stone	Health
2025 B Y1		Lowry	Florence Nightingale Edith Covell	Black Death	Ralph Ward Jackson	Kings and Queens	Victorians	Greeks	Island of the Stag	Industrial Revolution	Rome	Scots	Viking	Egypt	Stone	Health	WW2	Maya	Invasions

EYFS

Cycle A

EYFS

Continuity and change, Cause and consequence, Using Evidence, Significance







Cycle	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A		<p>0-3 Year Olds will be learning to: UTW Make connections between the features of their family and other families. C&L Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>3 and 4 year olds will be learning to: Begin to make sense of their own life story and family's history.</p> <p>Children in reception will be learning to: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG Coverage Past and Present (ALL)</p> <p>History Focus Family and change</p>	Geography Focus	<p>0-3 Year Olds will be learning to: UTW Make connections between the features of their family and other families. C&L Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>3 and 4 year olds will be able to: Begin to describe a sequence of events, real or fictional, using words such as 'first', then...'</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Children in reception will be learning to: Compare and contrast characters from stories including figures from the past. Comment on images of familiar situations in the past.</p> <p>ELG Coverage Past and Present (ALL)</p>  <p>Focus Houses and Homes</p>	Geography Focus	<p>0-3 Year Olds will be learning to: UTW Make connections between the features of their family and other families. C&L Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>3 and 4 year olds will be able to: Begin to describe a sequence of events, real or fictional, using words such as 'first', then...'</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Children in reception will be learning to: Comment on familiar situations in the past. Compare and contrast characters from stories including figures from the past.</p> <p>ELG Coverage Past and Present (ALL)</p>  <p>History Focus Celebrations</p>	Geography Focus
		Question <i>How have I changed since a baby?</i>	Link to Geog.	Question <i>Has my house always looked like this?</i>	Link to Geog.	Question <i>What are our favourite celebrations each year?</i>	Link to Geog.
	Prior Knowledge	Who is in own their own family.		What houses like today. What their house is made from.	Traditions from around the world.	Celebrations in own family. Traditions in own family.	Locations Land use
	S Plan	To order images into a plausible chronological order		To order images into a possible chronological order.		To talk about events in school and/or home that interest me.	




	Lesson Objectives and Focus	<p>To identify changes between me as a baby and myself now.</p> <p>To identify the difference between 'new' and 'old'</p> <p>(With discretion) To identify who is in my family now and some people from the past.</p>		<p>To know how houses change through time using images/primary sources (local village study)</p> <p>To know how houses were built in the past and make comparisons to buildings today.</p> <p>To identify artefacts associated with building and sort into past and present.</p>		<p>To recall some of the special ways we celebrate in school and/or home.</p> <p>To identify artefacts (objects) associated with the events that I enjoy celebrating.</p> <p>To identify celebrations from history.</p> <p>To identify traditions.</p>	
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EYFS

Cycle B

Continuity and change, Cause and consequence, Using Evidence, Significance




Cycle	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B		<p>0-3 Year Olds will be learning to: UTW Make connections between the features of their family and other families. C&L Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>3 and 4 year olds will be learning to: Begin to describe a sequence of events, real or fictional, using words such as 'first', then...'</p> <p>Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p>Children in reception will be learning to: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG Coverage Past and present (ALL)</p>   <p>History Focus Roles of People</p>	Geography Focus	<p>0-3 Year Olds will be learning to: UTW Make connections between the features of their family and other families. C&L Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>3 and 4 year olds will be learning to: Begin to describe a sequence of events, real or fictional, using words such as 'first', then...'</p> <p>Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p>Children in reception will be learning to: Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG Coverage Past and present (ALL)</p>	Geography Focus	<p>0-3 Year Olds will be learning to: UTW Make connections between the features of their family and other families. C&L Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>3 and 4 year olds will be learning to: Begin to describe a sequence of events, real or fictional, using words such as 'first', then...'</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Children in reception will be learning to: Comment on images of familiar situations in the past.</p> <p>ELG. Coverage Past and present (ALL)</p>    <p>History Focus Toys and Games</p>	<p>ELG Coverage Past and present (ALL) 3 and 4 year olds will be learning to: Begin to describe a sequence of events, real or fictional, using words such as 'first', then...'</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Children in reception will be learning to: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>  <p>History Focus Clothing</p>

				  			
			History Focus Getting around				
	Question <i>What do grown-ups do all day?</i>	Link to Geog	Question <i>Have we always used cars for long journeys?</i>	Link to Geog	Question <i>How have toys changed over time?</i>	Question <i>Do we always wear the same clothes?</i>	
Prior Knowledge	What makes up their family. Different roles in the community eg shop workers, taxi drivers, police and service personnel.	Weather around the world	Modes of transport familiar to them.	Transport to/in different countries	Toys and games familiar to them.	Understanding of weather/climate	
S Plan Lesson Objectives and Focus	<p>To explore the roles of people in society.</p> <p>To identify the roles of people around them within society</p> <p>To understand and compare different occupations of today with occupations from the past.</p> <p>To identify similarities between roles in society from the past and today.</p> <p>To identify differences between roles in society and today.</p>		<p>To know the modes of transport used in the modern world.</p> <p>To compare transport from different time periods.</p> <p>To compare one vehicle across a time period.</p> <p>To chronologically organise images onto a timeline.</p> <p>To know methods of transport prior to cars. (Horse / cart / foot)</p>		<p>To talk about toys and games that they play with now.</p> <p>To explore toys used in the past.</p> <p>To compare one toy across a time period (train set)</p> <p>To sort toys from the past and today.</p> <p>To compare toys used in the past to toys used today.</p>	<p>To sort clothes into group according to seasons</p> <p>To sort artefacts (clothes) into chronological timelines</p> <p>To compare clothes from today to those from the past.</p> <p>To identify similarities and differences between clothing from the past and clothing from today.</p> <p>(Could also use service clothing eg fire/police etc)</p>	

Year 1/2
Cycle A

Continuity and change, Cause and consequence, Using Evidence, Significance

Y1/2








Cycle	Year 1/2	Autumn 1 September - October 8 weeks	Autumn 2	Spring 1 January – February 6 weeks	Spring 2	Summer 1 April - May 7 weeks	Summer 2
Cycle A		N.C. Coverage <i>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</i> History Focus. Significant people in own locality - Ralph Ward Jackson Heritage of Hart/Elwick villages	N.C. Coverage Geography Focus	N.C. Coverage <i>To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline, some significant British monarchs since 1066.</i> History Focus Life of a significant individuals nationally. (Nobility of England). Kings and Queens	N.C. Coverage Geography Focus	N.C. Coverage To develop an awareness of where events fit within a chronological framework and identify similarities and differences between ways of life in different periods. History Focus Events beyond living memory. Travel and transport	N.C. Coverage Geography Focus
		Question <i>How did Ralph Ward Jackson help make Hartlepool the town it is today?</i> <i>Language of significance</i> <i>This event/individual is significant because...</i> <i>The event effected many people at the time...</i> <i>This event/individual was considered important at the time...</i> <i>One change that resulted was...</i> <i>Further changes included...</i> <i>The results were good/bad for...for example...</i> <i>The impact of this individual/event/civilisation was short lived/lasting/can still be seen today...</i> 	Link to Geog.	Question <i>How do we know about kings and queens of the past?</i> <i>The language of evidence</i> <i>This source tells us that...</i> <i>We can infer from this source that...</i> <i>This source says/shows the same/agrees that..</i> <i>This source backs up the idea that..</i> <i>This source disagrees/contradicts...</i> <i>Most/the majority of the sources show/agree that..</i> <i>This source is useful/not useful for my enquiry because...</i> <i>It does not say/cannot tell me anything about...</i> <i>It would be useful if I wanted to investigate...</i> <i>This source is more/less reliable because...</i> 	Link to Geog	Question <i>How has transport changed over time?</i> <i>The language of change and continuity</i> <i>There are many differences between...then and now</i> <i>There were many changes in...between...and...</i> <i>One change was...for example...</i> <i>Another change was...this can be seen in...</i> <i>This was a big/the biggest change... (effecting many people)</i> 	Link to Geog
	Prior Knowledge	Hartlepool as a small town. Location of villages EYFS – Houses and Homes	Location of villages Map skills	What the monarchy is. Who the Queen of England is Current members of the Royal family and their role in the country. EYFS – Family and change.		Journeys taken. Variety of different transport available to us. EYFS – Getting around	
	Key Texts	A Street Though Time by Steve Noon A Port Through Time by Steve Noon & Dr Anne Millard A City Through Time by Steve Noon		Queen Victoria by the V&A Queen Victoria by Kate Hubbard Little Elizabeth – Valerie Wilding		Amazing Transport – Tom Jackson Journey – Dorling Kinnersley	



	<p>What Did the Tree See? By Charlotte Guillain & Sam Usher https://www.npg.org.uk/whatson/makingamark/teaching-resources/objects/ralph-ward-jackson</p>				
S Plan Lesson Objectives and Focus	<p><u>Lesson 1 – Focus</u> To know what makes a person significant.</p> <p><u>Lesson 2 - Focus</u> To know who Ralph Ward Jackson was.</p> <p><u>Lesson 3 – Focus</u> To know how Ralph Ward Jackson changed Hartlepool for the better and why we should remember him.</p> <p><u>Lesson 4 Focus</u> To compare Hartlepool of today to Hartlepool from the past.</p> <p><u>Lesson 5 – Focus</u> To know the heritage of the town of Hartlepool</p> <p><u>Lesson 6 – Focus</u> To know the heritage of their village (Hart/Elwick)</p> <p><u>Lesson 7 Focus</u> To know the heritage of their village (Hart/Elwick)</p>		<p><u>Lesson 1 - Focus</u> To know the Role of a Monarch</p> <p><u>Lesson 2 - Focus</u> To know where people fit in a chronological timeframe. (Family Trees)</p> <p><u>Lesson 3- Focus</u> To know about the life of Queen Elizabeth the 1st AND how we know this.</p> <p><u>Lesson 4- Focus</u> To know about the life of Queen Victoria AND how we know this.</p> <p><u>Lesson 5- Focus</u> To compare the lives of Queen Elizabeth and Queen Victoria AND how we know this.</p> <p><u>Lesson 6- Focus</u> How do we know about Kings and Queens of the past?</p>		<p><u>Lesson 1 – Focus</u> To know about early travel and the different types of transport that are now not used any more or rarely (tram, pulley train etc)</p> <p><u>Lesson 2 – Focus</u> To know about transport that was invented in the past and still used today (bicycles, canoes)</p> <p><u>Lesson 3 – Focus</u> To know and understand the real ‘Firsts’ in transport. (Sailing ship, aeroplane flight, car, rocket to space, rocket to the moon)</p> <p><u>Lesson 4 – Focus</u> To know about transport that has been invented in the ‘Modern world’. Cars, rockets, buses, motorbikes, trains</p> <p><u>Lesson 5 - Focus</u> To create a timeline to show the IMPACT of change in relation to historical events/inventions.</p> <p><u>Lesson 6 - Focus</u> To use knowledge of the past to develop an understanding of future transport.</p>
Vocabulary	<p>Innovation Engineer Dockyard Shipbuilder Port Hartlepool Heritage Contribution Source</p>		<p>Monarch Family Chronology Nation Significant contribution Source</p>		<p>Global significance Contribution Transport Vehicle Invention Innovation Impact Source</p>

Year 1/2
Cycle B

Continuity and change, Cause and consequence, Using Evidence, Significance

Y1/2


Cycle	Year 1/2	Autumn 1 September - October 8 weeks	Autumn 2	Spring 1 January – February 6 weeks	Spring 2	Summer 1 April - May 7 weeks	Summer 2
Cycle B		N.C. Coverage <i>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant.</i> History Focus Lowry	N.C. Coverage Geography Focus	N.C. Coverage To develop an awareness and understanding of the lives of significant individuals in the past who have contributed to national and international achievements. History Focus Florence Nightingale - Edith Cavell – Mary Seacole	N.C. Coverage Geography Focus	N.C. Coverage To show an understanding of events beyond living memory that are significant nationally. History Focus Great Fire Of London	N.C. Coverage Geography Focus
		Question What does the work of Lowry tell us about how life in Britain has changed? <i>The language of change and continuity There are many differences between...then and now There were many changes in...between...and... One change was...for example... Another change was...this can be seen in... This was a big/the biggest change... (affecting many people) This was a gradual change that took place over...years/decades This change took place quickly... However, some things did not change...</i>	Geog. links	Question Why are Mary Seacole and Florence Nightingale important in healthcare? <i>Language of significance This event/individual is significant because... The event effected many people at the time... This event/individual was considered important at the time... One change that resulted was... Further changes included... The results were good/bad for...for example... The impact of this individual/event/civilisation was short lived/lasting/can still be seen today...</i>	Geog. Links	Question What were the causes and consequences of the Great Fire of London? <i>Language for thinking, talking and writing about cause and consequence. Multi-causal explanations There are many reasons why... There are many causes of... One reason... A further reason... This caused...because... Making causal links Some causes are connected, for example... This links to... This led to... This made it possible/probably/more likely that.. As a result of this... One effect of this was... This in turn led to...</i>	Geog. Links
Prior Knowledge		Cycle A – What makes someone significant? Travel and Transport	Areas of Britain.	Hospitals and cleanliness NHS	Location of countries	Has my house always looked like this (EYFS) Disease being spread Hospitals and nurses	Location and size of capital of England.
Key Texts		L.S Lowry by David McLean A street through time  		Great Women who changed the world – Kate Pankhurst Florence Nightingale – Usborne The extraordinary life of Mary Seacole Fact Cat – Edith Cavell     		The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams & James Weston Lewis Avoid Being In The Great Fire of London by Jim Pipe & David Antram The Great Fire of London by Liz Gogerly The Great Fire of London by Susanna Davidson The Baker's Boy and the Great Fire of London by Tom & Tony Bradman Samuel Pepys by Izzi Howell	



					 	
S Plan Lesson Objectives and Focus	<p><u>Lesson 1 – Focus</u> To know what makes someone a significant person.</p> <p><u>Lesson 2 - Focus</u> To know about the life of Lowry.</p> <p><u>Lesson 3 – Focus</u> To know why Lowry is important to Britain</p> <p><u>Lesson 4 Focus</u> To use Lowry’s painting of ‘The Fever Van’ to compare life in 19th Century to now, focusing on health.</p> <p><u>Lesson 5 – Focus</u> To use Lowry’s painting of buildings to compare life in the 19th century to modern day England.</p> <p><u>Lesson 6 – Focus</u> To answer the question, What did Lowry’s paintings tell us of pre-war Britain?</p>		<p><u>Lesson 1 - Focus</u> To know what makes someone an important figure?</p> <p><u>Lesson 2 - Focus</u> To know who Florence Nightingale was</p> <p><u>Lesson 3 – Focus</u> To know the impact Florence Nightingale had upon changes in the nursing profession.</p> <p><u>Lesson 4 - Focus</u> To explain who Mary Seacole was and how she made a difference to nursing.</p> <p><u>Lesson 5 – Focus</u> To use secondary sources to compare the lives of Florence, Mary and Edith.</p> <p><u>Lesson 6 – Focus</u> To know why Edith Cavell, Mary Seacole and Florence Nightingale were so significant in the changing role of healthcare</p> <p>(Perfect answer)</p>		<p><u>Lesson 1 – Focus</u> To know what a cause is and to know that there can be more than one cause.</p> <p><u>Lesson 2 – Focus</u> To learn about life in the 17th century London and compare it to today. (e.g buildings) (Use of CITY of London, leads to Empire through language/size of the city etc. Building blocks for learning.)</p> <p><u>Lesson 3 Focus</u> To know about the events of the great fire.</p> <p><u>Lesson 4 Focus</u> To understand how we know about the Great Fire using secondary sources.</p> <p><u>Lesson 5 Focus</u> To know the changes that were put in place as a result of the Great Fire.</p> <p><u>Lesson 6. Focus</u> To explain the causes and consequences of the Great Fire of London</p>	
Vocabulary	Significant individual Impact Inspiration Comparison Contribution Society Source		Significant individual Inspiration Medicine Health Welfare Nation Global change Contribution Profession Source		Cause and effect Source Compare / comparison Source	

Year 3/4
Cycle A

Continuity and change, Cause and consequence, Using Evidence, Significance

Y3/4

Cycle	Y3/4	Autumn 1 September - October 8 weeks	Autumn 2	Spring 1 January – February 6 weeks	Spring 2	Summer 1 April - May 7 weeks	Summer 2
Cycle A		<p>N.C. Coverage Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing a clear narrative within and about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius</p> <p>History Focus The Roman Empire and its impact on Britain</p>	<p>N.C. Coverage Geography Focus</p>	<p>N.C. Coverage The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>History Focus Britain's settlement of the Anglo Saxon & scots C5th</p>	<p>N.C. Coverage Geography Focus</p>	<p>N.C. Coverage History Focus A chronologically secure knowledge and understanding of British and world history, establishing a clear narrative of the Viking and Anglo Saxon struggle for the kingdom up to Edward the Confessor.</p> <p>History Focus The Vikings</p>	<p>N.C. Coverage Geography Focus</p>
		<p>Question How did the Roman Empire impact Britain?</p> <p><i>Language for thinking, talking and writing about cause and consequence. Multi-causal explanations There are many reasons why... There are many causes of... One reason... A further reason... This caused...because...</i></p> <p><i>Making causal links Some causes are connected, for example... This links to... This led to... This made it possible/probably/more likely that.. As a result of this... One effect of this was... This in turn led to...</i></p> <p><i>Weighing the influence of different causes The most important cause was... One particularly influential factor was... This made it more likely that... Without...it is unlikely that... All these factors worked together to cause...</i></p> <p><i>Categorising causal relationships Descriptive categories: Social/political/economic/religious/cultural factors</i></p>	<p>Geog. Links</p>	<p>Question What was the cause and consequence of the Anglo-Saxon invasion and settlement in England?</p> <p><i>Language for thinking, talking and writing about cause and consequence. Multi-causal explanations There are many reasons why... There are many causes of... One reason... A further reason... This caused...because...</i></p> <p><i>Making causal links Some causes are connected, for example... This links to... This led to... This made it possible/probably/more likely that.. As a result of this... One effect of this was... This in turn led to...</i></p> <p><i>Weighing the influence of different causes The most important cause was... One particularly influential factor was... This made it more likely that... Without...it is unlikely that... All these factors worked together to cause...</i></p> <p><i>Categorising causal relationships Descriptive categories: Social/political/economic/religious/cultural factors Long term or background causes/situations/problems Short term causes Explanatory categories:</i></p>	<p>Question</p>	<p>Question How was the Viking raid on England significant for Northern Britain??</p> <p><i>Language of significance This event/individual is significant because... The event effected many people at the time... This event/individual was considered important at the time... One change that resulted was... Further changes included... The results were good/bad for...for example... The impact of this individual/event/civilisation was short lived/lasting/can still be seen today...</i></p> 	<p>Question</p>




	<p>Long term or background causes/situations/problems Short term causes Explanatory categories: Trigger events or catalysts These factors made the event possible/more likely/probable because.. These factors made the event happen at the time/in the place/in the way it did because.</p> 		<p>Trigger events or catalysts These factors made the event possible/more likely/probable because.. These factors made the event happen at the time/in the place/in the way it did because.</p> 			
Prior Knowledge	Y1/2 Kings and Queens Travel and Transport	Location of countries and areas of GB.	Roman Empire and impact on Great Britain	Location of areas of Scotland	Settlement of Anglo Saxons in Britain. The impact of the Roman Empire on Great Britain.	Location of European countries. Areas of England.
Key Texts	Queen of Darkness – Tony Bradman Ancient Rome – Dorling Kindersley - Eyewitness		Empire’s End – A Roman story – Leila Basheed Roman Army - Usborne			
S Plan Lesson Objectives and Focus	<p>Lesson 1 Focus. To know what an Empire is.</p> <p>Lesson 2 Focus. To explain the spread of the Roman empire and the power of its army by recalling facts about the attempted invasion by Julius Caesar (55-54BC) and the successful invasion and conquest by Claudius.</p> <p>Lesson 3 Focus. To address and devise historically valid questions about how the Roman Empire and resistance of Queen Boudicca affected different people understanding different perspectives.</p> <p>Lesson 4 Focus. To know Emperor Hadrian was, say, when, how and why he built a wall and explain the features/stations along the wall.</p> <p>Lesson 5 Focus. To understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the</p>		<p>Lesson 1 Focus. To know the Romans withdrew from Britain in c. AD 410 and the western Roman Empire fell to Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Lesson 2 Focus. To know that the Scots came to England to claim the land and rule their own Kingdoms.</p> <p>Lesson 3 Focus. To know the Anglo Saxon Kingdoms of Northumbria, Mercia, Wessex, Kent and East Anglia. To know villages consisted of wooden one-roomed houses and a town hall for meetings. To be able to locate the villages in Modern England by using the original wording eg -ham, -borough, -ney, -port -sted etc.</p> <p>Lesson 4 Focus. To use primary and secondary sources to discover that helmets, shields, belt buckles, swords, bowls and even children's toys were found at Sutton Hoo and why this is an important find for history.</p>		<p>Lesson 1 Foci. To be able to explain when Vikings invaded Britain and place this on a timeline of British and World history looking at the topics they have studied from Y1 to now.</p> <p>Lesson 2 To know where the Vikings came from and the journey they took and the role of the long boats in trade , exploration and warfare</p> <p>Lesson 3 Focus To know why the Vikings invaded northern Britain.</p> <p>Lesson 4 To know about the action of King Ethelred and the introduction of Danegeld</p> <p>Lesson 5 To identify and explain key aspects of Viking life. (Fighting, farming, Jewellery)</p> <p>Lesson 6</p>	

	<p>roads were made and how to locate and identify a Roman road in Britain today.</p> <p>Lesson 6 Focus To know about 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>		<p>Lesson 5 Focus. To know about Anglo Saxon Gods and the conversion to Christianity</p> <p>Lesson 6 Focus. To know about the cause and consequence of Anglo- Saxon invasion and settlement in England</p>		<p>To know how the Viking legal system and how they are similar and different to the modern legal system in Britain `</p> <p>Key vocab – raiders, invaders, long boat, tax, Danegled</p>	
Vocabulary	<p>Roman buildings - with central heating (including Roman baths), health and hygiene, sewage systems, paved street roads to connect Roman Towns, animals (rabbits) plants (stinging nettles), temples to worship their gods – Venus, Mars, Myths BC and AD Mercury and Jupiter , introduced Christianity to Britain, use of coins, written language – Latin, Imperial rule Words derived from latin: enormous, victory, lavatory, miles, feet and inches, roman numerals, Roman Calendar Empire Slave Social class Sacrifice Legion Republic Conquer Primary and Secondary Source</p>		<p>Withdrawal Invasion Settlement Government Citizen Peace and prosperity Kingdom Culture Iona Canterbury Lindisfarne Laws Justice Elect Assassination Slave Social class Wealthy landowner Taxes Economy Rebellion Climate Trade Imperial rule Primary and Secondary Source</p>		<p>Raid Invasion Resistance Laws and justice Peasantry Parliament Primary and Secondary Source</p>	

Year 3/4
Cycle B

Continuity and change, Cause and consequence, Using Evidence, Significance

Y3/4

Cycle	Y3/4	Autumn 1 September - October 8 weeks	Autumn 2	Spring 1 January – February 6 weeks	Spring 2	Summer 1 April - May 7 weeks	Summer 2
Cycle B		N.C. Coverage Ancient Greece – a study of Greek life and achievements and their influence on the western world. History Focus Ancient Greeks 8 th – 146 BC	N.C. Coverage History Focus	N.C. Coverage A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. History Focus Local History - Island of the stag 614- 680 AD	N.C. Coverage History Focus	N.C. Coverage A significant turning point in British history - the first railways. History Focus A significant point in History.	N.C. Coverage History Focus
		<p>Question How did the Greeks change lives around the world?</p> <p><i>The language of change and continuity There are many differences between...then and now There were many changes in...between...and... One change was...for example... Another change was...this can be seen in... This was a big/the biggest change... (affecting many people) This was a gradual change that took place over...years/decades This change took place quickly... However, some things did not change... While there were changes in some areas, there was continuity in others... There was a gradual trend towards... An important turning point was... Social/political/economic/religious/cultural change</i></p> 	Geog. Links	<p>Question What significance does the Headland history have upon life in Hartlepool today?</p> <p><i>Language of significance This event/individual is significant because... The event effected many people at the time... This event/individual was considered important at the time... One change that resulted was... Further changes included... The results were good/bad for...for example... The impact of this individual/event/civilisation was short lived/lasting/can still be seen today...</i></p> 	Geog. Links	<p>Question How were the railways significant in the industrial revolution?</p> <p><i>Language of significance This event/individual is significant because... The event effected many people at the time... This event/individual was considered important at the time... One change that resulted was... Further changes included... The results were good/bad for...for example... The impact of this individual/event/civilisation was short lived/lasting/can still be seen today...</i></p> 	Geog. Links
	Prior Knowledge	Timelines Roman empire	European countries and capitals.	Anglo Saxon invasion Has my house always looked like this? (EYFS) Heritage of Hart/Elwick Villages (Y1/2)	European countries	Heritage of Hart/Elwick villages (Y1/2) How has transport changed over time? (Y1/2) Ralph Ward Jackson (Y1/2)	Local area land use.




	<p>Key texts</p> <p>Who let the Gods out? – Maz Evans Percy Jackson and the lightning thief – Rick Riordan A visitors guide to ancient Greece -Lesley Sims</p>			<p>You Wouldn't Want to be a Victorian Mill Worker! by John Malan & David Antram You Wouldn't Want to be a Victorian Miner! By John Mahan and David Antram Street child – Berlie Doherty Oliver Twist.</p>
<p>S Plan Lesson Objectives and Focus</p>	<p>Lesson 1 Focus. To explain how and why empires grow.</p> <p>Lesson 2 Focus. To understand and explain the chronology of a timeline</p> <p>Lesson 3 Focus. To know what democracy is compare ancient (Ancient Greece) and modern democracy (UK).</p> <p>Lesson 4 Focus. To learn and make inferences about the past from sources including art, note connections, contrasts and trends over time – The Olympics.</p> <p>Lesson 5 Focus. To learn about Greek life, comparing the different city states Athens and Sparta and learning about the Battle of Marathon.</p> <p>Lesson 6 Focus. To know about Ancient Greek Religion including the twelve powerful gods.</p> <p>Lesson 7 Focus. To identify the origins of the Olympics in ancient Greece. Describe specific athletic events that were held and how ancient Greek athletes were rewarded for their Olympic performances. To know that these events continue today and the values behind the Olympic games.</p> <p>Lesson 8 Focus. To explain what the Greeks did for us. (Democracy, sport/games, the arts (Greek theatre – drama, music and dance,), medicine, law, language (dinosaur and helicopter), science, law, inventions (water wheel, alarm clock, vending machine, catapult)</p>	<p>Lesson 1 Focus. To know the Anglo Saxon name for Hartlepool was 'Heret eu' meaning Stag Island which is a reference to either the stag's head shape of the headland or that the area was inhabited by forest deer.</p> <p>Lesson 2 Focus. To use a range of sources to research the History of the Headland (internet, books and local History society.) and discover the original fishing village, the fortified defence and the link to Robert de Bruce.</p> <p>Lesson 3 Focus. To create a timeline of events using secondary sources to show the following:1803 Napoleonic war includes England. 1805 Battle of Trafalgar. 1807. Napoleon crushes the Russians. England remain undefeated. 1814 Napoleon is defeated by Austrians and Prussians.(1803 – 1815)</p> <p>Lesson 4 Focus. To know and retell the story of the Hartlepool Monkey and understand how this has shaped the lives of people in Hartlepool today.</p> <p>Lesson 5 Focus. To know that a Frigate is sailing warship. To know that the HMS Trincomalee is a Royal Navy sailing frigate built shortly after the end of the Napoleonic Wars. The first commission of the Trincomalee was 'policing waters' around the Caribbean and West Indies.</p> <p>Lesson 6 Focus. To understand the ships used for the Napoleonic war eg: To know a Schooner is a sailing ship with two or more masts, typically with the foremast smaller than the mainmast and these ferried supplies, troops and information around the fleet. A Lugger is a small sailing ship with two or three masts and a lugsail on each and these were used for transporting passengers in the Napoleonic war.</p>		<p>Lesson 1 Focus. To understand the passage of time through the use of centuries and reliability on inventions (Sheep hammer phone lesson)</p> <p>Lesson 2 Focus. To understand the meaning of the word 'Revolution' and how and how a revolution is a BIG change in a small time. Centuries and inventions timeline lesson)</p> <p>Lesson 3 Focus. To describe how the first trains and railways were developed focussing on Local history through the Stockton – Darlington railway</p> <p>Lesson 4 Focus. To explain why some steam locomotives are historically significant and say how and why steam locomotives changed over time</p> <p>Lesson 5 Focus. To describe how and why the railway network in Britain grew and changed over time and the impact this had upon Britain with a focus on local history and the development and later reduction of the train system at the port.</p> <p>Lesson 6 Focus. To debate the positive and negative impact of the first railways on different aspects of society (Use of image of railway over the town) Empire linked to land use and growth.</p>

Vocabulary	Democracy Medicine Theatre Law and parliament Civilisation Culture Primary and Secondary Source		Locality Nation/national Schooner Frigate Lugger Sailing Defence Militacy Heritage Primary and Secondary Source		Aspects Nation/national/international Rail Development Significant Civilisation Primary and Secondary Source	

Year 5/6
Cycle A

Continuity and change, Cause and consequence, Using Evidence, Significance

Y5/6

Cycle	Y5/6	Autumn 1 September - October 8 weeks	Autumn 2	Spring 1 January – February 6 weeks	Spring 2	Summer 1 April - May 7 weeks	Summer 2
Cycle A		N.C. Coverage Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study The achievements of early civilisations. History Focus Ancient Egypt	N.C. Coverage History Focus	N.C. Coverage The changes in Britain from the Stone Age to the Iron Age, including late Neolithic hunter-gatherers and early farmers, Bronze Age religion, technology and travel, Iron Age hill forts: tribal kingdoms, farming, art and culture History Focus Stone age to iron age 8700 BC – 200BC	N.C. Coverage History Focus	N.C. Coverage The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 History Focus Health and medicine throughout the ages.	N.C. Coverage History Focus
	Key Texts To support	Marcy and the Riddle of the Sphinx – Joe Todd Stanton The story of Tutankhamun – Patricia Cleveland-Peck		Stone Age Boy – Satoshi Kitamura Wolf Brother – Michelle Paver The Secrets of Stonehenge - MickManning		https://parkwoodacademy.e-act.org.uk/wp-content/uploads/sites/5/2020/03/Paper-1-Medicine-through-Time-Revision-Guide1.pdf https://schoolshistory.org.uk/topics/medicine-through-time/medicine-through-time-teachers-resources/	
		Question What are the similarities and differences between Ancient Egypt and the modern world? <i>The language of change and continuity There are many differences between...then and now There were many changes in...between...and... One change was...for example... Another change was...this can be seen in... This was a big/the biggest change... (affecting many people) This was a gradual change that took place over...years/decades This change took place quickly... However, some things did not change... While there were changes in some areas, there was continuity in others... There was a gradual trend towards... An important turning point was... Social/political/economic/religious/cultural change</i>	Geog. Link	Question What does evidence tell us about the Stoneage? <i>The language of evidence This source tells us that... We can infer from this source that... This source says/shows the same/agrees that.. This source backs up the idea that.. This source disagrees/contradicts... Most/the majority of the sources show/agree that.. This source is useful/not useful for my enquiry because... It does not say/cannot tell me anything about... It would be useful if I wanted to investigate... This source is more/less reliable because... This source was produced deliberately/accidentally... It was produced by... It was intended to be seen/read/used by... It's purpose was... This effects/strengthens its reliability because... We should use this source with caution because... We can't give much weight to this source because... We can use this source with more confidence because...</i>	Geog. Link	Question How does medicine today hold similarities to the treatments and tools used across history? <i>The language of evidence This source tells us that... We can infer from this source that... This source says/shows the same/agrees that.. This source backs up the idea that.. This source disagrees/contradicts... Most/the majority of the sources show/agree that.. This source is useful/not useful for my enquiry because... It does not say/cannot tell me anything about... It would be useful if I wanted to investigate... This source is more/less reliable because... This source was produced deliberately/accidentally... It was produced by... It was intended to be seen/read/used by... It's purpose was... This effects/strengthens its reliability because... We should use this source with caution because... We can't give much weight to this source because... We can use this source with more confidence because...</i>	Geog. Link
							

	Prior Knowledge	Roman Empire Y3/4 How did the Greeks change lives around the world? Y3/4	European countries and capitals	Has my house always looked like this (EYFS) Consequence of Roman and Viking invasions (Y3/4)	Changing land use	How did nurses of the past change hospitals of the future? Y1/2	Locating countries of wider world.
	S Plan Lesson Objectives and Focus	<p>Lesson 1 Focus. To know that a timeline is split into AD and BC and that dates increase in both directions. To place Ancient Egypt on a timeline and understand its location in relation to the modern day</p> <p>Lesson 2 Focus. To identify and describe the reasons for the Nile's importance in Ancient Egypt. (Empire through rise and fall of the Nile)</p> <p>Lesson 3 Focus. To understand what was important to people during ancient Egyptian times with a focus upon farming.</p> <p>Lesson 4 Focus. To use a physical artefact to ask questions about the past and state what the artefacts tell me about the Ancient Egyptian people.</p> <p>Lesson 5 Focus. To select and organise historical information through the information from Howard Carter's or Lord Carnarvon's diary entry for the 26th Nov 1922</p> <p>Lesson 6 Focus. To understand Ancient Egyptian beliefs about life after death</p> <p>Lesson 7 Focus. To understand that the past can be interpreted in different ways and use evidence to weigh-up and decide who built the pyramids.</p>		<p>Lesson 1 Focus. To devise historically valid questions about the Stone Age to develop lines of enquiry through: looking at a source or two, asking questions about this material and suggesting a hypothesis to their question/s</p> <p>Lesson 2 Focus. To understand that knowledge of the past comes from a range of sources such as: books, archaeological digs, internet research, local 'finds' and expert studies.</p> <p>Lesson 3 Focus. To use primary and secondary sources to discover that stone and bone tools, clay pottery, needles, buttons, pendants and mysterious stone objects were found at Skara Brae and why this is an important find for history.</p> <p>Lesson 4 Focus. To know that copper was the first metal that humans discovered other than gold, and this made a difference to stone age lives through beginning the production of tools (when mixed with tin).</p> <p>Lesson 5 Focus. To know how historical evidence can give us different interpretations about Stonehenge (eg, through the use of stone, copper and tin and WHEN these items were used/mined etc) and this results in different answers about the past.</p> <p>Lesson 6 Focus. To understand that hillforts were built as fortified refuges or defended settlements, which were located on a hill for defensive advantage against potential enemies.</p>		<p>Lesson 1 Focus. To distinguish between a primary and secondary source by looking at medical practices of prehistoric civilisations and Ancient Egyptians.</p> <p>Lesson 2 Focus. To understand how the Roman attitude towards health and medicine was influenced by the Greeks.</p> <p>Lesson 3 Focus. Black Plague. To develop an understanding of Medieval medicine and the events during the Black Plague including how this spread across the world.</p> <p>Lesson 4 Focus. Tudor medicine. To explore the medical practices of the Tudor period and how the treatment affected the people of this time period..</p> <p>Lesson 5 Focus. To research the medical advancements and significant people during the Victorian period</p> <p>Lesson 6 Focus. To find connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring medicine throughout the 20th and 21st centuries (Includes law and NHS)</p> <p>Lesson 7 Focus. Recall, compare and contrast. To recall information about the history of disease and medicine.</p>	
Vocabulary		Culture Legacy Influence Civilisation Achievements Primary and Secondary Source		Culture Society Neolithic Tribal Stonehenge Skara Brae Hunter-gatherer		Theme Advancements Medicine Medical Technology National/international Achievements	



			Primary and Secondary Source		Influence Attitudes Primary and Secondary Source	
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Year 5/6

Cycle B

Continuity and change, Cause and consequence, Using Evidence, Significance

Cycle	Y5/6	Autumn 1 September - October 8 weeks	Autumn 2	Spring 1 January – February 6 weeks	Spring 2	Summer 1 April - May 7 weeks	Summer 2
Cycle B		N.C. Coverage	N.C. Coverage	N.C. Coverage	N.C. Coverage	N.C. Coverage	N.C. Coverage

	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. History Focus A significant turning point in British History WW2 – impact upon the economy 1939-1945</p>	History Focus	<p>A non-European society that provides contrasts with British history. History Focus AD 900 Maya Civilisation</p>	History Focus	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 History Focus Invasions on North East Britain</p>	History Focus
	<p>Question How did the consequence of elements of WW2 cause a major change in British history?</p> <p><i>Language for thinking, talking and writing about cause and consequence.</i> <i>Multi-causal explanations There are many reasons why... There are many causes of... One reason... A further reason... This caused...because...</i></p> <p><i>Making causal links Some causes are connected, for example... This links to... This led to... This made it possible/probably/more likely that.. As a result of this... One effect of this was... This in turn led to...</i></p> <p><i>Weighing the influence of different causes The most important cause was... One particularly influential factor was... This made it more likely that... Without...it is unlikely that... All these factors worked together to cause...</i></p> <p><i>Categorising causal relationships Descriptive categories:</i> <i>Social/political/economic/religious/cultural factors</i> <i>Long term or background causes/situations/problems Short term causes Explanatory categories:</i> <i>Trigger events or catalysts These factors made the event possible/more likely/probable because.. These factors made the event happen at the time/in the place/in the way it did because.</i></p>	Question	<p>Question How do Mayan inventions impact upon modern day life?</p> <p><i>The language of evidence</i> <i>This source tells us that...</i> <i>We can infer from this source that...</i> <i>This source says/shows the same/agrees that..</i> <i>This source backs up the idea that..</i> <i>This source disagrees/contradicts...</i> <i>Most/the majority of the sources show/agree that..</i> <i>This source is useful/not useful for my enquiry because...</i> <i>It does not say/cannot tell me anything about...</i> <i>It would be useful if I wanted to investigate...</i> <i>This source is more/less reliable because...</i> <i>This source was produced deliberately/accidentally...</i> <i>It was produced by...</i> <i>It was intended to be seen/read/used by...</i> <i>It's purpose was...</i> <i>This effects/strengthens its reliability because...</i> <i>We should use this source with caution because...</i> <i>We can't give much weight to this source because...</i> <i>We can use this source with more confidence because...</i></p> 	Question	<p>Question What made the North of England (including Hartlepool) so significant to be invaded so often throughout time?</p> <p><i>Language of significance</i> <i>This event/individual is significant because...</i> <i>The event effected many people at the time...</i> <i>This event/individual was considered important at the time...</i> <i>One change that resulted was...</i> <i>Further changes included...</i> <i>The results were good/bad for...for example...</i> <i>The impact of this individual/event/civilisation was short lived/lasting/can still be seen today...</i></p> 	Question

					
Prior Knowledge	Lowry and pre-war Britain (Y1/2)		Ancient Greeks (Y3/4) Ancient Egyptians (Y5/6)		Roman Empire Viking Invasion Island of the Stag Heritage of Hartlepool
Key Texts	Letters from the lighthouse Carries war Anne Franks diary The Second World War - Usborne		The great Kapok Tree The History detective investigates – The Mayan civilisation Middleworld Jand P Voelkel		Eyewitness – Vikings Usborne – Anglo Saxons and Vikings https://www.thenorthernecho.co.uk/history/war/4189528.robert-bruce/ http://www.thisishartlepool.co.uk/history
S Plan Lesson Objectives and Focus	<p>Lesson 1 Focus When was WW2? To develop chronological security through understanding of British and world history and the period prior to and during WW2.</p> <p>Lesson 2 Focus Why was WW2 a significant turning point in British Military history? To understand how this was a war of the skies rather than land – advancements in technology.</p> <p>Lesson 3 Focus How did WW2 dramatically change the roles of women in society? To understand the changing roles and demands on working everyday people.</p> <p>Lesson 4 Focus What was the impact of war on families? (Blitz, Local history (Hart/Elwick), Air raid shelters rationing etc)</p> <p>Lesson 5 Focus What could have been if Britain lost the war? To develop an understanding of the effects of war upon Jewish - Gabrielle Keenagan, Anne Frank</p> <p>How was WW2 significant in changing Global culture? UN, Global summits, International Peace Law.</p>		<p>Lesson 1 Focus To know a key period in history and place this on a time line in relation to other areas studied.</p> <p>Lesson 2 Focus To understand how our knowledge of the past is constructed from a range of sources by finding out about the Maya from the drawings of Frederick Catherwood.</p> <p>Lesson 3 Focus To explain what a civilisation is and devise historically accurate questions to investigate the continuity and change developed in the modern world from these civilisations.</p> <p>Lesson 4 Focus Note connections, contrasts and trends over time when considering what daily life was like for the Mayans in relation to farming and agriculture.</p> <p>Lesson 5 Focus Note connections, contrasts and trends over time of the different Mayan inventions and compare these to similar items used today.</p> <p>Lesson 6 Focus To develop an understanding of the Mayan number system and the links with the roman numerals of today.</p>		<p>Lesson 1 focus To know of the Roman invasion on the North East and the effects this had upon the landscape</p> <p>Lesson 2 Focus To understand why the Vikings came to the north East and how lifestyles changed as a result.</p> <p>Lesson 3 Focus To know why the 'North' is considered an important area of the country and why William the Conqueror fought so hard to rule this area.</p> <p>Lesson 4 Focus To know of the De Brus family and their importance to Hartlepool/Hart and how loyalties can sway with power.</p> <p>Lesson 5 Focus To understand the fear of invasion by the French during the Napoleonic war and the reason why Hartlepool hung a monkey (1803-1815 Monkey story 1814)</p> <p>Lesson 6 Focus Note connections, contrasts and trends over time of the different reasons Hartlepool has been a target for invasion with a focus upon WW1 and the bombardment of Hartlepool.(stopped clock in museum)</p>

Vocabulary	Chronology Advancements Battle Evacuation Effects Campaign Propaganda Significant Turning point in history Locality Primary and Secondary Source		Civilisation Peasantry Inventions Links Comparison Culture Perspective Significant Primary and Secondary Source		Locality Heritage Invasions Withdrawal Empire Residency Resistance Settlement Kingdom Site Period of history Primary and Secondary Source	