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| History | **History Pedagogical Knowledge**  The best history pedagogy is an approach focused on well-structured enquiry which helps pupils think for themselves. | | | | | |
| Effective history teachers use **a range of different approaches** including:  • Use of evidence  • Modelling  • Questioning  • Dialogical teaching  • Experiential learning | Effective history teachers ensure **access to a wide range of quality sources and evidence**  including:  • Artefacts  • Visual sources  • Written sources  • Buildings  • Historic sites  • Museums  • Books  • Stories  • Websites  • Oral testimonies  • Timelines  • Film | | Effective history teachers **engage pupils** with sources of evidence  • Observing  • Sketching  • Holding/touching artefacts  • Sorting  • Selecting  • Asking and answering questions  • Classifying  • Comparing and contrasting  • Discussing ideas  • Reasoning  • Considering multiple sources  • Forming hypothesis  • Justifying choice  • Revising opinions  • Forming interpretations | | Effective history teachers **enable children** to organise and communicate knowledge and  understanding:  • Written outcomes  • Timelines  • Presentations  • Drama/role play  • Debating  • Artwork |
| Y1&2  Cycle A | **Autumn**  **Childhood** | | **Spring**  **Bright Lights, Big City** | | **Summer**  **School Days** | |
| + Unit | Everyday materials  Funny faces and fabulous features  Human senses  Mix it!  Our wonderful world Shade and shelter | | Taxi!  Rain and Sunrays  Seasonal Changes | | Animal parts  Chop, slice and mash  Plant parts Street View | |
| Significant Person/Event | Significant events – Queen's coronation | | Great fire of London  Queen Elizabeth II | | Samuel Wilderspin | |
| Local Heritage | Preston Park Museum - Toys | | Local walk – study of local landmarks | | Our school’s history | |
| Y1 | Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago)  Recognise that time moves forward, and changes happen over time, including physical and emotional changes.  Use a range of historical artefacts to find out about the past. | | Describe the role of a monarch.  Describe a significant historical event in British history. | | Describe an aspect of everyday life within or beyond living memory. | |
| Y1  Cumulative skill | Order information on a timeline.  Identify similarities and differences between ways of life within or beyond living memory.  Create stories, pictures, independent writing and role play about historical events, people and periods. | | | | | |
| Y2 | Use the historical terms year, decade and century.  Describe the effects of loss and change.  Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. | | Describe the hierarchy of a past society.  Describe and explain the importance of a significant individual's achievements on British history. | | Describe the everyday lives of people in a period within or beyond living memory. | |
| Y2  Cumulative skill | Sequence significant information in chronological order.  Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.  Describe what it was like to live in a different period. | | | | | |
| Y3&4  Cycle A | **Autumn**  **Through The Ages** | | **Spring**  **Rocks, Relics and Rumbles** | | **Summer**  **Emperors and Empires** | |
| + Unit | Contrast and complement  Cook well, eat well  One planet, our world  Prehistoric pots  Skeletal and Muscular systems | | Ammonite  Forces and magnets  Making it move  People and places | | Beautiful botanicals  Greenhouse  Light and Shadows  Mosaic masters  Plant nutrition and reproduction | |
| Significant Person |  | | Mary Anning  Pompeii | | Boudicca | |
| Local Heritage | Yorkshire – Murton park | | Brimham Rocks  Stump cross caverns | | Arbeia Fort Hadrian’s wall  Durham Castle The Great North Museum  Yorvik | |
| Y3 | Describe the everyday lives of people from past historical periods.  Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.  Sequence dates and information from several historical periods on a timeline. | | Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. | | Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.  Describe the significance and impact of power struggles on Britain.  Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. | |
| Y3  Cumulative skill | Make deductions and draw conclusions about the reliability of a historical source or artefact.  Explain the cause and effect of a significant historical event. | | | | | |
| Y4 | Sequence significant dates about events within a historical time period on historical timelines.  Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object’s owner. | | Construct a profile of a significant leader using a range of historical sources. | | Explain the cause and consequence of invasion and migration by the Romans into Britain.  Create an in-depth study of an aspect of British history beyond 1066.  Explain how artefacts provide evidence of everyday life in the past. | |
| Y4  Cumulative skill | Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object’s owner.  Explain in detail the multiple causes and effects of significant events. | | | | | |
| Y5&6  Cycle A | **Autumn**  **Dynamic Dynasties** | | **Spring**  **Sow Grow and Farm** | | **Summer**  **Groundbreaking Greeks** | |
| + Unit | Taotie Forces and Mechanisms  Earth and Space  Tints, Tones and Shades (Y5)  Investigating Our World  Moving Mechanisms | | Eat the Seasons  Human Reproduction and Ageing Line  Light and Shadows  Nature's Art | | Architecture  Properties and Changes of Materials  Mixed Media  Expression | |
| Significant Person | The Yellow Emperor and the Xia Dynasty | |  | | Alexander the Great | |
| Local Heritage |  | | Local farms and allotments | |  | |
| Y5 | Compare and contrast an aspect of history across two or more periods studied.  Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).  Study a feature of a past civilisation or society. | | Articulate and organise important information and detailed historical accounts using topic related vocabulary. | | Describe the achievements and influence of the ancient Greeks on the wider world.  Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. | |
| Y5  Cumulative skill | Explain why an aspect of world history is significant.  Use a range of historical sources or artefacts to build a picture of a historical event or person. | | | | | |
| Y6 | Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.  Present a detailed historical narrative about a significant global event.  Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). | | Use abstract terms to express historical ideas and information. | | Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.  Describe and explain the common traits and motives of leaders and monarchs from different historical periods. | |
| Y6  Cumulative skill | Ask perceptive questions to evaluate an artefact or historical source.  Present a detailed historical narrative about a significant global event. | | | | | |