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| Subject | **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 B | **Autumn**  **Movers & Shakers** | | **Spring**  **Coastline** | | **Summer**  **Magnificent Monarchs** | |
| Concepts | **Voyage**  **Revolution** | | **Voyage** | | **Monarchy**  **Empire**  **Heirarchy** | |
| + Unit | Can you make a paper bridge?  How do germs spread?  Still Life  Remarkable Recipes  Let's Explore the World  Habitats  Human Survival  Mix It | | Will it degrade?  Beach Hut  Flower Head  Uses of Materials  Plant Survival | | Portraits and Poses  Animal Survival  Cut, Stitch and Join Push and Pull | |
| Significant Person | Rosa Parks | | Captain James Cook | | Alfred the Great William the Conqueror Henry VIII Elizabeth I Queen Victoria Elizabeth II | |
| Local Heritage | Captain Cook’s Birthplace Museum | | | | Historical interpretations – Tudors – a day in the life of Henry VIII | |
| Y1 | Order information on a timeline. | | Describe an aspect of everyday life within or beyond living memory. | | Name important buildings and places and explain their importance. | |
| Y1  Cumulative skill | Understand the term significant and explain why a significant individual is important  Describe a significant historical event in British history.  Create stories, pictures, independent writing and role play about historical events, people and periods. | | | | | |
| Y2 | 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 the everyday lives of people in a period within or beyond living memory. | | Name, locate and explain the significance of a place. | |
| Y2  Cumulative skill | Use historical models to make judgements about significance and describe the impact of a significant historical individual.  Describe and explain the importance of a significant individual's achievements on British history. | | | | | |
| Y3&4  Cycle B | **Autumn**  **Invasion** | | **Spring**  **Misty Mountain, Winding River** | | **Summer**  **Ancient Civilisations** | |
| Concepts | **Monarchy**  **Empire** | | **Trade** | | **Hierarchy**  **Monarchy** | |
| + Unit | Warp and Weft  Digestive System  Sound  Contrast and Complement  Fresh Food Good Food  Interconnected World | |  | | Tomb Builders  Electrical Circuits and Conductors  Statues, Statuettes and Figurines  Islamic Art | |
| Significant Person | King Athelstan | |  | | Tutankhamun | |
| Local Heritage | Segedunum Roman Fort & Museum | |  | | Oriental Museum – Durham University | |
| Y3 | Make deductions and draw conclusions about the reliability of a historical source or artefact. | |  | | Sequence dates and information from several historical periods on a timeline.  Explain the similarities and differences between two periods of history.  Describe the roles of tribal communities and explain how this influenced everyday life.  Use historical terms to describe different periods of time.  Summarise how an aspect of British or world history has changed over time. | |
| Y3  Cumulative skill | Explain the cause and effect of a significant historical event.  Make choices about the best ways to present historical accounts and information | | | | | |
| Y4 | 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.  Interpret a primary source and understand how the context in which it was written influences the writer’s viewpoint.  Explain the cause, consequence and impact of invasion and settlement in Britain. | |  | | Sequence significant dates about events within a historical time period on historical timelines.  Compare and contrast two civilisations.  Explain how artefacts provide evidence of everyday life in the past.  Describe the hierarchy and different roles in ancient civilisations.  Use more complex historical terms to explain and present historical information.  Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them  Compare and contrast two civilisations. | |
| Y4  Cumulative skill | Explain in detail the multiple causes and effects of significant events.  Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.  Explain in detail the multiple causes and effects of significant events. | | | | | |
| Y5&6  Cycle B | **Autumn**  **Maafa** | | **Spring**  **Frozen Kingdoms** | | **Summer**  **Britain at War** | |
| Concepts | **Empire**  **Trade** | | **Voyage** | | **Democracy**  **Ancestors** | |
| + Unit | Trailblazers, Barrier Breakers  Circulatory System  Tints, Tones and Shades Food for Life  Our Changing World | | Why are things classified?  Inuit  Electrical Circuits and Components Environmental Artists  Engineer | | Make Do and Mend  Light Theory  Evolution and Inheritance  Distortion and Abstraction  Bees, Beetles and Butterflies | |
| Significant Person | John Blanke William Cuffay Ignatious Sancho Claudia Jones Olaudah Equiano Olive Morris Mary Seacole | | Robert Falcon Scott Ernest Shackleton | | Anne Frank Winston Churchill | |
| Local Heritage |  | |  | | Eden Camp Yorkshire Air Museum | |
| Y5 | Frame historically valid questions about continuity and change and construct informed responses.  Articulate and organise important information and detailed historical accounts using topic related vocabulary. | | Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. | | Explain how everyday life in an ancient civilisation changed or continued during different periods.  Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.  Sequence and make connections between periods of world history on a timeline. | |

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| Y5  Cumulative skill | Create an in-depth study of an aspect of British history beyond 1066.  Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.  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.  Articulate and organise important information and detailed historical accounts using topic related vocabulary. | | |
| Y6 | Describe the causes and consequences of a significant event in history.  Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. | Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.  Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. | Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.  Present an in-depth study of a local town or city, suggesting how to source the required information.  Articulate and present a clear, chronological world history narrative within and across historical periods studied.  Identify different types of bias in historical sources and explain the impact of that bias. |
| Y6  Cumulative skill | Describe some of the significant achievements of mankind and explain why they are important.   Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.  Present a detailed historical narrative about a significant global event.  Articulate the significance of a historical person, event, discovery or invention in British history.  Ask perceptive questions to evaluate an artefact or historical source.  Use abstract terms to express historical ideas and information. | | |