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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 andunderstanding:• Written outcomes• Timelines• Presentations• Drama/role play• Debating• Artwork |
| Y1&2Cycle A | **Autumn****Childhood** | **Spring****Bright Lights, Big City** | **Summer****School Days** |
| Concepts | **Ancestors** | **Monarchy****Democracy** | **Revolution** |
| + Unit | Everyday materialsFunny faces and fabulous featuresHuman sensesMix it! Our wonderful worldShade and shelter | Taxi! Rain and Sunrays Seasonal Changes | Animal partsChop, slice and mashPlant partsStreet View |
| Significant Person/Event | Significant events – Queen's coronation | Great fire of LondonQueen 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)**Words and phrases used to describe the passing of time include now, yesterday, last week and last year.**Recognise that time moves forward, and changes happen over time, including physical and emotional changes.**Photographs can be ordered chronologically on a timeline.**Use a range of historical artefacts to find out about the past.**Historical artefacts are objects that were made and used in the past.** | Describe the role of a monarch.Describe a significant historical event in British history.**A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event.** | Describe an aspect of everyday life within or beyond living memory.**In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.****In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.****In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.** |
| Y1Cumulative 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.Can they ask relevant questions using a range of artefacts/photographs provided?Can they find out more about a person or event from the past through their own research? |
| Y2 | Use the historical terms year, decade and century.**Words and phrases used to describe the passing of time include now, yesterday, last week and last year.**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.**Historical sources include artefacts, written accounts, photographs and paintings.** | 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.**The Victorian era is named after Queen Victoria.****During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.****By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.** |
| Y2Cumulative 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.Can they research the past using multiple sources and summarise the key points? |
| Y3&4Cycle A | **Autumn****Through The Ages** | **Spring****Rocks, Relics and Rumbles** | **Summer****Emperors and Empires** |
|  | **AncestorsTrade** | **Revolution** | **Empire****Trade** |
| + Unit | Contrast and complement Cook well, eat wellOne planet, our world Prehistoric potsSkeletal and Muscular systems  | AmmoniteForces and magnetsMaking it movePeople and places | Beautiful botanicals Greenhouse Light and ShadowsMosaic mastersPlant nutrition and reproduction |
| Significant Person  |  | Mary Anning Pompeii | Boudicca  |
| Local Heritage | Yorkshire – Murton park | Brimham RocksStump cross caverns  | Arbeia FortHadrian’s wallDurham CastleThe Great North MuseumYorvik |
| Y3 | Describe the everyday lives of people from past historical periods.**Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.****Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy.****Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.****During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.****The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.****Iron Age hillforts were protected settlements containing roundhouses built on hilltops.****The Iron Age in Britain ended after the Roman invasion in AD 43.**Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.**The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.**Sequence dates and information from several historical periods on a timeline.**The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.****The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic.****The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain.****The Bronze Age ended when society in Britain and Europe collapsed.****The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them.****The Iron Age ended after the Roman invasion in AD 43.****The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.****The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed.****The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.** | Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.**Mary Anning was a 19th century palaeontologist whose discovery of the first complete Ichthyosaur fossil challenged the way scientists believed the natural world had developed.** | Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.**Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.**Describe the significance and impact of power struggles on Britain.**Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.****The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain.****Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.**Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.**The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.****Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.****The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion.** |
| Y3Cumulative 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.Can they begin to use more than one source of information to bring together a conclusion about an historical event?Can they use specific search engines on the internet to help them find out information? |
| Y4 | Sequence significant dates about events within a historical time period on historical timelines.**The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.****The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic.****The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain.****The Bronze Age ended when society in Britain and Europe collapsed.****The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them.****The Iron Age ended after the Roman invasion in AD 43.****The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.****The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed.****The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.**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.**In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.**Explain how artefacts provide evidence of everyday life in the past. |
| Y4Cumulative 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.Can they research two versions of an event and say how they differ? |
| Y5&6Cycle A | **Autumn****Dynamic Dynasties** | **Spring****Sow Grow and Farm** | **Summer****Groundbreaking Greeks** |
|  | **HierarchyAncestors** | **Trade** | **Empire****Democracy** |
| + 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 ArtChanges in Britain from the Stone Age to Iron Age | 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 Durham University – Stone to Bronze to Iron AgePortals to the past – Stone Age to Iron Age | It’s all Greek to me! - Durham University |
| Y5 | Compare and contrast an aspect of history across two or more periods studied.**Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.**Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy)**People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.****The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.****During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly.**Study a feature of a past civilisation or society.**Silk and jade objects have been produced in China for thousands of years.****Silk was a luxurious status symbol in ancient China and jade was believed to have special powers.****The Silk Road was a network of trade routes connecting China with Europe. It changed China’s economy because it opened trade links between different civilisations.****Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language.****Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century.** | Articulate and organise important information and detailed historical accounts using topic related vocabulary.Evaluate the role of late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.  | Describe the achievements and influence of the ancient Greeks on the wider world.**Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today.**Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.**Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.** |
| Y5Cumulative 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.Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? |
| Y6 | Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.**Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.**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).**People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.****The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.** | Use abstract terms to express historical ideas and information.Evaluate the effectiveness of Iron Age hill forts, settlements and farming methods.  | 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. |
| Y6Cumulative skill | Ask perceptive questions to evaluate an artefact or historical source.Present a detailed historical narrative about a significant global event.Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? |