

BEING A HISTORIAN



Year Group	National Curriculum	Sticky Knowledge	Vocabulary	Skills
N	<p>Understanding the World</p> <p>Development Matters non-statutory guidance three/four-year-olds</p>	<p>Marvellous me and my family tree</p> <ul style="list-style-type: none"> • Talk about self and immediate family in circle time • Talk about people who are special to us and what is important to us • Look at the past and present in relation to 'self'-from baby to now <p>Let's Celebrate</p> <ul style="list-style-type: none"> • Discuss experiences that children have taken part in • Talk about significant events in their own lives and compare our traditions with our friends <p>Toys/ Bears</p> <ul style="list-style-type: none"> • Exploring artefacts – toys I used to play with, toys I play with now. • Sorting toys into old and new. • Find out about the toys that your parents played with. 	old, new, baby, child,	Begin to make sense of their own life-story and family's history.
R	<p>Understanding the World Reception</p> <p>Statutory Framework/ELG</p>	<p>How many buns in the baker's shop?</p> <ul style="list-style-type: none"> • Why do we remember Halloween / Bonfire Night? • Why do people wear poppies? – story: 'Where the poppies now grow'. <p>Whatever Next!</p> <ul style="list-style-type: none"> • To know about Famous astronauts: Mae Jemison, Neil Armstrong <p>What's inside the egg?</p> <ul style="list-style-type: none"> • Know about life cycle of hen, sort and order. <p>Dinosaurs</p> <ul style="list-style-type: none"> • How do we know about dinosaurs? • Find out about Mary Anning 	Baby, toddler, child, adult, grow, change, develop, now, then	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

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		<p>What's that growing in the garden?</p> <ul style="list-style-type: none"> • What is a timeline? Sequencing pictures • How have I changed since I was a baby? • What did our parents/carers look like when they were babies? <p>Pretty Pirates and Powerful Princesses</p> <ul style="list-style-type: none"> • Discover that Pirates really existed • Find out about some of the adventures of the real-life pirates in history. • What is a timeline? • How has transport changed over time? 		
<p>Y1</p>	<p>Schools and toys Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Castles Significant historical events, people and places in their locality.</p>	<ul style="list-style-type: none"> • Explain how school life has changed since the 1950s. • Explain how Eppleton school has changed • Say the main difference between their school days and those of their grandparents. • Explain that the toys their grandparents played with were different to their own. • Say how toys have changed since the 1950s <ul style="list-style-type: none"> • Say why castles were built • William the Conqueror became King of England • William the Conqueror ordered Durham Castle to be built • Name the parts of a castle. • Name some of the people who lived and worked in a castle • Describe two ways in which castles have changed over time 	<p>Old, new, a long time ago, questionnaire, Blackboard, chalk, nit nurse, inkwell pen and nib, skipping, marbles, snakes and ladders, timeline</p> <p>Bailey, battlements, arrow slits, tower, portcullis, drawbridge, moat, Prince Bishops, William the Conqueror, monarch, Normans, River Wear, Durham Castle</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Pupils know what a timeline is. • Understand that some objects are from the past. • Match objects to people of different ages. • Sequence events or objects in chronological order. • Writes their own date of birth. <p><u>Knowledge and understanding of events and changes in the past.</u></p> <ul style="list-style-type: none"> • To know and recount stories about the past. • Identify the main differences between old and new objects. • Identify how items have changed over time. • Explain how our local area has changed over time. <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> • Read different versions of the same story. • Look at different illustrations of the same person/place/item. • Use stories to distinguish between fact and fiction. • Compare adults talking about the past. • Compare two versions of past events. • Find answers to simple questions about the past from sources. <p><u>Significance</u></p>

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	<p>Gunpowder Plot Events beyond living memory that are significant nationally or globally</p> <p>Florence Nightingale The lives of significant individuals who have contributed to national and international achievements</p>	<ul style="list-style-type: none"> • King James I was on the throne at that time • State a reason why Guy Fawkes was unhappy with James being king • The plot involved trying to blow up the King in the Houses of Parliament • Say how the plot went wrong <ul style="list-style-type: none"> • Florence changed the way that people nursed and helped save many lives • Florence led a team of nurses to the Crimea and helped save many lives there • Say how nursing has changed since the days of Florence Nightingale • The Nightingale fund was set up for the training of nurses 	<p>Plot, gunpowder, London, Protestant, Catholic, King James I, Houses of Parliament</p> <p>Lady of the lamp, Crimean war, hospital, soldier, nurse injured, medal, charity, red cross, disease, infection, Queen Victoria</p>	<ul style="list-style-type: none"> • Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why
<p>Y2</p>	<p>What is special about Hetton? The history of local coal mining from the 1800's. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria)</p>	<ul style="list-style-type: none"> • Coal mining was very important to the local area- jobs/ income. • The time period we are studying (the early 1800's) is around 200 years ago. • Children as young as 5 would work in the mines. • Explain about jobs children would have within the mine and be able to name some key jobs e.g trapper, hurrier, thruster. • Who is George Stephenson?- Hetton railway was the first to be operated without animal power. • Explain what a strike is and that the mines closing meant lack of jobs,poverty-decrease of population. • Name some of the key features of a colliery and their functions e.g shaft, coal seam, headframe, corf. 	<p>corf, headframe, screening shed, mine, shaft, coal coal seam, colliery, trapper hurrier, thruster, Davy lamp strike, chronological order, Victorian,</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Sequence a few events or related objects on a timeline and give reasons for their order. • Sequence photographs from different periods in a person's life. <p><u>Knowledge and understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> • Understand why people did things, why events happened and what happened as a result. • Identify differences between lives in the past and our own lives. • Recount events from a historical period (Great Fire of London). <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> • Begin to recognise there are different ways of representing the past. • Compare pictures/photographs of people and events in the past.

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	<p>Significant historical events, people and places in their own locality.</p> <p>London (The great fire of London) Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<ul style="list-style-type: none"> The fire started in September 1666 Explain why the fire spread-building materials/close together. Explain who the King was at the time. Samuel Pepys informed the king. Kept a diary of events. Why the fire started and where There was no fire brigade in London in 1666 so Londoners themselves had to fight the fire using buckets, squirts and fire hooks. Building habits changed in light of the fire. 	<p>Samuel Pepys River Thames, Thomas Farriner, Fire hook, Water squirt, Pudding Lane Charles II, St Paul's Cathedral,</p>	<ul style="list-style-type: none"> Discuss the reliability of photographs/ accounts/stories etc Observe and handle sources of information to answer questions. To ask and answer questions about the past. Answer questions by using a specific source such as a book, photograph, or research. Research an aspect of the past using different sources <p><u>Significance</u></p> <ul style="list-style-type: none"> Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why.
<p>Y3</p>	<p>Who lived here before us? Changes in Britain from the Stone Age to the Iron Age</p>	<ul style="list-style-type: none"> Explain how Britain changed between the beginning of the stone age and the iron age (tools, homes, hunter gatherers to farmers). The main differences between the Stone age, bronze and iron age. What is meant by hunter gathers Stone age started 3000 years ago when humans started to live in Europe. Bronze Age was when they started using metal The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming. At the end of the Stone Age humans formed settled communities and domesticated plants and animals for the first time in history. Skara Brae and Stone Henge, are an archaeological site dating back to the Stone Age providing evidence. 	<p>BC, AD, ancient, pre-history, centuries, chronological, archaeologist, artefacts, tribal, hunter gatherers, shelter, settlement, civilisation, prey, Neolithic, Palaeolithic, Mesolithic, stone age, bronze age, iron age.</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Describe events from the past using dates when things happened related to the unit of study. Use a timeline within a specific period of history to set out the order that things might have happened. Sequence several events or artefacts. Use mathematical knowledge to begin to work out how long ago, events happened. <p><u>Knowledge and understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> Begin to show knowledge and understanding of a period of history beyond living memory. Recognise that there are reasons why people in the past acted the way they did. Identify the achievements of the earliest civilisations. <p><u>Historical Interpretation and Enquiry</u></p>

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	<p>Who lives in a pyramid like this?</p> <p>Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</p>	<ul style="list-style-type: none"> Who the Ancient Egyptians are, when and where they lived. Why the Ancient Egyptians settled near the Nile, (to be close to water to keep crops and transport links for trading) and how this improved their life. The Ancient Egyptians were early engineers and builders, building pyramids and water carrying systems (Shaduf) Some of the key influential leaders of Ancient Egypt - Tutankhamun. About the daily lives of Egyptians and the roles they played, e.g. farmers, servants, priests. Name some of the Egyptian Gods and goddesses and their influence over the life of Egyptians. They believed in the afterlife and how they prepared for this through mummification process and burial in tombs. Howard Carter's role in finding the tomb of Tutankhamun. 	<p>Pharaoh, pyramid, mummy, sphinx, canopic jar, hieroglyphics, Horus, Ra, Osiris, Isis, Imsety, Hapi, Duamutef, Qebehsenuf, irrigation, mummification,, tomb, river Nile. Tutankhamun, Cleopatra, shadufs, after life, Architect, Egyptologist, Dynasty, archaeologist</p>	<ul style="list-style-type: none"> Begin to identify some of the ways the past is represented. Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Use sources of information that go beyond a simple observation to answer questions about the past. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past. <p><u>Significance</u></p> <ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations.
<p>Y4</p>	<p>Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> Different sources can be used to find about the Ancient Greeks- pottery, statues, artefacts, buildings. The influence the Gods had on Ancient Greece. The names of at least 5 Gods and some key information about them. The Greeks held the first Olympic games Name at least 5 sports from the Ancient Greek Olympics (wrestling, boxing, long jump, javelin, discus, chariot racing) The ancient Greeks invented the theatre, because they loved watching plays, and most cities had a theatre Compare the main characteristics of the Athens and Sparta (government, dress, war, view of woman, everyday life) The ruler Alexander the Great and his main achievements. Recognise how some things in our lives today come from Ancient Greece- buildings, language, theatre, government. 	<p>Ancient, chronological, BC, AD, democracy, Olympics, Athenians, Spartans, truce, Zeus, Apollo, temple, citizens, myths and legends, archaeology, Alexander the Great</p>	<p><u>Chronological Understanding:</u></p> <ul style="list-style-type: none"> Plot events, people and changes on a timeline using centuries. Use mathematical knowledge to work out how long ago, events happened. Begin to recognise and quantify the different periods that exist between different groups that invaded Britain. <p><u>Knowledge and understanding of events and changes in the past:</u></p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied. <p><u>Historical Interpretation and Enquiry:</u></p> <ul style="list-style-type: none"> Identify different ways the past is represented.

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	<p>The Romans The Roman Empire and its impact on Britain</p>	<ul style="list-style-type: none"> Julius Caesar was probably the best-known Roman leader and that he extended the empire by invading other lands. Caesar's attempted invasion in 55 -54 BC and the successful invasion by Claudius. Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire. Explain why the Roman army was successful in building up the Empire Explain about life in Roman Britain especially on Hadrian's Wall. How the Romans spent their leisure time- Roman baths, gladiator games. Explain the lives of the Celts already living in Britain The Romans influenced the lives of the people already living in Britain- roads, settlements, technology, culture and beliefs, including early Christianity. 	<p>Julius Caesar, Claudius, centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Caesar, colosseum, Hadrian's Wall, fort, Vindolanda, Housesteads Boudicca,</p>	<ul style="list-style-type: none"> Look at evidence that is available and begin to evaluate the usefulness of different sources. Begin to combine evidence from different sources. Ask a variety of questions about a period of time. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past. <p><u>Significance</u></p> <ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations.
<p>Y5</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<ul style="list-style-type: none"> The Anglo-Saxons were made up of three tribes: the Angles, Saxons and Jutes. They name 'Angles' eventually became, 'English' and their land became 'England' They came to Britain from across the North Sea For a long time, England was not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land. (There were Seven Anglo-Saxon kingdoms) The Anglo-Saxons were fierce people who fought many battles, including each other. The Anglo-Saxon period ended when the Normans conquered Britain in 1066 The Scots and Anglo-Saxons invaded Britain. Describe a typical Anglo-Saxon village and explain what jobs the people did 	<p>Archaeologist, Anglo-Saxon kingdom, shires, shire reeve, thane, legacy, Wessex, witan, witenagemot, wergild, churl, Mercia, Angles, Jutes, Saxons, Scots, Picts, Woden, Lindsfarne, Oswald</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Draw a timeline with different historical periods showing key historical events or lives of significant people. Use mathematical skills to round up time differences into centuries and decades. Relate current studies to previous studies. <p><u>Knowledge and understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods. Identify their achievements and influences on the western world. <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this.



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	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</p>	<ul style="list-style-type: none"> • Explain where the Vikings came from and when they invaded Britain. • Name some influential Anglo-Saxon kings (Alfred the Great, Athelstan) • Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments. • Danegeld was tax to raise money for battles • Wergild was an amount of compensation paid by a person committing an offense to the injured party. • Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments <ul style="list-style-type: none"> • The Maya civilisation came into being around 2000 BC • Some Mayan people lived in the rainforest until there was a drought which made them move elsewhere. • The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that they could help or hurt them. • Cities like Chichen Itza were still thriving in AD 1000 and the Maya civilisation was still in existence in AD 1500. • Food was important to Maya people especially cacao and maize. • They had their own number and writing system 	<p>Alfred the Great, Athelstan, Danegeld, wergild, Danegeld, Battle of Hastings, Danelaw, runes, King Edward the Confessor, King Ethelred the Unready, raiders, invaders, settlements, homeland,</p> <p>Mesoamerica, pok-ta-pok, Mayan number system, lithography, John Lloyd Stephens, Copan, Chichen Itza, Palenque, Hieroglyphs, logogram, cacao, maize</p>	<ul style="list-style-type: none"> • Compare accounts of events from different sources and work out how conclusions are arrived at. • Evaluate sources of information and identify those that are useful for a task. • Give more than one reason to support a historical argument. • Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past. <p><u>Significance</u></p> <ul style="list-style-type: none"> • Give reasons why some events, people or developments are seen as more significant than others.
<p>Y6</p>	<p>Local History Study – focused on our mining heritage and how our local area has changed over time</p> <p><i>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</i></p> <p>A study of an aspect or theme in British history that extends</p>	<ul style="list-style-type: none"> • Why the production of coal increased dramatically in the UK and North East (industrial revolution) • How the industrial revolution impacted Britain. • How coal mining shaped the North East of England. • What life was like living in a mining community. • How our mining heritage is reflected in our locality today. • How Hetton is similar and different today. • Why the Miner's Strike was called and the impact it had. 	<p>Hetton, coal mine, pit, shaft. Community, strike, political, social, interpretation, industry, industrial revolution, George Stephenson,</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Place features of historical events and people from past societies and periods in a chronological framework. • Show factual knowledge and understanding of the history of Britain and the wider world. • Use dates and terms accurately describing events • Describe changes within and across periods of history. <p><u>Knowledge and understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> • Show increasing depth of knowledge and understanding of the history of Britain. • Link changes in Britain to changes in the world.

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	<p>pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history – the Battle of Britain</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<ul style="list-style-type: none"> • World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis' and that the major Allied powers were Britain, France, Russia, China and the United States; the major Axis powers were Germany, Italy and Japan. • Adolf Hitler and his Nazi Party wanted Germany to rule Europe, and in order to gain more land and power, on 1st September 1939, German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun. • Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister. • The evacuation of Dunkirk after large numbers of troops were surrounded by Germans at the French coastal town, and 338,226 were saved by a fleet of 800 boats: known as the 'Miracle of Dunkirk'. • Hitler planned to invade Britain with his land army and sought to control the skies using the Luftwaffe and by destroying the RAF. • In September 1940, Hitler changed his plans and started bombing the cities: the Blitz. • Children were evacuated from cities expected to be bombed as enemy planes targeted factories <i>etc.</i> and were evacuated to the countryside. • The Battle of Britain ended on 15th September 1940 and Germany did not succeed in launching its invasion of Britain. • The Germans surrendered on 8th May 1945 and World War 2 ended. • VE Day stands for Victory in Europe and is the public holiday of 8th May 1945, marking the defeat of Germany. • People on the home front contributed to the war effort. • The role of women before, during and after the war. 	<p>Allied, axis, powers, neutral, Adolf Hitler, Nazi Party, troops, invasion, war, home front, evacuation, rationing, Winston Churchill, Dunkirk, Luftwaffe, Royal Air Force, British Expeditionary Force, advantage, Battle of Britain, Fighters, Spitfires, Hurricanes, Stuka bombers, Blitz, D-Day, operation, surrender, victory, VE Day,</p>	<ul style="list-style-type: none"> • Describe how and why events occurred and the results of these on Britain and the wider world. <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> • Describe and begin to analyse why there are different historical interpretations of events, people and changes. • Check the accuracy of interpretations. • Identify and evaluate sources of information which they use critically to reach and support conclusions. • Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. • Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past. <p><u>Significance</u></p> <ul style="list-style-type: none"> • Give reasons why some events, people or developments are seen as more significant than others. (eg. Winston Churchill, Local soldiers)
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