



Being a Historian

Year Group	National Curriculum	Sticky Knowledge	Vocabulary	Historical concept/Skills
EYFS	<p>Educational Programme: Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<ul style="list-style-type: none">• Talk about past and present events in their own lives and family members.• Identify the sequence in which some events have taken place in their own day to day experiences and personal histories.• Recall some important narratives, characters and figures from the past encountered in books read in class	<p>yesterday, today, tomorrow, before, after, then, long ago history. Same, different, change. archaeologist, paleontologist</p>	<p><u>Continuity and change</u> Changes we observe. When I was little.</p> <p><u>Significance</u> How was John Lambton an important person in the story of The Lambton worm? Were dinosaurs an important part of our world? What impact did they have?</p> <p><u>Chronology</u> Sequencing the story of the Lambton worm and Chinese Dragon.</p> <p><u>Enquiry</u> How can we find out about dinosaurs if they lived so long ago? Children to take part in a dig, looking for dinosaur bones and fossils.</p>

	<p>Early Learning Goal: <i>Past and Present</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Topics covered:</u> Remembrance-What was life like to live in the past ? Chinese New Year Imagine-Castle Wonderful creatures-Dinosaurs</p>			
Y1	<p><u>Toys</u> Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p>	<ul style="list-style-type: none"> ● Understand the concepts of 'old' and 'new' ● Identify the main differences and similarities between old and new 	Old, new, living memory, grandparents, change, toys, timeline, names of old and new toys, similar, different,	<p><u>Similarities and differences</u> Can children identify toys that are similar to those today and those that are different.</p>

	<p><u>Transport Overtime (local history link)</u> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past that have contributed to national and international achievements.</p>	<p>toys. (computers, using electricity, etc)</p> <ul style="list-style-type: none"> • Give reasons how toys have changed over time. <ul style="list-style-type: none"> • Identify modern forms of transport and investigate what people used before cars, trains and planes. • Explain why George Stephenson was a very important (significant) person and how he changed rail travel. 	<p>a long time ago', similar, difference, change, significant. George Stephenson, The Rocket, Wright Brothers, bus, motorcar, tram, horse and cart, aeroplane, chronology order, timeline.</p>	<p><u>Chronology</u> Pupils begin to know what a timeline is. They can order a few simple items (toys) in chronological order on their timeline. Children identify which toys we continue to use today and which toys are different to those their grandparents played with.</p> <p><u>Historical interpretation and enquiry</u> Ask and find answers to simple questions about the past from sources. (old and new toys)</p> <p><u>Similarities and differences</u> Children to identify what is similar with transport today and how it is different.</p> <p><u>Continuity and change</u> Children to identify which transport we continuity to use today and how it has changed over time (horse</p>
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		<ul style="list-style-type: none"> ● Explain why cars were invented and how they have changed overtime. Compare them from the 1900s to today. Children can spot things that are similar and different between them. ● Identify how planes were invented and the impact the invention had on travel. (Wright Brothers) ● Look at the Moon Landing. 		<p>and cart, trams, trains, electric cars)</p> <p><u>Significance</u> Recognise and make simple observations about who was important in an historical event/account, and how e.g. George Stephenson., Wright Brothers.</p> <p><u>Historical interpretation and enquiry</u> Ask and find answers to simple questions about the past from sources such as photographs, diary entries etc.,.</p> <p><u>Chronology</u> Children to order how transport has changed overtime on a timeline. (Mainly pictures)</p>
Y2	<p><u>Great Fire of London//Fire of Gateshead (local history link)</u> 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>	<ul style="list-style-type: none"> ● Know what London was like in the 17th Century (people, lifestyle, housing, plague) ● Know when and why the Fire began. (cause) ● Sequence and recall some of the main events. (chronology) 	<p>Samuel Pepys , River Thames, Thomas Farriner , Pudding Lane, Charles II, St Paul's Cathedral, fire hook, parliament, Gateshead, River Tyne, compare, contrast, event, significant, chronological order.</p>	<p><u>Cause and consequence</u> Children to identify the cause of the fire and the devastating consequences.</p> <p><u>Significance</u> How is Samuel Pepys significant to the Great Fire</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"> • Know the impact (consequences) of the Great Fire of London (start of fire brigade, houses made of stone, further apart) • Identify the term; significant' and know how the Great fire of London was a significant event. • Understand some of the ways we find out about the past and identify ways in which it can be presented (artists painted pictures, personal experiences of Londoners, Samuel Pepys diary) • Compare and contrast to the Great Fire of Gateshead. 		<p>of London? How was it a significant event?</p> <p><u>Similarities and differences</u> Children to identify what was similar and what was different between the Great Fire of London and Fire of Gateshead.</p> <p><u>Continuity and change</u> Children to identify ways London changed as a result of the Great Fire of London.</p> <p><u>Historical interpretation and enquiry</u> Ask and find answers to simple questions about the past from sources such as photographs, diary entries, letters etc</p> <p><u>Chronology</u> Sequence the events of the Great Fire of London/Gateshead on a pre-existing scale related - give reasons for their order.</p>
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	<p><u>Seaside and RNL(George Elmy lifeboat disaster)</u> Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> ● Identify features of seaside holidays. Children to identify the common themes. ● Children identify how seaside holidays have changed over time making references to their local area. What is similar/what is different? (photographs, diaries videos etc) ● Children to explain who Grace Darling is, what she did and why she became famous. (Significance) ● Children to explain the main events in the George Elmy lifeboat disaster. (local history link) 	<p>Seaside, beach, Punch and Judy show, amusement arcade, steam train, pier, windbreak, picnic, sun hat, suncream, sunglasses, flip-flops, souvenirs, bucket, spade, sandals, luggage, swimsuit, sandcastle, chronological order, Victorian, similar, different, significant, Grace Darling, George Elmy. Source/artefact.</p>	<p><u>Similarities and differences</u> Recognise some similarities and differences between holidays now and in the past.</p> <p><u>Historical interpretation and enquiry</u> Children will use photographs and paintings to look for clues about what seaside holidays were like in the past</p> <p><u>Chronology</u> Children to sequence the photographs or pictures into chronological order. Children to sequence the events of Grace Darlings Rescue.</p> <p><u>Significance</u> Children to identify how and why Grace Darling is a significant person. How is her bravery remembered today?</p>
<p>Y3</p>	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p>	<ul style="list-style-type: none"> ● Know what the term 'prehistory' means and how we know about the past if there is no written evidence. (enquiry) ● Know how Britain changed between the beginning of the 	<p>Prehistory, centuries, BC, AD, , ancient, chronological, archaeologist, artefacts, hunter gatherers, shelter, settlement, civilisation, Neolithic, Palaeolithic,</p>	<p><u>Similarities and differences</u> Children to identify what was similar between the 3 periods and what was different.</p>

	Ancient Egypt; The Shang Dynasty of Ancient China	<ul style="list-style-type: none"> • Know 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. • Know about the Ancient Egyptians as early engineers and builders, building pyramids and water carrying systems (Shaduf), hieroglyphics, paper. • Know about the daily lives of Egyptians and the roles they played, e.g. farmers, servants, priests. Know the importance of religion and how it influenced their lives (Afterlife). Make comparisons to the Iron Age. Know Howard Carter’s role in finding the tomb of Tutankhamun. 		<p><u>Similarities and differences</u> What similarities and differences do the Egyptians have to those that lived in the Stone Age?</p> <p><u>Chronology</u> Children to place the Ancient Civilization on a timeline. Children place all previous events studied on the timeline and see if they can see any trends. (Links made to the Stone Age Period)</p> <p><u>Historical interpretation and enquiry</u> Children will explore a variety of artefacts and think about what they can tell us about life in Ancient Egypt.</p>
Y4	<u>The Roman Empire and its impact on Britain.</u>	<ul style="list-style-type: none"> • Know when the Roman Empire was around and how the chronology of it fits to other known periods studied. (chronology) • Understand the term ‘empire’ and why the Roman army was successful in building up its Empire. 	Empire . Julius Caesar, centurion, emperor, conquer, invade, aqueduct, soldier, , conquer, invade, Romanisation, senate, ,Hadrian’s Wall, fort, housesteads, settlement, Celts, impact. Boudica, military, artefacts, chronology, BC, AD, similar, different.	<p><u>Chronology</u> Know when the Roman Empire was around and how the chronology of it fits to other known periods studied.</p> <p><u>Significance</u> Explain the impact that the Romans had on Britain,</p>

	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p>	<ul style="list-style-type: none"> ● Know about the lives of the Celts already living in Britain (Links to the Iron Age) ● Know some of the reasons why they invaded Britain. ● Know about life in Roman Britain especially on Hadrian's Wall. (local history link) ● Know why the Roman Invasion was met with some resistance. ● Identify some of the Roman beliefs. (How did this impact upon the religion of Britain?) ● Know how the Romans influenced the lives of the people already living in Britain- roads, settlements, technology, culture and beliefs, including early Christianity. Which of the changes were most significant? (continuity and change) <ul style="list-style-type: none"> ● Understand the terms 'invade and 'settle'. ● Recap chronology of Britain and who was living in Britain at the time and why they left. (Romans, which 	<p>Archaeologist, Anglo-Saxon kingdom , legacy, Wessex, witan, witenagemot, wergild, churl, Mercia, Angles, Jutes, Saxons, Scots, Picts, Woden, Lindsfarne, Oswal, Christianity. Invade, Settle</p>	<p>short term and long term. Which of the changes were most significant?</p> <p><u>Continuity and change</u> Explain the changes that the Romans made to Britain. What evidence do we still see today from them?</p> <p><u>Historical interpretation and enquiry</u> Use artefacts and written records. Photographs etc to find out about The Roman Empire. How does this differ from earlier topics studied? (written evidence etc)</p> <p><u>Historical interpretation and enquiry</u> Use artefacts and written records , photographs, to find out about The Anglo Saxons and Scots.</p>

	<p><u>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p>	<p>allowed other groups to eventually invade)</p> <ul style="list-style-type: none">● To know who the Anglo Saxons were and where they came from. <p>(The Anglo-Saxons were made up of three tribes: the Angles, Saxons and Jutes.)</p> <ul style="list-style-type: none">● To know the reasons why they settled England. (farm land as difficult in Scandinavia due to flooding)● Describe a typical Anglo-Saxon village and explain what jobs the people did.● To know at the time, England was not one country, Anglo Saxon kings ruled lots of small kingdoms across the land (England was divided into numerous small kingdoms by the mid seventh century. The kingdoms began to expand and merge until by the tenth century three main kingdoms remained: Mercia, Wessex and Northumberland)● Understand the Anglo-Know some Anglo Saxon religion and beliefs and how they have changed over time. (Change from Pagans to Christianity)	<p>]</p> <p>Alfred the Great, Athestan, Danegeld, wergild, Danegeld, Battle of Hastings, Danelaw, Odin, Frigg, runes, King Edward the Confessor, King Ethelred the Unready , long boat, monastery, pagan, ruin</p>	<p><u>Chronology</u> Know when the Anglo Saxons were around and how the chronology of it fits to other known periods studied.</p> <p><u>Continuity and change</u></p> <p><u>Chronology</u> Chronology of the time period and the monarchs/</p> <p><u>Interpretations</u> Look at how the Vikings were viewed by the Anglo Saxons.</p>

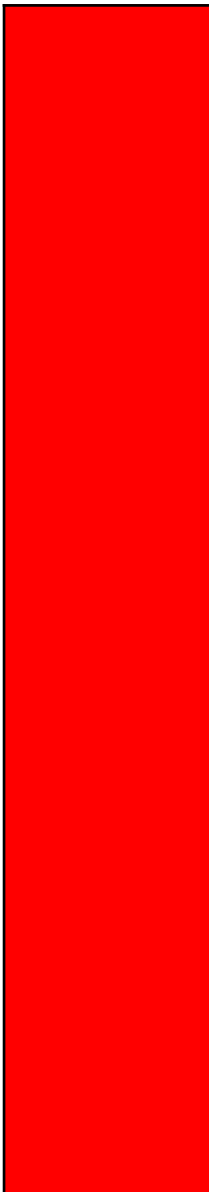
		<ul style="list-style-type: none"> ● Identify who were the Vikings and where they come from (seafaring pirates and traders .Scandinavia mainly Danish Vikings came to UK) ● How did they make their journey? Identify how the long boats allowed the Vikings to be such good raiders. ● Identify how the Vikings were viewed by the Anglo Saxons. (Look at raid of Lindisfarne and Anglo Saxon Chronicles) ● Identify some of the reasons why the Vikings settled in the UK. ● Identify how their beliefs differed from the Anglo Saxons (Uk was a Christian country and Vikings were Pagans) <p>Who King Alfred was and why he was important. Was he really great?</p> <p>The many battles between the Anglo Saxons and the Vikings Danelaw – what life was like under Viking rule in Northern Britain (culture, trade , religion). Eric Bloodaxe</p>		<p><u>Compare and contrast</u> Compare and contrast religion of the Vikings and Anglo Saxon, What was similar, what was different?</p> <p><u>Change and continuity</u> Struggle for the throne. Children to identify what changed and what remained the same. During this period.</p>

<p>Y5</p>	<p><u>Maya</u> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</p>	<ul style="list-style-type: none"> ● Know and locate where the Maya people were situated and that the Maya civilisation came into being around 2000 BC. ● Explain how Maya society and cities were organised. ● Understand what Maya beliefs were and how significant worship was to them. ● Understand the Maya number and writing system and explain why it was significant at the time. ● Compare what was happening in the Mayan civilisation with what was happening in Britain at the same time. (buildings, society, daily life) ● Give suggestions to why the Maya civilization declined. 	<p>Mesoamerica, pok-ta-pok, Vigesimal number system, Chichen Itza, , Hieroglyphs, Camera lucida, codex, cacao, maize ,rainforest, temple. compare, contrast, peasantry, artefacts.</p>	<p><u>Compare and Contrast</u> Compare what was happening in the Maya civilization with what was happening in Britain at the same time. Were they more advanced? (Make links to Anglo Saxons)</p> <p><u>Chronology</u> Identify where people, places and periods of time fit into a chronological framework. The child can describe links and contrasts within and across different periods of time. (Maya period stretched from Iron Age, Romans, Anglo Saxons etc)</p> <p><u>Historical interpretation and enquiry</u> Reach a valid conclusion based on devising and answering questions. evaluate sources and make simple inferences about the Mayans civilization.</p> <p><u>Cause and consequences</u> Make suggestions why the Maya civilization declined.</p>
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	<p><u>Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></p>	<ul style="list-style-type: none"> ● Know when and where the Greeks lived and what the land was like ● Place the chronology of key events of the Greek civilisation within the history of Britain. ● To know what democracy is and that it began in Ancient Greece. ● Know that different sources can be used to find about the Ancient Greeks-(pottery, statues, artefacts, buildings.) ● To know the first Olympic games back in Greece and some of the sports involved. Make comparisons to modern day Olympic games. ● Know about the influence the Gods had on Ancient Greece. and compare to other civilizations studied. ● Daily life- Compare the main characteristics of the Athens and Sparta (government, dress, war, view of woman, everyday life) ● Recognise how some things in our lives today come from Ancient Greece- buildings, language, theatre, government. ● Identify some significant figures linked to Greece such as Homer and Aristotle. 	<p>Ancient, chronological, BC, AD, democracy, Olympics, Athenians, Spartans, truce, Zeus, Apollo, temple, citizens, myths and legends, city state archaeology, compare, contrast, peasantry, artefacts.</p>	<p><u>Chronology</u> Identify where people, places and periods of time fit into a chronological framework. The child can describe links and contrasts within and across different periods of time. (Maya, Egyptians, Iron Age etc)</p> <p><u>Compare and Contrast</u> Compare what was happening in Ancient Greece to other periods studied within a similar time period. Compare and contrast Ancient Olympics games to the modern day Olympic games. Compare religion to other civilisations.</p> <p><u>Historical interpretation and enquiry</u> Use documents, printed sources, artefacts, poetry to find out information about The Ancient Greeks.</p>

				<p><u>Significance</u> Identify and begin to describe historically significant people linked to the Ancient Greeks. Identify the significance the Ancient Greeks had on our lives today.</p> <p><u>Continuity and change</u> What evidence do we still see today that was a result of the Ancient Greeks.</p>
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Y6	<p><u>A local history study-200 years of Hetton</u> A study over time tracing how several aspects of national history are reflected in the locality</p>	<ul style="list-style-type: none"> ● Know why the production of coal increased dramatically in the UK and North East. industrial revolution. ● Know how coal mining shaped the North East of England. ● How did the local collieries such as Elmore change our area? ● Explain what life was like in a mining community. ● Know some of the reasons why the Miners Strike was called in 1984-85, how it felt to live through and the impact of it. ● Closing of the pits. How did this affect Hetton? ● What industries do we have today in Hetton and surrounding areas, how has this changed? How has the land changed over time? 	<p>Hetton, coal mine, pit, shaft. Community, strike, political, social, interpretation, industry, industrial revolution, George Stephenson</p>	<p><u>Compare and contrast</u> Using written evidence, images, maps, census material, data to explain what is similar in Hetton today and what has changed over time. (Make links to how land has changed, industry, shops etc).</p> <p><u>Historical interpretation and enquiry</u> Use documents, printed sources, artefacts to explain how the locality has changed over time.</p> <p><u>Cause and Consequences.</u> Identify the cause of the strike and consequences of it. Also consequences of closing the mines.(Effects changes etc)</p> <p><u>Interpretation</u> Different interpretations of life during the strike.</p> <p><u>Chronology</u> Identify where people, places and periods of time fit into a chronological framework. Can children</p>
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	<p><u>Battle of Britain</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history - The Battle of Britain and the Blitz. (Links made to the local area and how it was affected by World War I)</p>	<ul style="list-style-type: none"> ● Build a background-What was World War II and when did it begin (Chronology, enquiry) ● What was the Battle of Britain and where does it fit in the chronology of WWII? (Chronology) ● Who was involved in the Battle of Britain? ● Why did the Luftwaffe change their focus to London? ● How did the Blitz affect London and were the attacks significant? (Cause and consequence) 	<p>Hitler, German, British, Treaty Of Versailles, air force, coast, South East, RAF, Luftwaffe, blitzkrieg, significance, turning point, chronology, Blitz, radar, Sunderland, port,</p>	<p>see how far past the Stone Age, Romans etc our British history has taken us? (opposite end of the timeline)</p> <p><u>Significance</u> How was George Stephenson significant to the coal mining industry? How significant to Hetton/North East was the closing of the coal mines?</p> <p><u>Historical interpretation and enquiry</u> Use documents, printed sources, artefacts to explain how the locality has changed over time.</p> <p><u>Compare and Contrast</u> Compare and contrast the RAF and Luftwaffe. What was similar? What was different?</p> <p><u>Cause and Consequences</u> What were the causes and consequences of the Blitz? <u>London</u> was a very difficult place to live at this time.</p>

		<ul style="list-style-type: none">• How did Britain defend against the German attacks? (Enquiry)• Was the Battle of Britain a significant turning point in WWII? (Significance)• How was our local affected by ww2 and the bombings? (Make links to Sunderland port as a target for bombing)		<p><u>Interpretation</u> Different interpretations of life during the Blitz.</p> <p><u>Chronology</u> Identify where people, places and periods of time fit into a chronological framework. Can children place The Battle of Britain in the chronology of WW2?</p> <p><u>Significance</u> Was the Battle of Britain a significant turning point in WWII? Why?</p>
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