

## **History - Year 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### **National Curriculum Objectives**

Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Pupils should be taught events beyond living memory that are significant nationally or globally.

Pupils should be taught the lives of significant individuals in the past who have contributed to national and international achievements.

### **I can ...**

I can explain how I have changed since I was born.  
I can use phrases like 'old', 'new' and 'a long time ago'.  
I can look at photographs and say whether they are 'old' or 'new'.  
I can talk about things that happened when I was younger.  
I can ask questions about old and new objects.  
I can identify differences between old and new objects and explain why.  
I can explain how The Great Fire of London started.  
I can say when The Great fire of London started.  
I can name 2 things that changed because of The Great Fire of London.  
I can say who Captain Cook was.  
I can say when and where he was born.  
I can name 2 countries that he discovered.

**Topics include** - Myself, Great fire of London, Captain Cook

## **History - Year 2**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### **National Curriculum Objectives**

Pupils should be taught 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].

Pupils should be taught 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.

Pupils should be taught significant historical events, people and places in their own locality.

### **I can ...**

I can use phrases like 'before I was born' and 'when I was younger'.

I can use words like 'before', 'after', 'past' and 'present' when discussing objects, people or events.

I know when George Stevenson was alive.

I can use a range of sources to find out about the railways.

I can explain when Britain started to use trains.

I can give 5 interesting facts about the history of trains and railways.

I can say who Neil Armstrong and Christopher Columbus are.

I can ask questions about each of their lives using vocabulary related to the passing of time.

I can create a simple timeline that includes the people I have been studying.

I can explain 4 similarities and differences between each of their lives and achievements.

I can talk about how mining changed East Cleveland.

I can explain what East Cleveland was like before, during and after ironstone mining.

I know what mining is and what iron stone is used for.

**Topics include** - The railways, Armstrong and Columbus comparison, ironstone mining in East Cleveland

## **History - Year 3**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### **National Curriculum Objectives**

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include:-

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Pupils should be taught a local history study.

Pupils should be taught the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

### **I can ...**

I can describe events and periods of time using BC and AD.

I can formulate relevant questions about a particular period of time using the appropriate vocabulary.

I can use these questions to find out what life was like from the Stone Age to the Iron Age.

I can explain how we know about early civilisations.

I can name four differences in life style between Stone Age, Bronze Age and Iron Age.

I can give the dates of when the Stone Age and Iron Age happened.

I can place Stone Age, Bronze Age and Iron age on a simple timeline.

I can say when the fishing industry began in Whitby.

I can talk about how the fishing industry changed Whitby.

I can talk about what life was like for fishermen and their families.

I can use various sources of evidence to find out about different periods of history.

I can add the Ancient Egyptian civilisation to a simple timeline with other early civilisations.

I understand that we are still using some things that the ancient Egyptians invented.

I can give 5 interesting facts about Ancient Egypt.

I know where the Ancient Egyptian civilisation was in the world.

**Topics include** - Stone Age to Iron Age, Fishing industry in Whitby, Ancient Egypt

## **History - Year 4**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### **National Curriculum Objectives**

Pupils should be taught about the Roman Empire and its impact on Britain.

This could include:-

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Pupils should be taught a local history study.

Pupils should be taught the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China.

### **I can ...**

I can place periods of history on a timeline including some that I have learned from previous years.

I understand how archaeology can tell us about Roman life.

I can use a range of sources to describe the lives of Romans.

I know when Britain was invaded by the Romans.

I can talk about four things that the Romans improved/changed in Britain that are still being used today.

I know who Boudica, Ceasar and Claudius were.

I know where Hadrian's wall is and why it was built.

I can name four local fishing villages other than Whitby.

I can talk about how the fishing industry developed in this locality.

I can explain how fish was transported to other parts of the country.

I can ask questions to find out similarities and differences between fishing in the 19th Century and the fishing industry now.

I can list some early civilisations and know where in the world they lived.

I know that China was an early civilisation.

I can list three achievements of the Shang Dynasty.

I can talk about what life was like for different groups of people during the Shang Dynasty.

**Topics include** - The Romans, the fishing industry on the North East coast, the Shang Dynasty

## **History - Year 5**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### **National Curriculum Objectives**

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.

This could include:-

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

Pupils should be taught a local history study.

Pupils should be taught Ancient Greece – a study of Greek life and achievements and their influence on the western world.

### **I can ...**

I know when the Anglo-Saxons invaded Britain.

I understand where the Anglo-Saxons sit in relation to other British invasions and communities.

I can use a range of sources to investigate and demonstrate the Anglo-Saxon way of life.

I can name some things the Anglo-Saxons brought to Britain that we still use today.

I understand the importance of archeology when learning about history.

I know when Bolcow and Vaughan were alive.

I can say when and where Bolcow and Vaughn discovered iron stone in the north East.

I can name four things that their discovery changed in the local area.

I know that some of the constructions for local iron stone mining are still visible today.

I can use local resources to find answers to questions.

I can use dates and historical language including centuries in my work.

I can add Ancient Greeks to our timeline showing an understanding of time spans and sequences.

I can name four influences that the Ancient Greeks have had on the western world.

I can compare the differences between the Spartans and the Athenians.

I understand the importance of democracy and its origins.

**Topics include** - Anglo-Saxons, Bolcow and Vaughn, Ancient Greece

## **History - Year 6**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### **National Curriculum Objectives**

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

This could include:-

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Pupils should be taught a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.

### **I can ...**

I can debate historical events, giving reasons for and against and understanding that there are two sides to an argument.

I can summarise the main events from a specific period in history that I have studied, explaining the order in which key events happened.

I can use a range of different sources to study an event or period of time from the curriculum.

I can explain the significance of Alfred the Great and use a timeline to explain the relationship between him, the Vikings and Anglo-Saxons.

I can name four places in Britain that the Vikings invaded and raided.

I can explain what the vikings introduced into Britain that are still in use today.

I can say when WW2 started and ended.

I can talk about why and how WW2 started.

I can name at least four countries that were involved in WW2.

I can explain what propaganda means.

I can explain the significance of the Battle of Britain.

I understand when and where the Mayans lived.

I can describe some aspects of the Mayan way of life.

I can name some Mayan inventions that are still used around the world.

I can discuss the similarities and differences between British society and the Mayan Civilization.

**Topics include** - Vikings, WW2, Mayan civilisation