



### History Intent

Our History curriculum includes termly topics for all children from Year 1 to Year 6, mainly taught in chronological order and embedded in our English curriculum through links with high-quality texts. A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Visits and wider opportunities inspire pupils’ curiosity to know more about the past and deepen their understanding of their place in time. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.

### EYFS Statement relating to History

In the Early Years Foundation Stage, children begin to develop understanding of their own ability and the progression of their own skills and independence as they grow up. This emerging knowledge is used to explore early historical skills. Children begin to make sense of their physical and natural world around them through hands-on, practical opportunities to learn about people, places, technology and the environment. Through carefully selected topics, children look closely into the past and present, their life and the people close to them, changes in themselves and their natural environment and the sequencing of characters from well-known stories. As children’s confidence develops, they are encouraged to recall their favourite memories and share special events from the past. The children are given ample opportunities to act these out through child-led role play (which coincides with the chosen topics). As the children look closely at different topic books, they are given experiences to sequence events and characters and discuss how things have happened in order. Story maps support this knowledge. As the seasons change, the children look at the changes they can visibly see in their own outdoor area and the changes over time, relating this to the seasons.

Year group/term	Year 1 Topic 1	Year 1 Topic 2	Year 1 Topic 3
Learning Topic	Queen Victoria and the Victorian Seaside		
Key knowledge and skills to be secured	<ul style="list-style-type: none"> <li>Place the Victorians on a wider timeline to develop a <b>chronologically</b>-secure knowledge of British and local history.</li> <li>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements by learning about Queen Victoria and her <b>monarchy</b>'s impact on British history.</li> <li>Identify <b>similarities and differences</b> between ways of life in different periods by choosing and</li> </ul>		

using parts of stories and other sources to find out about, and **compare and contrast:**

- Victorian toys
  - Victorian holidays
  - A Victorian Child's life
  - A Victorian school
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements by learning about how Florence Nightingale improved nursing.
  - Explore similarities and differences between ways of life in Victorian times through a school visit to a Victorian Museum where children will learn, compare, contrast and experience Victorian toys, a Victorian home and a Victorian school.

Year group/term	Year 2 Topic 1	Year 2 Topic 2	Year 2 Topic 3
Learning Topic	Voyages of Discovery, from Cook to Armstrong	The Great Fire of London & The Plague	The first railways and George Stephenson
<p><b>Key knowledge and skills to be secured</b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast Stewart Park and how this location was the site of James Cook’s birth.</li> <li>• Place the events of James Cook’s life on a pictorial timeline, including his childhood, early adulthood and career in the Navy by writing a fact file.</li> <li>• <b>Compare</b> and <b>contrast</b> life on board the <b>HMS Endeavour</b> and how life on board the ship had its challenges (interactive activity in school).</li> <li>• Learn about the way of life when James Cook was born and start to understand life was different for people in the past, such as poor and rich, male and female (Visit to Captain Cook Birthplace Museum).</li> <li>• Place Captain Cook’s <b>voyages of discovery</b> and Neil Armstrong’s moon landings on a wider timeline to develop a <b>chronologically</b>-secure knowledge of British and world history, establishing clear narratives within and across these periods.</li> <li>• Explore <b>indigenous</b> cultures of Australia prior to Captain Cook’s discovery (link to visit to Captain Cook Birthplace Museum) by exploring and creating aboriginal art.</li> <li>• Explore the early childhood of Neil Armstrong and his aspirations to become a pilot, then astronaut, by exploring <b>secondary</b> resources to create a face file.</li> <li>• Learn about the <b>Moon landing</b> and how this was achieved through researching the life of Neil Armstrong. Using a range of primary and secondary resources, children will write a newspaper report exploring the impact of the 1969 Moon landing, focusing on ‘That’s one small step for man, one giant leap for mankind.’</li> </ul>	<ul style="list-style-type: none"> <li>• Place the Great Fire of London and The Plague on a wider timeline to develop a <b>chronologically</b>-secure knowledge of British and world history, establishing clear narratives within and across these periods.</li> <li>• Compare the role of the Fire Brigade between <b>past</b> and <b>present</b> day. (Local visit: Cleveland Fire Brigade).</li> <li>• Study the timeline of the Great Plague and Great Fire of London and put these significant events in order.</li> <li>• Learn about how historical events were recorded by looking at <b>secondary</b> resources about Samuel Pepys and to then write a diary entry based on his version of events.</li> <li>• Children recreate their own Great Fire of London by building Tudor houses and setting alight on the playground. From this, children explore the design of <b>St Paul’s Cathedral</b>, which was rebuilt after the fire and discuss what materials made the new design a success.</li> <li>• Begin to identify and make contrasts across periods through <b>secondary</b> resources and Cleveland Fire Brigade. Children discuss how technology has changed over time and how safety features, such as fire alarms and fire brigade equipment, have changed the way fire is acknowledged.</li> </ul>	<p>-Place the dawn of the first railways on a wider timeline to develop a <b>chronologically</b>-secure knowledge of British and world history, establishing clear narratives within and across the period.</p> <ul style="list-style-type: none"> <li>• Learn about the first <b>locomotive</b>, built by George Stephenson by visiting York Railway Museum and how this was the successful in the Rainhill Competition.</li> <li>• Compare similarities and differences between the railway from then and now by using <b>primary</b> and <b>secondary</b> resources (school trip).</li> <li>• Label a diagram of ‘<b>The Rocket</b>’ and explore how trains have changed over time. Including appearance, speed and purpose.</li> <li>• Devise historically valid questions about <b>change, cause, similarity</b> and <b>difference</b> and significance by learning about the impact of the first railways on travel and people’s lives. Children share their own experiences of travelling on a train (school trip to York Railway Museum) and make comparisons to the first railway (school trip workshop).</li> </ul>

Year group/term	Year 3 Topic 1	Year 3 Topic 2	Year 3 Topic 3
Learning Topic	Stone Age to Iron Age	Ancient Egypt	Ancient Greece
<b>Key knowledge and skills to be secured</b>	<ul style="list-style-type: none"> <li>• Place the Stone Age and Iron Age on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across these periods.</li> <li>• Devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many Stone Age people using the Stone Age Boy book and pose the questions to 'Om' (Stone age character from the story).</li> <li>• Note connections, contrasts and trends over time to identify how life changed for people during the Stone Age by exploring: <ul style="list-style-type: none"> <li>– Clothing</li> <li>– Hunting</li> <li>– Cave painting (communication)</li> <li>– Homes</li> </ul> </li> <li>• Research how Stone Age and Bronze Age people developed the technology to make tools, bronze, containers and jewellery.</li> </ul>	<ul style="list-style-type: none"> <li>• Place Ancient Egypt on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across this period.</li> <li>• Devise historically valid questions about <b>change, cause, similarity and difference</b>, and significance by learning about the daily lives of many ancient Egyptian people and exploring how the <b>River Nile</b> was essential to survival.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the <b>mummification</b> process used by the ancient Egyptians by acting out the process.</li> <li>• Research how our knowledge of the past is constructed from a range of <b>sources</b> and that different versions of past events may exist, giving some reasons for this by learning about the <b>discovery</b> of the <b>tomb of Tutankhamun</b>.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods through creating fact files.</li> </ul>	<ul style="list-style-type: none"> <li>• To know where and when the Ancient Greek civilisation existed and order events on a timeline to develop a chronologically-secure knowledge of ancient history, establishing clear narratives within and across this period.</li> <li>• To know about the <b>Greek Empire</b>, how it was established and maintained and the impact on the wider world, making <b>connections, contrasts and trends</b> over time and develop the appropriate use of historical terms by researching Alexander the Great.</li> <li>• Research the religious beliefs of the Ancient Greek people and know some of the gods they worshipped by creating a fact file on the Greek Gods.</li> <li>• Note connections, contrasts and trends over time to develop and identify historical terms by creating a poster comparing ancient Egyptian life to life in the 21<sup>st</sup> century.</li> </ul>

Year group/term	Year 4 Topic 1	Year 4 Topic 2	Year 4 Topic 3
Learning Topic	<b>The Roman Empire</b>	<b>Anglo Saxons</b>	<b>Vikings</b>
<b>Key knowledge and skills to be secured</b>	<ul style="list-style-type: none"> <li>Place the Romans on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives, <b>similarities, differences, changes over time</b> and continuity across this period.</li> <li>Devise questions about and learn about where the Romans came from, how the city of Rome became the centre of a huge <b>empire</b> and identify the key people that <b>ruled</b> and the impact they had on this time-frame by exploring historical resources.</li> <li>Identify reasons why the Romans <b>invaded</b> Britain, to recall key facts and the progression of their <b>invasions</b> and explain the consequences of this on Britain and the continuity we see in modern Britain.</li> <li>Understand why Queen Boudicca led a <b>rebellion</b> against the Romans, the consequences of this to the Roman empire and explain how life was different for both parties by considering both perspectives on this.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. To examine Roman life through the <b>economic</b> and <b>social</b> divide for Romans by exploring the differences in housing using secondary resources such as journals, articles and using technology to research.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms to understand the lasting impact of the</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the key similarities and differences between life in Britain during the Anglo Saxon period and identify the changes inflicted on Britain using a historical timeline.</li> <li>Use secondary resources, such as books and articles, to establish how Britain was divided into Kingdoms and <b>compare</b> and <b>contrast</b> the Kings that ruled in this period and create a fact file on King Alfred the Great.</li> <li><b>Compare</b> the lives of the wealthy and the poor during this era using historical sources to produce a fact file on clothing , diet and job roles.</li> <li>Identify and discuss the various roles within an Anglo Saxon village and using these to create a job role.</li> <li>Describe some of the gods that the Anglo Saxons worshipped and note some of the reasons why some Anglo Saxon’s converted to Christianity and the most influential people across this period.</li> <li>Develop a secure knowledge, learning why, where and how the invasions of Britain took place after the Roman withdrawal, specifically looking at push and pull factors and creating a poster using these.</li> </ul>	<ul style="list-style-type: none"> <li>Place the Vikings on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across this period.</li> <li>Learn about the Vikings, why they came to Britain, where they settled and why they <b>raided</b> it using atlases.</li> <li>Research village life of Vikings, through secondary resources such as books and articles, and make comparisons to life in Modern Britain.</li> <li>Learn about Viking warriors using books to label a warrior and use this to create an informed discussion as to why this might have affected the British King’s ruling within that period.</li> <li>Research and explain the Viking struggle for the Kingdom of England to the time of <b>Edward the Confessor</b>.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.</li> </ul>

	<p>Roman Empire on Britain by plotting these on a timeline of events.</p> <ul style="list-style-type: none"> <li>To discuss the differences between a Roman and Celt soldier, specifically looking at their ways of living, beliefs and training. (<b>School trip to Segedunum Roman Fort Museum</b>).</li> </ul>			
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Year group/term	Year 5 Topic 1	Year 5 Topic 2	Year 5 Topic 3
Learning Topic	<b>The Tudors</b>	<b>Victorians</b>	
Key knowledge and skills to be secured	<ul style="list-style-type: none"> <li>Place the Tudors on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across this period.</li> <li>To compare and contrast the lives of rich and poor people and the <b>economical</b> and <b>social</b> divide by looking at historical sources.</li> <li><b>Compare</b> and <b>contrast</b> Tudor monarchs and how they were related within the Tudor period creating fact files about different monarchs.</li> <li>Continue to develop a chronologically-secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about crime and punishment during the Tudor era.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and <b>evaluating knowledge</b> gained of the history of crime and punishment in Tudor Britain and <b>comparing</b> this with modern-day Britain.</li> <li>Learn about common crimes and why, having considered society during Tudor times, they were the most common.</li> <li>Consider how illnesses were diagnosed and treated, how and why diseases spread and how this <b>impacted</b> on life expectancy and <b>compare</b> with modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Place the Victorians on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across this period.</li> <li>Study the timeline of the Victorian period and be able to place significant events in order.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about Queen Victoria's quest for <b>empire</b>.</li> <li>Compare some of the important <b>inventions</b> the Victorians created; what came before and what came after (drawings&gt; photographic camera&gt; camera phone).</li> <li>Learn about the <b>industrial revolution</b> and the changes it made to Britain and the world (<b>local study</b>).</li> <li>Learn about significant <b>legislation</b> which affected children and how historically-important people like Lord Shaftesbury and Dr Barnardo moved children out of the factories and into schools.</li> <li>To find out how the introduction of the <b>railways</b> changed travel and trade and</li> </ul>	

	<ul style="list-style-type: none"> <li>Henry VIII's impact on <b>religion</b> and the reasons why he made changes looking at different types of Christianity.</li> </ul>	<p>explain different viewpoints about the new railways (<b>local study</b>).</p> <ul style="list-style-type: none"> <li>To find out how rules about who could go to school changed over the Victorian period. To compare Victorian schools with modern day schooling (<b>Beamish trip</b>).</li> </ul>	
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Year group/term	Year 6 Topic 1	Year 6 Topic 2	Year 6 Topic 3
Learning Topic	<b>The World Wars</b>	<b>Everest</b>	
Key knowledge and skills to be secured	<ul style="list-style-type: none"> <li>Place World War II on a larger timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across these periods.</li> <li>Explain why World War I and World War II began and order events from early World War II on a timeline.</li> <li>Label a map to show who the <b>Allies</b> and <b>Axis</b> Powers were in World War II.</li> <li>Explain why a specific World War II event was a key turning point in the war and look at <b>primary and secondary sources</b> about the events.</li> <li>Explain when, where and why children were <b>evacuated</b> through reading and discussing Friend or Foe and through experiencing a World War II visit (eg. Ryedale Museum, Pickering War Weekend, Eden Camp).</li> <li>Say what foods were <b>rationed</b> during World War II.</li> <li>Explain why rationing food was necessary.</li> <li>Explain how everyday lives were affected by rationing by comparing a wartime menu with a modern-day menu (food), finding out what was rationed (food and non-food items) and what people were allowed per week.</li> <li>Explain the purpose of <b>propaganda</b> posters by looking at several examples of posters from the time, identifying the messages from the poster</li> </ul>	<ul style="list-style-type: none"> <li>Place the first attempts to conquer Mount Everest on a larger timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across this period.</li> <li>Investigate whether Mallory and Irvine were the first to conquer Everest and use a range of <b>primary and secondary sources</b> to inform opinions.</li> <li>Learn about advances in skills and technology which enabled Hillary and Norgay to truly conquer Everest.</li> </ul>	

and then using these to create their own **propaganda** poster.

- Explain what **anti-Semitism** means and how this led to **discrimination** against Jewish people in Europe and the Holocaust. Look at examples of people who helped Jewish people and those awarded Righteous Amongst Nations.
- Learn about the role of women in World War II and how this was different from their role before the war and their role after the war. Find out about the different roles women were given, the conditions and their pay.
- Study events beyond living memory that are significant globally and nationally by learning about:
  - the First World War and soldiers' experiences during the conflict (Walter Tull).
  - War Poetry and Remembrance Day



## Key Stage 1 National Curriculum Expectations

### Historical Skills and Understanding

#### Pupils will:

- Develop an awareness of the past, using common words and phrases relating to the passing of time;
- Know where the people and events they study will fit within a chronological framework, placing all the eras they learn about on a timeline;
- Identify similarities and differences between ways of life in different periods;
- Use a wide vocabulary of everyday historical terms (old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after);
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events;
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented;
- Start to show some understanding of concepts such as monarchy, parliament, war, voyage and society.

### Historical Knowledge

#### Pupils will be taught about:

- **changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life;
- **events beyond living memory that are significant nationally or globally**
  - Queen Victoria
  - Voyages of Discovery
  - the Great Fire of London
  - The First Railways
- **the lives of significant individuals in the past who have contributed to national and international achievements.** Such as Queen Victoria, Neil Armstrong, George Stephenson, Florence Nightingale.

## Key Stage 2 National Curriculum Expectations

### Historical Skills and Understanding

#### Pupils will:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history;
- Establish clear narratives within and across the periods they study (i.e. they will place the Victorian era on a timeline, but also look at key events within the Victorian era such as the passing of the Education Act, the invention of the steam engine and the telephone and the expansion of the British Empire));
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms (primary and secondary source; culture, religious, social, economic and political when describing connections, contrasts and trends over time);
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

### Historical Knowledge

#### Pupils will be taught about:

- **changes in Britain from the Stone Age to the Iron Age;**
- **learn about the Roman Empire and its impact on Britain;**
- **Britain's settlement by Anglo-Saxons and Scots;**
- **the Viking and Anglo-Saxon struggle for the Kingdom of England to 1066;**
- **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 with a local history study;** Coal mining and the industrial revolution.
- **the achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of **Ancient Egypt;**

- **significant historical events, people and places in their own locality.**

Captain Cook and the voyages of discovery.

- **The lives of significant individuals in the past who have contributed to national and international achievements.** Sir Winston Churchill, Anne Frank, Miep Giles, Sir Edmund Hillary & Tenzing Norgay, Nelson Mandela, Rosa Parks.

- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world;

- **a non-European society that provides contrasts with British history** – Mayan civilization.