

Green Lane Church of England  
Primary School

Barnard Castle



# Green Lane History Curriculum



'A high quality history education should inspire in pupils a curiosity to find out about the world, its past and what has led to its present, that will remain with them for the rest of their lives.'

DfE (2014)

## **How History links to the Ethos, Vision and Values of Green Lane:**

At Green Lane, we have developed a high-quality history curriculum that inspires in our pupils a curiosity, fascination and coherent knowledge about our world and its past. Our teaching strives to 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, as well as their own identity and the challenges of their time, something which is more pertinent to our future generations than ever before. Underpinning all of this is the core purpose of our character education: listening deeply to others, recognising the worth of their ideas and learning to 'disagree well'.

## How we teach History at Green Lane:

The National Curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Three key themes promoting our character education within our History curriculum are

*Farming, Religion, trade and Black History, slavery and transport*

## History Long-term plan Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Who are the significant people in my life?</p> <p>Link to Black History</p> <p>Click into EYFS Happy Hollow Tree to see more.</p>	<p>What were toys like in Barnard Castle like when my caregivers were young?</p> <p>Toys</p>	<p>What do we know about the contribution of black people to world history?</p> <p>Rosa Parkes Black History Month Bristol Bus</p>	<p>How did Britain change between the beginning of the Stone age and the end of the Iron age?</p> <p>Stone to Iron age</p>	<p>How did Britain change between the end of the Iron age and the end of the Roman occupation?</p> <p>Romans and Boudicca (slaves) Piercebridge Bicester (Slavery in Roman times)</p>	<p>How has crime and punishment in Britain changed from the Roman occupation and 1066?</p> <p>Crime and Punishment</p>	<p>How did the role of Women change in Great Britain?</p> <p>Suffragettes</p>
Spring	<p>What has changed in my lifetime?</p> <p>Click into EYFS Happy Hollow Tree to see more.</p>	<p>Who are/ were famous people from the present/ past</p> <p>(Christopher Columbus and Ellen Macarthur)</p>	<p>What lessons have we learned from the Great Fire of London?</p> <p>GFOL</p>	<p>What did the Ancient Egyptians bring to the world?</p> <p>Egypt</p>	<p>How advanced were the famous civilizations that were great 3000 years go?</p> <p>Anglo-Saxons</p>	<p>How did the Tudors change British History?</p> <p>Tudors</p>	<p>Part 1: What impact did WW1 and WW2 have on ordinary people in County Durham?</p> <p>Part 2: From the end of the second world war, what do we know of Black history? Windrush</p>
Summer	<p>How has Barnard Castle and beyond changed since my...</p>	<p>How has transport changed since the time of my caregivers and...</p>	<p>What was it like living in the Victorian period?</p>	<p>What did the Ancient Greeks bring to the world?</p>	<p>How advanced were the famous civilizations that were great 3000 years go?</p>	<p>What has been the impact of the Industrial...</p>	<p>Why were the Ancient Mayans the envy of the world?</p>

## A Character Education for History

Our Church of England vision, 'Educating for Life in all its Fullness' (St John's Gospel, chapter 10, verse 10) is the foundation upon which our practice rests. Through a varied, rich and character driven curriculum, we seek to develop and celebrate the flourishing of each individual child in our care, cultivating an expansive range of moral, spiritual, intellectual, civic and performance virtues. We encourage our young people to grow in wisdom, hope, community and dignity as well as cultivating a high level of academic excellence, knowledge and skills and a life-long desire to learn. We aim for the education we provide to equip our young people far beyond the school gates; impacting positively on their future lives as good citizens, friends, neighbours, parents, team members and employees, benefiting themselves as individuals and the wider communities they will be part of.

- *I loved learning about Ancient Civilisations and their super achievements – like the Pyramids for example - and the fact that they are still here for us to enjoy today! Ben, Y5.*
- *Our Crime and Punishment topic was really exciting... and a bit gruesome as well! Owen, Y6.*
- *I absolutely loved reading and acting out the Greek Myths. The Gods could be mean as well as kind which made the stories exciting! Nathaniel, Y3.*

# Historical Knowledge and Skills

## Caught

**Caught:** This is us Educating for life in all its fullness. Each subject lead has outlined how their curriculum area inspires learners, links into our wider school vision and helps to promote our values.

### Key Stage 1 and 2

- Historical learning is our key to exploring the wonders of the past.
- With our curriculum, we aim to inspire our pupils with a desire to formulate their understanding of how the people, attitudes and events of the past have all contributed to the world that we live in today.
- We aim to explore a range of sources and recollections from the past, all the while discussing their reliability, to ascertain a balanced view of what has led us to our current attitudes towards our world. This will require an honest and respectful scrutiny of all aspects of history, which may include a level of forgiveness towards attitudes which may contrast starkly with pupils' personal views inspired by our modern world.
- We aim to inspire an acceptance of past events, an appreciation of how they have shaped our world and an understanding of how we can continue to learn as we continue our journey into the future.

# Historical Knowledge and Skills

## Taught

**Taught:** This is how we teach our values alongside the demands of the National Curriculum. It does not mean that every value is taught in every lesson, subject leads have thought carefully about which values can complement specific areas of teaching.

### Key Stage 1

- Key Stage 1 Programme of Study 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.

### Key Stage 2

- 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.

# Historical Knowledge and Skills

## Sought

**Sought:** This is us giving the children an opportunity to choose to live the values. Subject leads have thought about how our learners can demonstrate our values within a lesson, within the classroom and within our community.

### Key Stage 1

**The units throughout KS1 provide opportunities to reflect and consider:**

- How we can be inspired to learn about the past: life before we were born! Everything that happened in the past led to us and our lives now.
- Can we relate to significant events such as anniversaries and understand their historical importance?
- Can we nurture a sense of caring for the people of the past?
- Can we be respectful in our discoveries of the past; acknowledging that things were very different but there were reasons for that.
- Can we be inspired by people in the past and the important things that they have done?

### Key Stage 2

**The units throughout KS2 provide opportunities to reflect and consider:**

- How we can be inspired by the people, attitudes and events of the past and recognise how they have shaped the world that we live in today.
- Can we learn to be honest in our learning and reflections and develop a sense of respect and forgiveness for attitudes in the past which may seem to be at odds with our own, today?
- Can we be positive about what we learn and nurture the sense that without the past, we would not have the present that we know, or a future that we can learn to anticipate and have an impact upon?



# Historical Knowledge and Skills

## Chronology

- To ensure the pupils have a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.

Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>Click into EYFS Happy Hollow Tree to see more.</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate the difference between long ago and very long ago</li> <li>Recognise that familiar objects we have today would have been different in the past, i.e., telephone</li> <li>Begin to appreciate what a timeline is by looking at a time line over the past 10 years</li> <li>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</li> <li>Remember parts of stories they have read or have had read to them which involve memories about the past</li> <li>Know that the toys their parents and grandparents played with were different to their own</li> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> <li>Know the main differences between their school days and that of their grandparents</li> </ul>	<ul style="list-style-type: none"> <li>Begin to appreciate the difference between long ago and very long ago</li> <li>Know where the people and events studied fit into a basic timeline</li> <li>Know about people in the past who have contributed to national and international achievements</li> <li>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> <li>To recognise that stories they have read about the past will account for many differences such as the place they lived in and things they used</li> <li>Describe memories and changes that have happened in their own lives;</li> <li>Be able to point out a few similarities and differences between ways of life at different times</li> <li>Be able to order a few events and artefacts</li> </ul>

# Historical Knowledge and Skills

## Chronology: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>▪ Use appropriate dates and chronological conventions, e.g., BC, BCE and AD</li> <li>▪ Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore</li> <li>▪ Start using a timeline that identifies different centuries</li> <li>▪ Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</li> <li>▪ Begin to understand that the past is divided into different named periods of time</li> <li>▪ Be able to use dates to explain British, local and world history</li> <li>▪ Put artefacts or information in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to place events, people and changes of British, local and world history on a timeline</li> <li>• Appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</li> <li>• Use words and phrases: century, decade</li> <li>• Know how some historical events/periods occurred concurrently in different locations.</li> <li>• To accurately set out different events onto a timeline</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</li> <li>• Know how to use the timeline in relation to the unit being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a secure understanding of a British timeline that extends from the Stone Age to the present day</li> <li>• Show a chronologically secure knowledge and understanding of local, national and global history</li> <li>• Accurately use dates and terms to describe historical events</li> <li>• Know and describe in some detail the main changes to an aspect in a period of history being studied</li> <li>• Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and wider world</li> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural</li> <li>• Be able to tell the story of events within and across the time periods studied</li> <li>• Describe connections, contrasts and trends over short and longer time periods</li> </ul>	<ul style="list-style-type: none"> <li>• Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today</li> <li>• Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and wider world</li> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural</li> <li>• Identify specific changes within and across different periods over a long period of history</li> <li>• Use timelines to place events, periods and cultural movements from around the world</li> <li>• Use timelines to demonstrate changes and developments in culture, technology, religion and society</li> <li>• Name date of any significant event studied from past and place it correctly on a timeline</li> </ul>

# Historical Knowledge and Skills

Historical Enquiry		
Reception	Year 1	Year 2
<ul style="list-style-type: none"><li>• <a href="#">Click into EYFS Happy Hollow Tree to see more.</a></li></ul>	<ul style="list-style-type: none"><li>• Respond to simple questions about the past</li><li>• Observe and handle artefacts and ask simple questions about the past</li><li>• Offer an opinion as to why something may have happened in the past and why they know</li></ul>	<ul style="list-style-type: none"><li>• Look carefully at pictures and objects to find information.</li><li>• Find answers and respond to simple questions about the past.</li><li>• Choose and select evidence and says how it can be used to find out about the past</li><li>• Understand some ways we find out about the past</li><li>• Recognise the importance of basing ideas on evidence</li><li>• Develop the idea of presenting an idea and raising questions about the past</li></ul>

# Historical Knowledge and Skills

## Historical Enquiry: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Use a variety of sources to collect information about the past</li> <li>• Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between primary and secondary sources of evidence</li> <li>• Use a range of sources to collect information about the past</li> <li>• Construct informed responses about one aspect of life</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise when they are using primary and secondary sources of information to investigate the past</li> <li>• Select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>• Use a wide range of different evidence to collect evidence about the past</li> <li>• To be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> <li>• Investigate own lines of enquiry by posing historically valid questions to answer</li> <li>• To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time</li> </ul>

# Historical Knowledge and Skills

Historical Interpretation		
Reception	Year 1	Year 2
<ul style="list-style-type: none"><li>• <a href="#">Click into EYFS Happy Hollow Tree to see more.</a></li></ul>	<ul style="list-style-type: none"><li>• To identify similarities and differences between different times</li><li>• Begin to identify and recount historic details from the past from sources e.g. pictures/stories</li><li>• To begin to understand that an invention can sometime have a positive impact on an artefact we use everyday, for example, television</li><li>• To be able to talk about some people and events that they have studied and give reasons for their actions</li><li>• Consider the differences between 'long ago' and 'now'</li></ul>	<ul style="list-style-type: none"><li>• Recount historic details from eye-witness accounts, photos and artefacts</li><li>• To begin to reflect on the significance of what has been learnt from the past</li><li>• To develop an awareness of the past and comment on how they found they found out</li></ul>

# Historical Knowledge and Skills

## Historical Interpretation: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To be able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied</li> <li>• Start to compare two versions of a past event</li> <li>• Observe and use pictures, photographs and artefacts to find out about the past</li> <li>• Start to use stories or accounts to distinguish between fact and fiction</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history and identifies differences</li> <li>• Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</li> <li>• To begin to talk about the impact of a past action on our lives today</li> <li>• To be able to talk about similarities and differences between different times in the past according to the periods of history studied</li> </ul>	<ul style="list-style-type: none"> <li>• Find and analyse a wide range of evidence about the past</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of interpretations of the past;</li> <li>• Realise that there is often not a single answer to historical questions</li> <li>• To be able to discuss trends over time</li> <li>• To see the relationship between different periods and the legacy or impacts for people today</li> </ul>	<ul style="list-style-type: none"> <li>• Find and analyse a wide range of evidence about the past</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of interpretations of the past</li> <li>• Start to know the difference between primary and secondary evidence and the impact of this on reliability</li> <li>• Show an awareness of the concept of propaganda</li> <li>• Know that people in the past represent events or ideas in a way that may be to persuade others</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Form own opinions about historical events from a range of sources</li> </ul>

# Medium-term overview for HISTORY

## YEAR 1

### What were toys in Barnard Castle like when my caregivers were young?

**Know what** toys have existed for thousands of years. The historical period dictating the type of toys available in relation to materials and resources.

**Know what** toys were mainly made of wood, metal and paper during the Victorian period.

**Know the** difference and similarities between Victorian and modern toys. Modern toys are mainly made of plastic which is a safer material to use and easier to make things with.

**Know some examples of toys;** Examples of 19th century toys: wooden dolls, tea sets, wooden doll houses. Examples of 20th century toys: teddy bears, electronic toys, game consoles. Examples of 21st century toys: handheld game consoles, virtual reality.

**Know what** school was like for them. Computers were invented in the 20th century which has meant that many modern toys use electricity.

#### **Educational visit opportunities:**

Bowes Muesum,  
Connolly's Toy shop,  
Beamish

#### Chronology & Causation

- Create a simple timeline to capture recent events
- Know that the toys their parents played with were different to their own
- Organise a number of artefacts by age
- Recognise that familiar objects we have today would have been different in the past, i.e., telephone
- Know what a number of older objects were used for
- Begins to appreciate what a timeline is by looking at a time line over the past 10 years
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

#### Historical Enquiry

- Respond to simple questions about the past
- Observe and handle artefacts and ask simple questions about the past
- Offer an opinion as to why something may have happened in the past and why they know

#### Interpretation & Significance

- To identify similarities and differences between different times
- Begin to identify and recount historic details from the past from sources e.g. pictures/stories

# Medium-term overview for HISTORY

YEAR 1

Who are/were the famous people from the present/past?  
Significant people- Christopher Columbus and Ellen Macarthur

Know what we mean by the term 'famous'

Know about famous people from the past (Christopher Columbus)

Know about the impact of a famous person on our lives today

Know about a famous person from the UK that has made a difference to people's lives (Ellen Macarthur)

Know about someone famous from our area that is still alive today

## Chronology & Causation

- Create a simple timeline to capture recent events
- Remember parts of stories they have read or have had read to them which involve memories about the past
- Begin to appreciate what a timeline is by looking at a time line over the past 10 years
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

## Historical Enquiry

- Respond to simple questions about the past
- Observe and handle artefacts and ask simple questions about the past
- Offer an opinion as to why something may have happened in the past and why they know

## Interpretation & Significance

- To identify similarities and differences between different times
- Begin to identify and recount historic details from the past from sources e.g. pictures/stories
- To be able to talk about some people and events that they have studied and give reasons for their actions
- Consider the differences between 'long ago' and 'now'



# Medium-term overview for HISTORY

YEAR 1

**How has transport changed since the time my caregivers and beyond were young?**

**Link to Local area of trains and George Stephenson**

Know how different our transport was in the past (comparison)

Know about famous individuals from the past- George Stephenson  
The Wright Brothers Yuri Gagarin  
Neil Armstrong

Know the type of transports from the past (Invention of trains)

Know about a famous individual from our local area – George Stephenson

Know about the impact a famous individual had on our local area – George Stephenson

**Educational visit opportunities:**

Shildon Locomotion Railway  
Muesum, Beamish, Stanhope Railway

## Chronology & Causation

- To appreciate the difference between long ago and very long ago
- Create a simple timeline to capture recent events
- Remember parts of stories they have read or have had read to them which involve memories about the past
- Know that the toys their parents and grandparents played with were different to their own
- Organise a number of artefacts by age
- Recognise that familiar objects we have today would have been different in the past, i.e., telephone
- Know what a number of older objects were used for
- Know the main differences between their school days and that of their grandparents
- Begins to appreciate what a timeline is by looking at a time line over the past 10 years
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

## Historical Enquiry

- Respond to simple questions about the past
- Observe and handle artefacts and ask simple questions about the past
- Offer an opinion as to why something may have happened in the past and why they know

## Interpretation & Significance

- To identify similarities and differences between different times
- Begin to identify and recount historic details from the past from sources e.g. pictures/stories
- Consider the differences between 'long ago' and 'now'

# Medium-term overview for HISTORY: Black History

YEAR 2

What we know about the contribution of Black people to world history?

Know about Lewis Howard Latimer's inventions

Know what is meant by being a slave

Know about Mary Prince and her contribution to free slaves

Know what life was like for black people who came to Britain and why Rosa Park was brave

Know what it means to be black

## Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Describe memories and changes that have happened in their own lives
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life at different times
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

## Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and say how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

## Interpretation & Significance

- Know about people in the past who have contributed to national and international achievements
- Recount historic details from eye-witness accounts, photos and artefacts
- To begin to reflect on the significance of what has been learnt from the past
- To develop an awareness of the past and comment on how they found out

# Medium-term overview for HISTORY

YEAR 2

## What lessons have we learned from the Great Fire of London?

Know why the fire burnt for many days

Know how fire fighting equipment has changed over the years

Know why we know the fire actually happened

Know why different types of fire creates problems even today

Know what people learnt from the fire and how it improved London

**Educational visit opportunities:**

Barnard Castle Bakery and Fire Station

### Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life at different times
- Able to order a few events and artefacts from the recent past
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

### Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and says how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

### Interpretation & Significance

- Recount historic details from eye-witness accounts, photos and artefacts
- To begin to reflect on the significance of what has been learnt from the past
- To develop an awareness of the past and comment on how they found they found out

# Medium-term overview for HISTORY

YEAR 2

## What was it like living in the Victorian period?

Know who Queen Victoria was and who the Victorians were

Know what was meant by the industrial revolution and the impact on our local area (Carpet Mills)

Know the name of a famous persons (John and Josephine Bowes- Bowes Museum) in your local area

Know that children's lives today are different to children's lives in the Victorian era

Know what school was like in the Victorian era

**Educational visit opportunities:**

Bowes Muesum

### Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life at different times
- Able to order a few events and artefacts from the recent past
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

### Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and says how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

### Interpretation & Significance

- Recount historic details from eye-witness accounts, photos and artefacts
- To begin to reflect on the significance of what has been learnt from the past
- To develop an awareness of the past and comment on how they found they found out

# Medium-term overview for HISTORY

YEAR 3

How did Britain change between the beginning of the Stone age and the end of the Iron age?

Know the significance of the invention of the wheel

Know the significance of the discovery of iron ore

Know some of the key differences between the stone, bronze and iron ages

Know about the significance of the creation of Iron Age Forts

Know what is meant by hunter gatherers

## Chronology & Causation

- Begin to understand that the past is divided into different named periods of time
- Able to use dates to explain British, local and world history
- Start using a timeline that identifies different centuries
- Use appropriate dates and chronological conventions, e.g., BC, BCE and AD
- Put artefacts or information in chronological order from a long time ago
- Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore

## Historical Enquiry

- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Explain that there are different types of evidence and sources that can be used to help represent the past

## Interpretation & Significance

- Observe and use pictures, photographs and artefacts to find out about the past
- Start to use stories or accounts to distinguish between fact and fiction
- Explain that there are different types of evidence and sources that can be used to help represent the past

# Medium-term overview for HISTORY

YEAR 3

## What did the Ancient Greeks bring to the world?

Know why the Ancient Greeks were more advanced than Ancient Britons

Know what the Ancient Greeks introduced that we benefit from today

Know how the Ancient Greeks were influenced by their Gods

Know how important philosophy and democracy was in helping the Greeks to be remembered today

Know what the main characteristics of the Spartans and the Athenians were

### Chronology & Causation

- Begin to understand that the past is divided into different named periods of time
- Able to use dates to explain British, local and world history
- Start using a timeline that identifies different centuries
- Use appropriate dates and chronological conventions, e.g., BC, BCE and AD
- Put artefacts or information in chronological order from a long time ago
- Understand that significant discoveries or inventions created much change to the lives of people, e.g. Olympic Games

### Historical Enquiry

- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Explain that there are different types of evidence and sources that can be used to help represent the past

### Interpretation & Significance

- Able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied
- Start to compare two versions of a past event
- Observe and use pictures, photographs and artefacts to find out about the past
- Start to use stories or accounts to distinguish between fact and fiction

# Medium-term overview for HISTORY

YEAR 3

Why was Ancient Egypt's civilization ahead of its time?

Know how Ancient Egyptians prepared bodies for Mummification

Know about ancient Egypt life by examining artefacts we have discovered such as pyramids and pottery.

Know how the Ancient Egyptians were influenced by their Gods

Select an aspect e.g. like importance of the River Nile for the civilisation

Know the achievements of Ancient Egypt, one of the earliest civilizations.

## Chronology & Causation

- Begin to understand that the past is divided into different named periods of time
- Start using a timeline that identifies different centuries
- Put artefacts or information in chronological order from a long time ago
- Know how some historical events/periods occurred concurrently in different locations, e.g. Ancient Egypt.

## Historical Enquiry

- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Explain that there are different types of evidence and sources that can be used to help represent the past

## Interpretation & Significance

- Observe and use pictures, photographs and artefacts to find out about the past
- Start to use stories or accounts to distinguish between fact and fiction
- Explain that there are different types of evidence and sources that can be used to help represent the past

# Medium - term overview for HISTORY

YEAR 4

How did Britain change between the end of the Iron age and the end of the Roman occupation?

Know why the Romans came to Britain in the first place

Know how the Romans changed the landscape in Britain

Know why there was some resistance to the Roman occupation

Consider what was the most important change the Romans brought to Britain

Know why the Romans left Britain

**Educational visit opportunities:**

Binchester Roman Fort, Piercebridge

Know where slaves came from, where slaves were taken to, why people were enslaved, treated and how people tied to stop slavery.

## Chronology & Causation

- To be able to place events, people and changes of British, local and world history on a timeline
- To accurately set out different events onto a timeline
- To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation
- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart
- Know how to use the timeline in relation to the unit being studied.
- Use words and phrases: century, decade
- Know how some historical events/periods occurred concurrently in different locations

## Historical Enquiry

- Know the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life

## Interpretation & Significance

- Look at more than two versions of the same event or story in history and identifies differences
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
- To begin to talk about the impact of a past action on our lives today
- To be able to talk about similarities and differences between different times in the past according to the periods of history studied



# Medium-term overview for HISTORY

YEAR 4

How did Britain change between the end of the Roman occupation and 1066? **Anglo Saxons**

Know how Britain changed between the end of the Roman occupation and 1066.

Know who the Anglo-Saxons were and how they divided Britain up

Know how the Anglo-Saxons improved Britain

Know that religion, kingdoms, language, ship building and trade were the main changes in Britain between the end of the Roman occupation and 1066

Know how many of the words we use today originate from the Anglo-Saxons.

**Educational visit opportunities:**  
York Jorvik Centre

## Chronology & Causation

- To be able to place events, people and changes of British, local and world history on a timeline
- To accurately set out different events onto a timeline
- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart
- Know how to use the timeline in relation to the unit being studied.
- Use words and phrases: century, decade

## Historical Enquiry

- Know the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life

## Interpretation & Significance

- Look at more than two versions of the same event or story in history and identifies differences
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
- To begin to talk about the impact of a past action on our lives today
- To be able to talk about similarities and differences between different times in the past according to the periods of history studied

# Medium-term overview for HISTORY

## YEAR 4

### How did Britain change between the end of the Roman occupation and 1066? Anglo Saxons and Vikings

Know who the Vikings were and how they battled with the Anglo-Saxons

Know who the Vikings were and how they originated from Denmark.

Know how many of the words we use today originate from the Anglo-Saxons or the Vikings

Know that religion, kingdoms, language, ship building and trade were the main changes in Britain during the Viking period.

#### Chronology & Causation

- To be able to place events, people and changes of British, local and world history on a timeline
- To accurately set out different events onto a timeline
- To appreciate that some major events in the past caused a major change to the British landscape, e.g., abolishment of slavery
- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart
- Know how to use the timeline in relation to the unit being studied.
- Use words and phrases: century, decade

#### Historical Enquiry

- Know the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life

#### Interpretation & Significance

- Look at more than two versions of the same event or story in history and identifies differences
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
- To begin to talk about the impact of a past action on our lives today
- To be able to talk about similarities and differences between different times in the past according to the periods of history studied

# Medium-term overview for HISTORY

YEAR 5

**How has crime and punishment in Britain changed from the Roman occupation and 1066?**

Know how the way we catch and punish criminals has improved in the last 100 years.

Know what the Romans believed about Crime and Punishment.

Know how the Tudor crime and punishment different from the Anglo Saxons.

Know what the legend of Dick Turpin tell us about Georgian justice.

Know why there was change in Crime and Punishment happen in the 19th Century.

Know what where the comparisons between the legal systems of Rome, Anglo Saxon Britain and modern Britain.

## Chronology & Causation

- To have a secure understanding of a British timeline that extends from the Stone Age to the present day
- To show a chronologically secure knowledge and understanding of local, national and global history
- To be able to tell the story of events within and across the time periods studied
- To describe connections, contrasts and trends over short and longer time periods
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- Accurately use dates and terms to describe historical events;
- Know and describe in some detail the main changes to an aspect in a period of history being studied
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts

## Historical Enquiry

- Recognise when they are using primary and secondary sources of information to investigate the past
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- Use a wide range of different evidence to collect evidence about the past
- To be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context

## Interpretation & Significance

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Realise that there is often not a single answer to historical questions
- To see the relationship between different periods and the legacy or impacts for people today

# Medium-term overview for HISTORY

YEAR 5

**Tudors**

## How did the Tudors change British History?

Know who the Tudors were and how long Henry VII reigned for.

Know how what treason means and what would happen if you were accused of Treason.

Know why Henry VIII got married so many times.

Know how Barnard Castle and our local area has strong Historic links to the Tudors.

KNOW how Henry VIII changed England with the English Reformation and why this was important to British history. Understand how important religion was during the Tudor times.

Understand the causes of the Battle of Britain and explain why the Battle of Britain was a major battle in the War of the Roses.

### Chronology & Causation

- To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world
- To identify specific changes within and across different periods over a long period of history
- Use timelines to place events, periods and cultural movements from around the world.
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Name date of any significant event studied from past and place it correctly on a timeline

### Historical Enquiry

- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Investigate own lines of enquiry by posing historically valid questions to answer
- To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time

### Interpretation & Significance

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past
- Know the difference between primary and secondary evidence and the impact of this on reliability
- Show an awareness of the concept of propaganda
- Know that people in the past represent events or ideas in a way that may be to persuade others
- Begin to evaluate the usefulness of different sources
- Form own opinions about historical events from a range of sources

# Medium-term overview for HISTORY

YEAR 5

Victorian revolution

**What has been the impact of the Industrial Revolution on our lives today?**

Know what life was like 130 years ago and what happened during the Victorian era.

Know what was the Industrial revolution and how important it was for our locality.

Know what the conditions were like in the workhouses, factories and mines.

Know which invention had the most impact on our lives and how the inventions changed over time. Link to our locality- Lead mining and Trains/transport

Know what a Victorian classroom was like and what children learnt.

Know why life was so hard for families in the towns, why so many families left the countryside and moved to the towns in Victorian times.

## Chronology & Causation

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# Medium-term overview for HISTORY

YEAR 6

## Suffragettes

### How did the role of Women change in Great Britain?

Know how women's roles in society changed dramatically during the early 1900's, due to World War 1 and 2.

Know the key dates of the Acts; Representation of the People Act 1918, Equal Franchise Act 1928, Equal Pay Act 1970 and the Sex Discrimination Act 1975.

Know the importance and significance of the role Women played in the War.

Know that Emmeline Pankhurst was the leader of the Women's Social and Political Union.

Know what life was like for women prior to the passing of the Acts of legislation was that gave women rights in society.

#### Chronology & Causation

- To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world
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- To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time

#### Interpretation & Significance

- Find and analyse a wide range of evidence about the past
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- Consider different ways of checking the accuracy of interpretations of the past
- Start to know the difference between primary and secondary evidence and the impact of this on reliability
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- Begin to evaluate the usefulness of different sources
- Form own opinions about historical events from a range of sources

# Medium term overview for HISTORY

YEAR 6

## Why were the Mayans the envy of the world?

Know what was happening in Britain when the Mayans were most powerful

Know how different the Mayans and the Egyptian pyramids were

Know how the Mayans' belief in Gods created a culture of sacrifice and hierarchy.

Know about the Mayans and what they gave society.

Understand why the Mayans civilization died out

### Chronology & Causation

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# Medium-term overview for HISTORY

YEAR 6

## Part 1: WW2

### What impact did WW1 and WW2 have on ordinary people in County Durham?

Know how lives of ordinary people started to change after WW1

Make use of evidence to find out why WW2 happened

Know the impact of Chamberlain's speech on the country

Make use of local evidence to find out about the impact of the wars on local people's lives

Know about the issues people faced after WW2 ended

Know about the issues people faced after WW2 ended

#### Chronology & Causation

- To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world
- To identify specific changes within and across different periods over a long period of history
- Use timelines to place events, periods and cultural movements from around the world.
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#### Interpretation & Significance

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# Medium-term overview for HISTORY: Black History

YEAR 6

## Part 2: From the end of the second world war, what do we know of Black history (Windrush)?

Know about the impact of the war of independence on slavery

Know about the Victorians impact on the anti-slavery movement

Know why the Victorian society was not inclusive

Know about the impact of slavery on the industrial revolution

Know about the important of the Empire Windrush on black history

### Chronology & Causation

- To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and wider world
- To identify specific changes within and across different periods over a long period of history
- Use timelines to place events, periods and cultural movements from around the world.
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Name date of any significant event studied from past and place it correctly on a timeline

### Historical Enquiry

- Use a wide range of different evidence to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Investigate own lines of enquiry by posing historically valid questions to answer
- To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time

### Interpretation & Significance

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
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