

Being a Historian

Year Group	National Curriculum	Sticky Knowledge (what children need to know and remember)	Vocabulary	Skills/ Procedural Knowledge
Y1	<p>Changes in living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally.</p> <p>The lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods (Elizabeth 1 and Elizabeth11)</p>	<p>-Pupils know what a timeline is.</p> <p>-Know the main changes over time from when our grandparents were children to now (toys, crazes, technology, transport, school). -Know that toys their grandparents played with were different to their own.</p> <p>-Know the main differences between their homes and those of their grandparents (when they were young). -Know what a number of older objects were used for.</p> <p>-Know that the Fire of London was a significant event in History. -Retell the event in time order. -Know who Samuel Pepys was and why his diary is important. -Talk about why it happened.</p> <p>-Know about the life of our monarch, Queen Elizabeth II. -Know about the life of Queen Elizabeth I. -Compare the lives and achievements of both Queen Elizabeths.</p>	<p>Vocabulary: old, new, a long time ago, past, present, blackboard, chalk, skipping, marbles, snakes and ladders, ludo, fire, coal, chronology, timeline, order, monarch,royal modern danger Fire Of London, City, disaster, Baker, pudding Lane, Samuel Pepys,diary Thomas Farriner Queen Elizabeth II</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Know what a timeline is • Understand that some objects are from the past • Match objects to people of different ages • Sequence events or objects in chronological order • Write their own date of birth <p><u>Knowledge and understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> • To know and recount stories about the past • Identify main differences between old and new • Identify how items have changes over time • Explain how our local area has changed over time <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> • Read different versions of the same event • Look at different illustrations of the same place/ person/item • Use story to distinguish between fact and fiction • Compare two versions of past events • Find answers to simple questions using different sources <p><u>Significance</u></p> <ul style="list-style-type: none"> • Recognise and make simple observations about a person/ people who were important in an historical event e.g through talk/ discussion
	<p>Local Interests and Links (online museums, local places to visit etc) – Sunderland Winter Gardens, Preston Park – Autumn. Beamish – Spring. Durham oriental museum - Summer</p>			

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Y2	<p>The lives of significant people in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Events beyond living memory that are significant nationally and internationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Guy Fawkes >Know that the Gunpowder plot was a significant event in History – date 1605 >Know Guy Fawkes was called Guido and came from York. > Recall some names (Robert Catesby / Tom Winters / Robert Percy / Jack Wright / of the key people involved or associated with the Gunpowder plot >Know King James 1 was treating Roman Catholics unfairly > Know conspirators were protestants > Know why Guy Fawkes was chosen to be responsible for hiding the gunpowder in the Houses of Parliament > Know 36 barrels of gunpowder was hidden in the Houses of Parliament to blow up King James I > Know why 5th of Nov is called Bonfire Night > Know why we celebrate every year Bonfire Night on Nov 5th > Order events > Know traditions associated with</p>	<p>Protestant Guy Fawkes</p> <p>Catholic</p> <p>King James</p> <p>Monarch Stuart Period</p> <p>Houses of Parliament Traitor The Gunpowder Plot Secret Chronological Order Treason</p> <p>Executed</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Sequence a few events/ objects on a time line and give reasons to where they have placed them Sequence photographs from different periods of a person's life <p><u>Knowledge and Understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> Understand why people did things, why events happened and the results Identify differences between the lives of those in the past and our own Recount an historical event e.g First Moon Landing <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> Recognise that the past is represented in different ways Compare picture/photographs of people and events from the past Discuss reliability of sources (photos, accounts, stories) Answer questions by observing and handling sources of information Ask and answer questions Answer question using a specific source (book/internet) Research an aspect of the past using different sources of information <p><u>Significance</u></p>

<p>Y2</p>	<p>Significant historical events, people and places in their own locality</p>	<p>Nov 5th e.g. guy on a bonfire > Compare photographs of children over the years celebrating Bonfire Night > Debate whether Guy Fawkes was a goodie or baddie?</p> <p><u>Grace Darling – Summer Term</u> > Know Grace Darling was born in Know that the Grace Darling was a local female heroine from the past, who lived in Bamburgh in Northumberland.</p> <p>> Know Grace Darling lived in Longstone Light house</p> <p>> Know Grace Darling and her father rescued survivors from the wrecked Forfarshire in <u>7th Sept 1838</u></p> <p>> Know that Grace was 22 and did not have a life jacket to rescue survivors from the North Sea in a wooden coble</p> <p>> Know Grace was rewarded £50 by Queen Victoria for her bravery.</p> <p>> Know Grace Darling First woman to receive RNLI medal (Royal National Life Boat Institution)</p>	<p>Traitor / conspirator</p> <p>Lighthouse</p> <p>Shipwreck Memorial Coast evidence Rescue</p> <p>Heroine</p> <p>Bamburgh</p> <p>Forfarshire Steamship Paddle steamer</p> <p>Survivors Danger museum newspapers Coble boat</p> <p>oars</p>	<p>Identify and talk about who was important in an historical event and why</p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Sequence a few events/ objects on a time line and give reasons to where they have placed them • Sequence photographs from different periods of a person's life <p><u>Knowledge and Understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> • Understand why people did things, why events happened and the results • Identify differences between the lives of those in the past and our own • Recount an historical event e.g First Moon Landing <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> • Recognise that the past is represented in different ways • Compare picture/photographs of people and events from the past • Discuss reliability of sources (photos, accounts, stories) • Answer questions by observing and handling sources of information • Ask and answer questions • Answer question using a specific source (book/internet) • Research an aspect of the past using different sources of information <p><u>Significance</u></p>

		<p>> Grace became famous but enjoyed > 4 years after rescue 1842 to became ill with tuberculosis and died in 20th October aged 26.</p> <p>> Know Grace's memorial is found in the village church in Bamburgh</p> <p>> Know Aileen Jones was a modern female heroine and compare to Grace Darling</p> <p>> Know Grace Darling – Her True Story is a book written about her in 1880.</p> <p>> Know there is a museum opened in 1938 to commemorate Grace Darling</p>	<p>RNLI</p> <p>What...? When...? Why...? Where...?</p>	<p>Identify and talk about who was important in an historical event and why</p>
	<p>Local Interests and Links (online museums, local places to visit etc)</p> <ul style="list-style-type: none"> ➤ Visit Grace Darling museum in Bamburgh in Summer Term. ➤ RNLI visitor 			

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Y3	<p>Changes in Britain from Stone Age to Iron Age</p> <p>sequence homes (in relation to Stoneage houses) through history and give justification and reasoning to how our homes have changed.</p>	<p>To know when the stone age period occurred (timeline).</p> <p>To know how to use artefacts from the stone age period and infer their uses</p> <p>To know how archaeologists have helped us learn about the stone age by understanding the importance of historical evidence(bin activity)</p> <p>To know what a Stoneage home looked like both internally and externally (Skara Brae).</p> <p>To know the historical importance of Skara Brae by combining a variety of historical sources to create an information leaflet</p> <p>To be able to give different explanations based on historical evidence as to why and how Stonehenge was built.</p> <p>To know the importance of bronze and how it is made (use of Bronze age</p>	<p>Stone Age Skara Brae Neolithic Period Source Bronze Age Iron Age Fort Theory Artefact Flint Settlement BC AD</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Describe events from the past using dates , AD, BC and decade Use a timeline within a specific period of history to set the order that things might of happened Sequence several events/ artefacts Use maths skill to calculate how long ago events happened <p><u>Knowledge and Understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> Begin to show knowledge and understanding of a period of history beyond living memory Recognise reasons why people in the past acted the way they did To appreciate that the early Brits would not have communicated as we do or have eaten as we do. To begin to picture what life would have been like for the early settlers. Recognise changes in Britain (farming and agriculture – Skara Brae) <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> Begin to identify some ways the past is represented Suggest why certain events happened as they did in History Suggest why people acted like they did Use sources of information to answer questions (giving justification and reasoning) Collect information about the past from a wide variety of sources (documents, museums, internet, photographs, video clips etc)

	<p>A Local History Study (Whole Spring term)</p> <p>A study of an aspect of history that is significant in the locality.</p>	<p>artefacts/secondary sources).</p> <p>To know what was life like in an iron age fort for men women and children.</p> <p>To be able to identify the main themes in Iron Age art</p> <p><u>Local study - Sunderland</u></p> <p>To know the main events in the history of Sunderland (by using a wide range of historical artefacts/sources) and mark them on a timeline.</p> <p>To know that Sunderland was built upon 3 main industries- glass making, ship building and coal mining.</p> <p><u>Coal Mining</u></p> <p>To know the names and locations of the main mines in Sunderland.</p> <p>To know what the life of a miner was like from a given part of history (eg Victorian) by using a variety of historical resources to create a reort.</p> <p>To know which countries coal was exported to and which goods we received in return.</p>		<ul style="list-style-type: none"> • To recognise the part that archaeologists have had in helping us understand more about what happened in the past <p><u>Significance</u></p> <ul style="list-style-type: none"> • Identify and begin to describe significant people and events from the past

		<p><u>Ship Building</u> To know (by using a variety of historical sources) how Sunderland became the largest ship building town in the world.</p> <p>To be able to name the main ship building yards on the River Wear.</p> <p><u>Glass Making</u> To know who Benedict Biscop was and his importance in Sunderland becoming a centre of glass making.</p> <p>To know the connection between Pyrex and glass-making in Sunderland.</p> <p>To write a report on the importance of the 3 main industries and how they influenced the growth of Sunderland.</p> <p>To know why the Victoria Hall disaster was an important world – wide event in terms of safety through the study of historical resources.</p>		
Local Interests and Links (online museums, local places to visit etc)				

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Y4	The Roman Empire and its impact on Britain	<p>Know who lived in Britain prior to the Roman invasions and settlements.</p> <p>Know where the Roman Empire originated and how it relied upon slavery.</p> <p>To know how it changed over time from around 1000BC until AD 450 (Roman departure from Britain).</p> <p>To be able to plot a timeline with the significant events up to the departure of the Roman army from Britain.</p> <p>Know the significance of key characters in this epoch (e.g Julius Caesar, Boudicca) by collecting information from a wide range of historical sources.</p> <p>To know the influence the Roman calendar has on the modern calendar (taken from the names of Roman gods and rulers).</p> <p>To know the legacies left by the</p>	<p>Settlement city civilisation buildings jobs bronze age iron age belief building technology</p> <p>Emperor Roman Chariot Toga Mosaic Legion Gladiator Dictator Barbarian Aqueduct Amphitheatre slave</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Plot events, people and changes on a time line using centuries Use maths knowledge to work out how long ago things happened Begin to recognise and quantify the different periods that exist between different groups that invaded Britain <p><u>Knowledge and Understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> Identify the achievements of the earliest civilisations Demonstrate knowledge and understanding of events, people and changes from periods studied and the impact on Britain. Begin to give reasons for and the results of the main events and changes to periods studied <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> Identify ways the past is represented Look at evidence and begin to evaluate the usefulness of sources Combine evidence of sources Ask questions about a period of time Collect information about the past from a wide variety of sources (documents, museums, internet, photographs, video clips etc) To recognise the part that archaeologists have had in helping us understand more about what happened in the past <p><u>Significance</u></p> <ul style="list-style-type: none"> Identify and begin to describe historically significant

	<p>Ancient Egypt The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study</p>	<p>Roman Empire on Britain and the world through combining different historical sources.</p> <p>To know significant inventions and cultural influences and how these have shaped our development.</p> <p>To know by name the major key settlements in Roman Britain</p> <p>To be able recognise the influence of classical architecture in the local area (e.g Penshaw Monument)</p> <p>To be able to give reasons why Egyptians abandoned a nomadic lifestyle settled next to the River Nile.</p> <p>To know the key milestones in the timeline of Ancient Egypt</p> <p>To know the Roman Empire overlapped from 3000BC (and at the same time as the Romans were in Britain).</p> <p>To know how historians have discovered so much about Ancient Egypt</p> <ul style="list-style-type: none"> To study artefacts, primary resources that give evidence 	<p>nomad Pharaoh ruler irrigation farming artefact hieroglyph Nile Shadoof slave pyramid</p>	<p>people and events in situations</p>
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		<p>as to what life was like in Egyptian society</p> <ul style="list-style-type: none">• to be able to interrogate this evidence effectively. <p>To know the role of slaves in Egyptian society (link to the role of slaves in other historical eras studied).</p> <p>To be able to describe the process of mummification.</p> <p>To know why and how the Egyptians built pyramids.</p> <ul style="list-style-type: none">• To know who Howard Carter and Lord Carnarvon were.• To be able to give reasons based on historical evidence about the fairness of the excavation and removal of the treasures of Tuankhamun's tomb <p>To be able to name the main Egyptian Gods and describe why they were considered important.</p>		
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	Local Interests and Links (online museums, local places to visit etc) Roman forts and settlements: Arbia (South Shields), Housteads, Vindolanda, Hadrian's Wall.			

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Yr5	<p>Ancient Greeks- a study of Greek Life and achievements and their influence on the western world</p> <p>Britain Settlement by Anglo Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>To know where and when they lived. To identify this on a timeline. To be able to name key facts about the two main city states Athens and Sparta. To use these facts to describe the key characteristics of each society. To be able to support an argument about the role of slavery in Ancient Greek society with appropriate evidence. To know why Alexander the Great was a significant figure through using a variety of historical sources. To know the importance of the Olympic Games in their culture. To be able to name famous Ancient Greek philosophers and be able to talk/write about some of their key ideas and questions from philosophy. To know how gender affected the design and use of Greek homes. To be able to name examples of the legacy of Ancient Greek life (e.g libraries, universities etc) . To be able to give</p> <p>To be able to locate the period on a timeline To know how and why the Roman army withdrawal from Britain in AD410 . To be able to give different historical reasons for the fall of the Roman Empire. To know</p> <ul style="list-style-type: none"> the key features (and dates)of Anglo Saxons invasions, the features of their settlements and kingdoms; How their place names were formed and the main features of village life. <p>To understand the archaeological importance of the discovery of Sutton Hoo (use of and make inferences on archaeological evidence. Look at Anglo Saxon homelands on map. To recognise the Viking and Anglo Saxon struggle for the Kingdom of England. Know people have been</p>	<p>Legacy Culture Government Democracy Architecture Philosophy Olympics Literature Empire Parthenon Pythagorus</p> <p>Anglo Saxons Settlement Scots Raids Scandinavia Vikings Jorvik Conquer Alfred the Great invade</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Draw a timeline with different historical periods, showing keys events or lives of historical people. Use maths skills to round up time differences into centuries/ decades Relate current studies to previous studies <p><u>Knowledge and Understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> Show knowledge and understanding of aspects beyond Britain (compare and contrast) Understand and describe characteristics of past societies and periods Identify achievements and influences on the western world <p><u>Historical Interpretation and enquiry</u></p> <ul style="list-style-type: none"> Show how aspects of the past have been represented/ interpreted and offer reasons for this Compare accounts of events from different sources and work out how conclusions were drawn Evaluate sources of information and select those appropriate to task Give more than 1 reason to support historical argument Collect information about the past from a wide variety of sources (documents, museums, internet, photographs, video clips etc) <p><u>Significance</u></p> <ul style="list-style-type: none"> Give reasons why some events, people, developments are seen as more significant than others

		<p>moving about between different areas for a long time and there are reasons to 'invade and settle' Alfred the Great- how great was he from archaeological evidence and sources. What image do we have of the Vikings? How far did they get in taking over England?</p>		
	Local Interests and Links (online museums, local places to visit etc)			

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Yr6	<p>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066</p> <p>A non-European society that provides contrasts with British history- Mayan Civilisation</p>	<ul style="list-style-type: none"> - Know where WW2 falls within a history of British events from 1930s to now. - Know why the war broke out and the events that led up to this. - Know what was going on in Germany prior to WW2 and during Hitler's rise to power - Know that Sunderland was targeted during WW2 due to the ship yards. - Know what evacuation is and understand why children needed to be evacuated during WW2 - Know what rationing is and why children were evacuated from the cities (linked with knowledge about the blackout). - Know that women stepped in to take typically "men's" jobs during the war and that this was encouraged using propaganda designed by the government - Know what life was like for those living on the Home Front and how propaganda was used to persuade people to help the war effort - Know why the Mayans chose to colonise specific areas in South America - Know the chronology of The Mayans (Timeline) - Know about Mayan architecture and its main features and know why temples in 	<p>blockade; inflation; rationing; evacuation; shipyards; blackout; air raid; Anderson Shelter; Propaganda; gas mask; telegram; wireless; home front; war effort; Soviet Union</p> <p>maize; sacrifice; settlement; drought; artefacts; archaeologist; monument; temple; pyramid;</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Place features of historical events and people from past societies and periods in a chronological framework • Show factual knowledge and understanding of the history of Britain and the wider world • Use dates and terms accurately to describe events • Describe changes within and across periods of history <p><u>Knowledge and understanding of events and changes in the past</u></p> <ul style="list-style-type: none"> • Show increasing depth of knowledge and understanding of British History • Link changes in Britain to the world • Describe how and why events occurred and the impact on Britain and the wider world <p><u>Historical Interpretation and Enquiry</u></p> <ul style="list-style-type: none"> • Describe/ analyse why there are different interpretations of people/events/ changes • Check accuracy of interpretations • Identify and evaluate sources of information to reach and support conclusions • Show how the past has been interpreted / represented differently and suggest reasons why • Collect information about the past from a wide variety of sources (documents, museums, internet, photographs, video clips etc) <p><u>Significance</u></p> <p>Give reasons why some events/ people are seen as more significant/ important than others</p>

		<p>particular designed this way?</p> <ul style="list-style-type: none"> - Know about the importance of Gods/Goddesses in Mayan culture and also about sacrifice linked to religion. - Know what life was like for Mayan children. - Know about the Mayan writing system and how this was utilised by this ancient society. - Know why the Mayan civilisation ended 	<p>warrior; hieroglyphs</p>	
	Local Interests and Links (online museums, local places to visit etc)			