

History at Amberley incorporates our 3 core values. We learn about events, time periods and people from the past who have shown nurturing, innovation or aspiration in their achievements.



We strive to promote curiosity and a love of learning to know more about the past, including learning about how our local area has changed and been affected in the past.

History

We want children to see History as a narrative which all fits together to form the 'big picture' and not just as discrete episodes of time.

We want pupils to develop life-long learners who ask questions and challenge thinking.

History is who we are and why we are the way we are.

National Curriculum Objectives

	<u>Pupils should be taught about:</u>
KS1	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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. Significant historical events, people and places in their own locality.
KS2	Changes in Britain from the Stone Age to the Iron Age. 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 the time of Edward the Confessor. A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world History 192 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Breadth of overall curriculum offer

<u>Historical periods</u>	<u>Places and societies</u>
<u>People, groups and experiences</u>	<u>Historical fields of enquiry</u>

How the knowledge categories support *The Essentials Curriculum*

Threshold concepts

Investigate and interpret the past

Build an overview of world history

Understand chronology

Communicate historically

Milestones

Milestones 1–3
A description of the end goals

Milestones 1–3
A description of the end goals

Milestones 1–3
A description of the end goals

Milestones 1–3
A description of the end goals



Artefacts



Location



Beliefs



Main events

Knowledge categories



Settlements



Culture and pastimes



Food and farming



Travel and exploration



Society



Conflict



Vocabulary

Historical / Second order / Threshold Concepts

These historical concepts underpin all historical enquiries and curriculum which are developed through regular revisiting in a range of contexts.

These are linked to the National Curriculum aim:

To 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

	Threshold Concepts
Investigate and interpret the past	This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence
Build an overview of world history	This concept involves an appreciation of the characteristic feature of the past and that these are similar and different across time periods and an understanding that life is different for different sections of society.
Understand chronology	This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.
Communicate historically	This concept involves using historical vocabulary and techniques to convey information about the past.

NC second order concepts

- continuity and change
- cause and consequence
- similarity, difference and significance
- how evidence is used rigorously to make historical claims
- discern how and why interpretations of the past have been constructed

Milestone 1

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.



Milestone 2

Investigate and interpret the past

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Suggest causes and consequences of some of the main events and changes in history.



Milestone 3

Investigate and interpret the past

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.



Milestone 1

Build an overview of world history

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.



Milestone 2

Build an overview of world history

Describe changes that have happened in the locality of the school throughout history.

Give a broad overview of life in Britain: from ancient to medieval times.

Compare some of the times studied with those of other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



Milestone 3

Build an overview of world history

Identify continuity and change in the history of the locality of the school.

Give a broad overview of life in Britain and some major events from the rest of the world.

Compare some of the times studied with those of the other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



Milestone 1

Understand chronology

Place events and artefacts in order on a timeline.

Label timelines with words or phrases such as: past, present, older and newer.

Use dates where appropriate.

Recount changes that have occurred in their own lives.



Milestone 2

Understand chronology

Place events, artefacts and historical figures on a timeline using dates.

Understand the concept of change over time, representing this, along with evidence, on a timeline.

Use dates and terms to describe events.



Milestone 3

Understand chronology

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

Identify periods of rapid change in history and contrast them with times of relatively little change.

Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.

Use dates and terms accurately in describing events.



Milestone 1

Communicate historically

Use words and phrases such as:

- a long time ago
- recently
- when my parents/carers were children
- years, decades and centuries to describe the passing of time.

Show an understanding of concepts such as:

- nation and a nation's history
- civilisation
- monarchy
- parliament
- democracy
- war and peace.



Milestone 2

Communicate historically

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- change
- chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.



Milestone 3

Communicate historically

Use appropriate historical vocabulary to communicate, including:

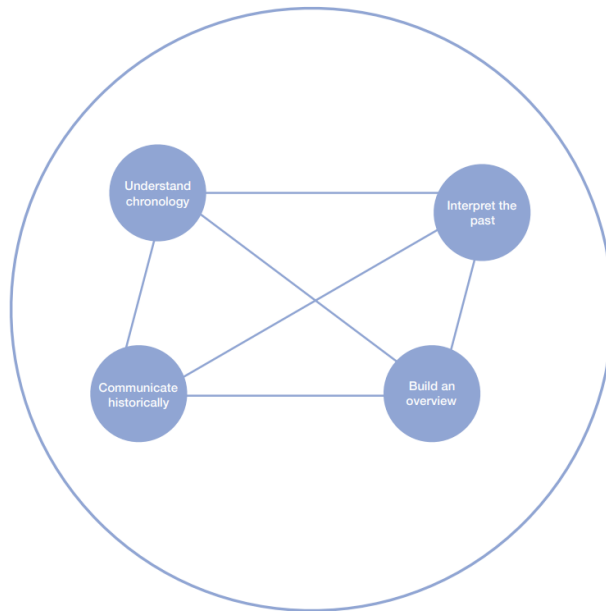
- dates
- time period
- era
- chronology
- continuity
- change
- century
- decade
- legacy.

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Use original ways to present information and ideas.

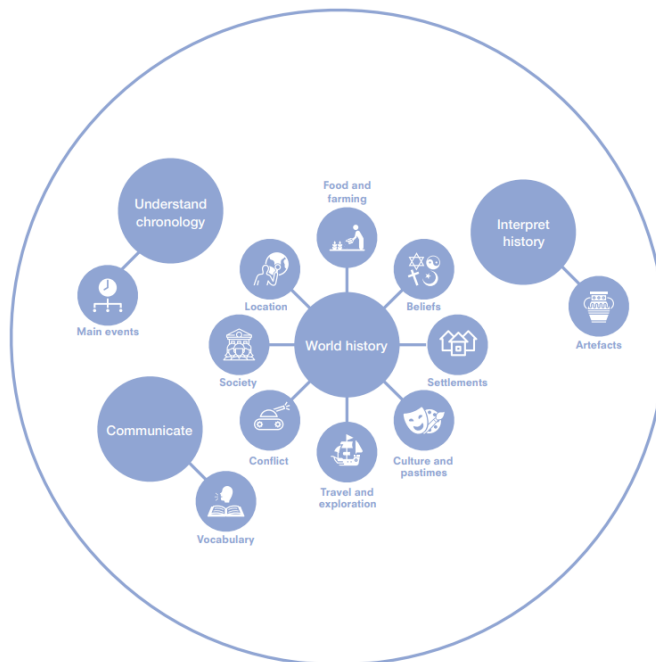


Build a history schema with concepts



Strengthen the schema with knowledge

Each threshold concept has its own facets of knowledge which help to strengthen the schema.



Knowledge categories explained



Settlements



Beliefs



Culture and
pastimes



Location



Main events



Food and
farming



Travel and
exploration



Conflict



Society



Artefacts



Settlements

Throughout history people have organised themselves into settlements.

Aspects of knowledge that may be included in this category are:

- homes (including the types of materials used and construction techniques)
- sanitation
- heating
- public facilities (e.g. libraries, bath houses)
- monuments and memorials
- gathering places (e.g. citadels, amphitheatres, town squares)
- the nature of a settlement (e.g. villages, towns, cities)
- defences
- important features (e.g. proximity to a river or sea port).



Beliefs

Beliefs often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, students can begin to understand why people acted as they did.

Aspects of knowledge that may be included in this category are:

- pagan practices
- organised religions
- key events (e.g. sacrifice)
- ideologies
- symbols.



Culture and pastimes

Evidence of culture and pastimes exists from some of the earliest civilisations.

Aspects of knowledge that may be included in this category are:

- artworks
- artists and artisans
- jewellery
- architecture and architects
- games
- sports
- plays and theatre
- music and instruments
- great thinkers and big ideas (e.g. the Enlightenment)
- stories and books.



Location

It is a common misconception that events or periods in history were widespread or even global. For example, we sometimes think that the Romans ruled the whole world until the Anglo-Saxons came along to oust them, followed by the Vikings. Knowing that history involves both time and place is important in forming meaningful knowledge. Aspects of knowledge that may be included in this category are:

- modern geographical locations (e.g. Iran)
- historical geographical locations (e.g. Mesopotamia)
- multiple locations, including the associated terminology (e.g. empire, commonwealth, union)
- movement and its associated terminology (e.g. migration, immigration, invasion, exploration, conquest).



Main events

History is often thought of in terms of events and when they took place.

Aspects of knowledge that may be included in this category are:

- key 'stories' and events
- dates and durations
- key figures
- the changes (or continuity) brought about by events (including achievements and legacies)
- significant events that happened elsewhere at the same or a similar time (e.g. the Iron Age in Western Europe was at a similar time to the birth of Christ).



Food and farming

How people throughout history have found food to sustain themselves is an important part of historical knowledge. Aspects of knowledge that may be included in this category are:

- main food groups (e.g. grains, fish)
- popular foods and dishes
- methods of collection (e.g. hunter-gatherers, farming)
- important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation)
- use of animals
- trade in foods and spices.



Travel and exploration

How people have travelled, and how far they have travelled, has developed dramatically throughout history. Aspects of knowledge that may be included in this category are:

- types of transport and how they were powered (e.g. foot and animals)
- technological advancements and their pioneers
- breakthrough events (e.g. the Moon landings)
- reasons for travel (e.g. to explore, conquer, trade, survive)
- trade routes
- holidays and how they have changed because of transport.



Conflict

Conflict has affected human behaviour throughout history.

Aspects of knowledge that may be included in this category are:

- historic events
- reasons for conflict (e.g. invasions)
- weapons
- defences
- resistance
- tactics
- types of conflict (e.g. battles, wars)
- resolutions to conflicts.



Society

Society is the way that groups organise themselves.

Aspects of knowledge that may be included in this category are:

- life for different sections of society (e.g. rich and poor, men and women, adults and children, urban and rural)
- education
- crime and punishment
- health and medicine
- clothing
- social organisation (e.g. nation states, systems of government).



Artefacts

Evidence, both first hand (primary) and interpretations (secondary) helps historians to understand what happened in the past. Artefacts, a form of first-hand evidence, are the everyday objects left behind that act as clues as to what life in the past may have been like.

Aspects of knowledge that may be included in this category are:

- tools
- ornaments
- household items
- coins
- diaries
- historical accounts
- newspaper reports.



Amberley Primary School History Overview 2023-2024

	Autumn		Spring		Summer	
NURSERY	My Family Tree <i>Family life differs and are made up of different named people</i>	Celebrations and special events in own lives. <i>(Culture, chronology and religion- Halloween, Bonfire Night, Divali, Harvest, Birthdays and Christmas)</i>	Cultural celebrations and places they have visited in the past. <i>(Culture- Chinese New Year)</i>	Places I have visited in the past. <i>(Events from their own living memory.)</i>	Observe changes of over time in plants/ourselves. <i>(Sunflowers- Main stages of a plant's life cycle are: seed, shoot and roots, flower, seeds.)</i>	Observe changes in animals over time <i>(Butterfly – main stages of a butterfly are egg, caterpillar, cocoon, butterfly, egg)</i>
STORIES	The Growing story		The Great Race		From Seed to Sunflower	The Very Hungry Caterpillar
VOCAB	now, next, different, same, baby, celebrate, birthday, tradition, Christmas, culture, bonfire night, first, after, finally, days of the week, beginning, middle, end, seed, egg, grow, caterpillar, cocoon, butterfly, chronology, order					
RECEPTION	My Family Tree, Community and Change over time <i>Family are made up of different named people who have different roles in our community. We change from babies to adults over time.</i>	Celebrations and special events in own lives. <i>(Culture, chronology and religion- Christmas traditions around the globe)</i>	Observe changes in trees over time. Significance of special buildings in our community. <i>(Culture- Chinese New Year Chronology- Winter)</i>	Observe changes in animals over time Significant adults in my community <i><u>Chronology</u>-birth is a key time in life and over time animals grow) Community- roles in society.</i>	The George Stephenson Story <i>(significant people in our locality beyond living memory)</i>	Observe changes in trees/plants over time. <i>(Chronology – times of the year)</i>
STORIES	The Whales' Song	The Queen's Knickers			George Stephenson: the train man Hero Inventors	
VOCAB	first, then, after, now, later, similarity, difference, compare, chronology, change, same, morning, afternoon, evening, celebration, Christmas, Halloween, bonfire night, Easter, grow, growth, police officer, fire officer, nurse, doctor, emergency services, once upon a time, happy ever after, long, long ago, weekend, today, yesterday, tomorrow, life cycle, seed, seasons					



Amberley Primary School History Overview 2023-2024

	Autumn	Spring	Summer
Year 1	Monarchs through the Ages <i>(changes within living memory)</i>	Explorers <i>(lives of significant individuals who have contributed to national & international achievements)</i>	George Stephenson: A Transport study <i>(significant people & events in own locality)</i>
Year 2	Trail Blazers <i>(lives of significant individuals who have contributed to national & international achievements)</i>	Great Fires! <i>(events beyond living memory that are significant nationally or globally)</i>	The First Flight <i>(events beyond living memory that are significant nationally or globally)</i>
Year 3	Stone Age <i>(changes in Britain from the Stone Age to Iron Age)</i>	Romans <i>(the Roman empire and its impact on Britain)</i>	Ancient Civilisations overview & Ancient Egypt <i>(the achievements of the earliest civilisations – an overview of where & when the 1st civilisations appeared & in-depth study of Ancient Egypt)</i>
Year 4	Anglo Saxons and Scots <i>(Britain's settlements by Anglo Saxons and Scots)</i>	The Vikings <i>(the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i>	Ancient Greece <i>(a study of Greek life & achievements & their influence on western world)</i>
Year 5	Changing Power of the Tudor Monarchs <i>(a study of an aspect of British history that extends pupils chronological knowledge beyond 1066)</i>	The Industrial Revolution in Tyneside <i>(a local history study)</i>	Mayans <i>(a non-European society that provides contrast with British history)</i>
Year 6	World War II: The Impact on Tyneside <i>(a local history study)</i>	World War II: The D-Day Landings <i>(a study of an aspect of British history that extends pupils chronological knowledge beyond 1066)</i>	Windrush Generation <i>(a study of an aspect of British history that extends pupils chronological knowledge beyond 1066)</i>

NUTURING INNOVATION ASPIRATION



Amberley Primary School History Overview 2023-2024 – Enquiry Questions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		What is the Monarchy and how has it changed over time? Queen Victoria, Queen Elizabeth, King Charles III		How has exploration changed the world? Christopher Columbus, Neil Armstrong		How did George Stephenson change transport forever? Trip to Railway Museum / Dial cottage
Year 2	How were these women significant? That History Bloke visitor		Would a fire in London or Gateshead be as 'great' a disaster today as in 1666? Great Fire of London and Great Fire of Gateshead		Why was the first flight so significant? The Wright Brothers & Amy Johnson & Bessie Coleman	
Year 3		How did Britain change during the Stone Age to the Iron Age? Rising Sun trip		What was the impact on Britain of the Roman Empire?		What do all the Ancient civilisations have in common? Who were the Ancient Egyptians? That History Bloke visitor
Year 4	Who were the Anglo Saxons and how did they change Britain?		What was the Anglo Saxon vs Viking struggle for the Kingdom of England like?		What did the Ancient Greeks achieve?	
Year 5		How did Britain change during the Tudor reign?		How did the Industrial Revolution affect our local area?		Who were the Maya and what did they achieve?
Year 6	How did WWII affect our local area?		Why were the D-Day landings a turning point in the WWII?		Who were the Windrush generation and what happened to them?	

NUTURING INNOVATION ASPIRATION

Amberley Primary School History Overview 2023-2024

	Topic	Themes / Substantive concepts / Golden threads	Vocabulary	Enquiry Question	Subsidiary learning /questions & themes	Disciplinary learning
Y1	Monarchs through the Ages <i>(changes within living memory)</i>	 Main events  Society  Artefacts  Culture and pastimes	old, new, young, past, present, Queen King, monarch timeline, royal similarity, difference, chronological order, reign, succession, heir, coronation, significant, achievements, artefacts	What is the monarchy and how has it changed over time?	Main events What does the word 'monarch' mean? What does 'succession' mean? Place the 3 monarchs in order of reign (QV, QEII, KCIII). Discuss when and where the different monarchs were born. When did they reign and how long for? How was QV & QEII's lives different from the children's lives? Toys etc. What were their main achievements? How does this make them significant? Society How do you become a King or Queen? What were some of the main changes to take place in GB when Victoria and Elizabeth II ruled? Artefacts Look at artefacts e.g those on display at the Victoria and Albert museum in London. Why are they important in history? Culture and Pastime Look at the reasons behind the building of the Royal Albert Hall in London and what is it used for now. Look at the statue in tribute to the late Queen Elizabeth outside of York Minster.	Understand chronology (Main Events) Build an overview of world history (Soc, Cult & past) Investigate and interpret the past (artefacts) Communicate historically (vocab)

Y1	Explorers <i>(lives of significant individuals who have contributed to national & international achievements)</i>	 Main events	 Travel and exploration	 Settlements	 Artefacts	 Location	achievement, exploration, explorer, voyage, navigate, astronaut, pioneer, colonised, Aollo 11, NASA, expedition, compass, sources, artefacts, failure, significant, historian, compare, contrast	How has exploration changed the world?	Main events Who was Christopher Columbus? When did he live? How long ago did he live? Explain why CC is such a significant person in history. What is his legacy? Explore the civilisations that already existed in the Americas before CC arrived. What happened to them? Suggest what people today think about CC and how he behaved. Who was Neil Armstrong? Name some of his achievements? When did he land on the moon? What is his legacy? What makes him significant? Name the spacecraft used to reach and land on the moon.		Understand chronology (Main Events)
									Travel and exploration Where was CC hoping to sail? Where did he actually sail? Why did he want to get to the Americas? What does 'colonised' mean? How did this happen to the Americas? Why did the USA want to send someone to the moon? How long did NA and BA spend on the surface of the moon? Why was landing on the moon considered a breakthrough event? Compare and contrast the expedition to the moon with CC expedition.	Build an overview of world history (Trav & expl, location, settlements)	
									Settlements List some things that CC explorers took home with them. What is trading? What is slavery? Look at how Europeans built settlements in the Americas. What was the impact of this?		
									Artefacts What did the astronauts leave behind on the moon and what did it say? Why do we need artefacts to help us understand historical events? What other artefacts could tell us about the Apollo 11 mission to the moon?	Investigate and interpret the past (artefacts)	
									Location Where did Apollo 11 launch from? Why was the landing site called <i>Tranquillity Base</i> ? Which other nation were the USA in competition with in the 1960s to send a man to the moon?	Communicate historically (vocab)	

					What nationality was CC? Where were the 'Americas?'	
Y1	A transport study <i>significant people & events in own locality</i>	 Main events  Travel and exploration  Artefacts  Society	significant, transport, chronological, compare, similar, industrial, modern, innovation, invention, transportation, achievement, locomotive, engineer, coal mine, steam engine, coal wagon, 'Rocket'	How did George Stephenson change transport forever?	Main events What makes a person significant? Which significant people have we studied so far? What can children recall about George Stephenson from Reception? Who was George Stephenson and why was he significant? What is transport and how did he change it forever? Travel and Exploration What were Stephenson's greatest achievements/ inventions? Compare steam locomotives to modern trains used now – how are they similar? How are they different? Artefacts Where and when did George Stephenson live? Did he go to school? Did he have a family? What jobs did he do? What is a locomotive? How did his mechanical inventions improve transportation in the coal mines across the UK? Society What impact did the steam engine have on transport in general?	Understand chronology (Main Events) Build an overview of world history (Trav & expl, society) Investigate and interpret the past (artefacts) Communicate historically (vocab)

Y2	Significant women in the past <i>lives of significant individuals who have contributed to national & international achievements)</i>	 Main events  Location  Society  Artefacts	significant, similar, different, national achievement, international achievement, boycott, legacy, heroine, society, law	Why were these women significant? Grace Darling, Florence Nightingale, Rosa Parks	Main events When were GD, FN and RP born? What makes these 3 ladies significant people? List their key achievements. Timeline of main events from their lives. (see CQ individual KO for further information for each lady). How were they similar / different? Location Where were they all born? What nationality were they? Where did their great achievements take place? Society Describe what is meant by the word 'society.' Why were they ladies 'influential?' What is a 'heroine?' How do they show our Amberley values? Discuss what education was like for women in the 1800s. Did men and women have the same opportunities back then? What legacy did each woman leave behind? Sum each one up in one sentence. Artefacts How did people at the time find out about these wonderful ladies' achievements? Examine sources of evidence eg newspaper reports, photographs and why first-hand evidence is important.	Understand chronology (Main Events) Build an overview of world history (location & society) Investigate and interpret the past (artefacts) Communicate historically (vocab)
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Y2	The First Flight (<i>events beyond living memory at are significant nationally or globally</i>)	Main events Travel and exploration Location Artefacts Society	Cause, consequences, artefact, location, travel and exploration, society, chronology, international achievement, national achievement, the past, glider, engine-powered aeroplane, cockpit, significant person, solo, sources	Why was the first flight so significant?	Main events When was the first powered flight? Who was it flown by and for how long? Explain what was significant about this first flight. What do we mean by saying that the aeroplane has made the world a smaller place? Think about what the invention of the aeroplane has done for our world – what are the positive and negative consequences? Now look at the first flight of Amy Johnston from England to Australia. Why was this flight significant? Compare and contrast Wright brothers aeroplane with AJ aeroplane with aeroplanes from today using 3 photos. Investigate Bessie Coleman and why she is significant. Travel and Exploration List things that can fly. Categorise into natural and man-made objects. Look at the map of AJ flight and trace it across a world map / globe. Name some of the countries that she passed on her route. Contrast this with Amelia Earhart and her route. Location Where did the first flight take place? Where did Amy Johnston fly from and to? Where did Amelia Earhart fly from and to? Where was Bessie Coleman from? Artefacts Look at pictures of the first powered flight – what do children notice? No seat, no cockpit, lack of nose at front etc. Society How did people react to AJ's famous flight at the time and how do we know? How did things change for AJ after her first flight?	Understand chronology (Main Events) Build an overview of world history (location, trav & expl & society) Investigate and interpret the past (artefacts) Communicate historically (vocab)
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Y2	Great Fire of London <i>events beyond living memory that are significant nationally or globally)</i>	Main events Location Settlements Artefacts	settlement, evidence, artefact, disaster, chronological, similarity, difference, cause, consequence, congested, flammable, architects, eyewitness, Pudding lane, King Charles II, Sir Christopher Wren, Tower of London, Thomas Farriner, St Paul's Cathedral, Quayside	Would a fire in London or Gateshead be as 'great' a disaster today as in 1666?	Main events When did the GFoL happen? When did the GFoG happen? Describe how the GFoL fire started and the factors that played a key part in the spread of the fire (causes). Look at both the positive and negative consequences of the fire. Why was the fire described as 'great'? Investigate why the GFoL was a significant event. Why was Samuel Pepys significant? Explore the role of King Charles II in the fire How long did it take to rebuild London? Who designed the new city / St Paul's cathedral? Compare and contrast the GFoL and the GFoG – look at the similarities and differences and ask children to consider the reasons behind them. Predict how a fire today may have a different outcome and why. Location Where did the GFoL happen? Where did the GFoG happen? Use a map to show how quickly the fire spread. Where did people move to after the fire? Settlements Find evidence that the GFoL may have helped to stop another outbreak of the Plague. Why did the Monarch at the time want the city to be rebuilt in stone? What were the changes to the new London? Artefacts What was the name of the writer whose diaries tell us about the fire? How can these diaries be used to learn about the fire? Look at the front cover of: 'An account of the Great Fire and Explosion of Newcastle upon Tyne and Gateshead by M and M. W. Lambert of Newcastle upon Tyne' produced in 1854 and an image from within it. What does it tell us?	Understand chronology (Main Events) Build an overview of world history (settlements, location) Investigate and interpret the past (artefacts) Communicate historically (vocab)
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Y3	Stone Age to Iron Age		chronology, artefact, evidence, source, settlement, society, BC/CE, AD/BC, ancestors, climate, nomadic, migration, pre-history, Palaeolithic, Mesolithic, Neolithic, hunters, scavengers, gatherers, ice-age, flint, cause, consequence, similarity, difference, continuity, change, roundhouses, blacksmith	How did Britain change during the Stone Age to the Iron Age?	STONE AGE		Understand chronology (Main Events) Build an overview of world history (food and farming, settlement) Investigate and interpret the past (artefacts) Communicate historically (vocab)	
	<i>changes in Britain from the Stone Age to Iron Age)</i>				Main events	Main Events		Describe the 3 different periods of the Stone Age.
					Food and farming	Food and Farming		Describe how people found food during the stone age. Explain the changes that took place in how people found food during this period. Describe what is meant by the word 'nomadic.' Look at the difference between scavenging and hunting. What have historians discovered about our early ancestors by examining their teeth?
					Settlements	Settlements		When did settlements become more permanent during the Stone age? Explain the change from hunter-gatherer to permanent settlers. <i>Skara Brae – compare and contrast this settlement with early Mesolithic settlements. * If time permits</i>
					Artefacts	Artefacts		<i>What artefacts were found at Skara Brae? *</i> Why has so much of history gone unrecorded? Explain the differences between primary and secondary sources. What sources of evidence are available to tell us about the Stone Age? Investigate Stone Age paintings.
		BRONZE AGE						
					Main events	Main events		When did the BA start in Britain? When did it start in other civilisations? Use a timeline and historical language to describe the changes taking place across the BA.
					Artefacts	Artefacts		What artefacts have been found in BA burial sites? Investigate some famous BA artefacts.

		 Settlements				Build an overview of world history (settlements, society, beliefs)
					Settlements	
					Where did BA people start trading during this time period?	
					Society	
					Who were the first people to use Bronze? What observations can be made about society in the BA? How were jewellery and artwork a sign of social status?	Communicate historically (vocab)
					Beliefs	
					Were ordinary and important people buried in the same way in the BA? Was this burial the same as in the Stone age?	
					IRON AGE	Build an overview of world history (settlements, food and farming, conflict, society)
					Settlements	
					Summarise the key features of an Iron Age settlement including roundhouses. Why did settlements need to be fortified? Why was a hill a good place for a fort? Investigate significant sites.	
					Food and Farming	
					How did farming develop across the IA? What machinery was now used and how did this help? Why was farming still dependent on the seasons? Why was it significant that IA communities were able to grow surplus food?	

		 Conflict  Society  Main events			Conflict What type of weapons did IA warriors use? Why did the development of weapons lead to more fighting between tribes? Examine why the development of iron weapons gave the Celts from Europe a big advantage in battle. Society What is a blacksmith? Why were they important in IA societies? Compare the lives of the poor and the rich in IA communities. Main events Use a timeline and historical language to describe the changes from the stone age to iron age – food and farming, society and settlements	Understand chronology (Main Events) Communicate historically (vocab)
Y3	Roman Britain <i>(the Roman empire and its impact on Britain)</i>	 Main events  Conflict	settlement, rebellion, invasion, conquer, army, tribe, impact, empire, emperor, tribe, Celts, aqueduct, colosseum, hillfort, cause, consequence, similarity, difference, influence,	What was the impact on Britain of the Roman Empire?	Main events When was Britain invaded unsuccessfully by the Romans? When was Britain conquered by the Romans? Who were the emperors at those times?(comparison to term 'monarch') Explain, using historical vocabulary, the impact and influence of the Romans on Britain. Investigate why the Romans left Britain (look at the empire's initial spread then its fall via time map). How had Britain changed during Roman occupation? Conflict Learn about Hadrian's wall – when built, how long it took, how long it was and why it was built. Compare and contrast the invasions of Britain in 55 and 54BC with the invasion of 43AD. Who led the Iceni tribe against the Romans? Explain some of the reasons that the Romans left Britain.	Understand chronology (Main Events) Build an overview of world history (conflict, culture and pastime, society, travel and exploration, settlement)

		 Artefacts  Culture and pastimes  Society  Travel and exploration		Artefacts What is the difference between a primary and secondary source? Explain what happened at Pompeii. Explain why Pompeii can tell us so much about Roman life. Culture and Pastime Why did people enjoy watching violent events at the Colosseum? Society What do we mean by an 'empire'? When did Christianity become the official religion of the Roman empire? Explain the changes in how the Roman empire was governed. Compare and contrast daily life in Rome with that in Roman Britain. Travel and Exploration What is trade? Look at how trade made the Roman army prosperous and powerful. Investigate trade routes and the competition to control them – the Romans and their huge fleet of ships vs the Carthaginians.	Investigate and interpret the past (artefacts)
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		 Settlements			Settlement Look at the significant changes that the Romans brought to Britain. Investigate the building of roads, forts, temples, (from stone rather than from wood) and how the Romans changed patterns of settlement from predominantly countryside living. Look at the bringing of bathhouses, central heating and sanitation and the building of Hadrian's wall (see conflict). Compare a Roman settlement to a SA settlement.	Communicate historically (vocab)
Y3	Ancient Civilisations Overview <i>the achievements of the earliest civilisations – an overview of where & when the 1st civilisations appeared</i>	 Main events  Location  Society	ancient, civilisation, ancient Sumer, ancient Egypt, location, Indus valley, river valley, Shang Dynasty, similarity, difference, achievement, influence, in common, irrigation	What do all the ancient civilisations have in common?	Main events When did the first 4 ancient civilisations appear? What were they called? Where would they go on a timeline and what does it tell us? Looking for similarities and differences in when the civilisations started and their durations. What was the greatest achievement of each civilisation? Why? Which do we still use or influences our life today? Location Where did they appear and what did they have in common? (All along the same line of latitude and all alongside a river). Society What would they all have needed in order to function as a city?	Understand chronology (main events) Build an overview of world history (location & society) Communicate historically (vocab)

Y3	Ancient Egypt <i>In-depth study of Ancient Egypt</i>	Main events Beliefs Society	Civilisation, rituals, influential, immortality Pharaohs, pyramid, mummification, on, immortality, canopic jar, irrigate, tomb, river Nile, obelisk, significant, artefacts, evidence, chronology, society, compare contrast,	Who were the Ancient Egyptians and what was life like?	Main events What were the names of AE rulers? Explain what makes the AEs significant. List some AE inventions. Were the AEs the most influential civilisation of ancient times? Justify your answer. Who conquered the AEs? Artefacts Describe what an archaeologist does. List some influential artefacts from the AE era – Narmer palette, Rosetta stone and why they were so important. What is an obelisk? What purpose did it have for AEs? Look at tomb paintings – what do they tell us about daily life in this time period? Why were most tombs and pyramids robbed of all their treasures and artefacts? Beliefs Describe how a body was prepared for burial. Why was it important to preserve the body in this way? Were ordinary people buried in the same way as wealthier people? What was needed to enter the afterlife according to the AEs? Compare and contrast AE burials with those of the stone age and bronze age. Overview of the pyramids at Giza. Why were they built on such a scale? Who were the AE Gods – what was their influence on daily life? Society Look at the Egyptian social pyramid. Compare and contrast daily life for Pharaohs and ordinary people. Who built the pyramids?	Understand chronology (main events) Investigate and interpret the past (artefacts) Build an overview of world history (beliefs, society, food and farming)
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		 Food and farming			Food and farming Explain why the AEs were able to settle near the Nile. What is irrigation and why was it important to the AEs? How did the AEs produce the food that such a great civilisation needed? What tools and equipment were used?	Communicate historically (vocab)
Y4	Britain's settlements by Anglo Saxons and Scots	 Main events  Conflict  Culture and pastimes  Beliefs	descendants, conquered, invade, raid, settle, tribe, Kingdom, united allegiance, medieval, pagan, Christian, compare, contrast, conflict, Bretwalda, values, similarity, difference, change	Who were the Anglo-Saxons and how did they change Britain?	Main events Explain some of the reasons why the Anglo-Saxons came to Britain. Compare and contrast the Anglo-Saxon invasions of Britain with the Roman ones. Where in the world were the Anglo-Saxons originally from? Name and label the main Anglo- Saxon Kingdoms on a map. Conflict List the names of the tribes that settled in Britain after the Roman Army left. Explain what happened after the Roman army left Britain. Look back at the AS kingdoms on a map to see where they were – use key dates to show how they kingdoms changed over time. How were the kingdoms ruled? What is meant by the term 'Bretwalda?' Culture and Pastimes Investigate the poem 'Beowulf.' How does it explain the AS heroic code and show the values that were part of society and everyday life? Beliefs Who brought Christianity to England? What part did the AS play in England's journey to becoming a Christian country? What does the burial site at Sutton- Hoo tell us about Anglo-Saxon beliefs? Compare and contrast the beliefs of Anglo- Saxons when they first arrived in Britain to their beliefs at the start of the tenth century.	Understand chronology (main events) Build an overview of world history (conflict, culture and pastimes, beliefs) Communicate historically (vocab)

Y4	A Viking invasion <i>the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	 Main events  Artefacts  Travel and exploration  Conflict  Beliefs	explore, settle, descendant Scandinavia, Norse, Viking, raid, Lindisfarne, Danelaw, monastery, monk, longboat, chieftain, migration, trade, artefacts, sources	Viking Invasion – what was the Anglo-Saxon vs Viking struggle for the Kingdom of England like? (Up to the time of Edward the Confessor).	<table><tr><th>Main events</th><td rowspan="2"> Why did the Vikings invade Britain? Compare and contrast the reasons for the migration of the Anglo Saxons and the Vikings. What other name were the Vikings known by? What does the term ‘Viking’ actually mean? Were they all ruthless killers? What did others want or do when in England? Label a timeline with important events from Anglo – Saxon and Viking history. </td><td rowspan="2">Understand chronology (main events)</td></tr><tr><th>Artefacts</th></tr><tr><td> Organise information about significant Viking artefacts. What do they tell us about this time period? </td><td rowspan="3">Investigate and interpret the past (artefacts)</td></tr><tr><th>Travel and Exploration</th></tr><tr><td> Where in the world did the Vikings from? List some of the materials Vikings traded. Explain why Vikings were such good traders? Organise information about Viking longboats. </td></tr><tr><th>Conflict</th><td rowspan="2"> Organise information about Viking raids. What observations can you make about the accounts? Who was Alfred and why was he Great? Investigate famous battles between Vikings and the Anglo – Saxons involving Alfred. Who was more successful – the AS or the Vikings? </td><td rowspan="2">Build an overview of world history (travel and exploration, conflict, beliefs)</td></tr><tr><th>Beliefs</th></tr><tr><td> Why were churches and monasteries targeted by Vikings? Investigate the Lindisfarne raid in detail. Look at the accounts left by monks after the raids – what observations can you make? Explain how Viking beliefs were different from Christian beliefs. </td><td>Communicate historically (vocab)</td></tr></table>	Main events	Why did the Vikings invade Britain? Compare and contrast the reasons for the migration of the Anglo Saxons and the Vikings. What other name were the Vikings known by? What does the term ‘Viking’ actually mean? Were they all ruthless killers? What did others want or do when in England? Label a timeline with important events from Anglo – Saxon and Viking history.	Understand chronology (main events)	Artefacts	Organise information about significant Viking artefacts. What do they tell us about this time period?	Investigate and interpret the past (artefacts)	Travel and Exploration	Where in the world did the Vikings from? List some of the materials Vikings traded. Explain why Vikings were such good traders? Organise information about Viking longboats.	Conflict	Organise information about Viking raids. What observations can you make about the accounts? Who was Alfred and why was he Great? Investigate famous battles between Vikings and the Anglo – Saxons involving Alfred. Who was more successful – the AS or the Vikings?	Build an overview of world history (travel and exploration, conflict, beliefs)	Beliefs	Why were churches and monasteries targeted by Vikings? Investigate the Lindisfarne raid in detail. Look at the accounts left by monks after the raids – what observations can you make? Explain how Viking beliefs were different from Christian beliefs.	Communicate historically (vocab)
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Beliefs																			
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Y4	Ancient Greeks <i>(a study of Greek life & achievements & their influence on western world)</i>	 Main events  Society  Conflict  Culture and pastimes	democracy, citizen, conquer, legacy, influential leader, significant, government, sources, democracy, civilisations, acropolis, empire, myths, legends, conflict, culture, pastimes, chronology, city-state, compare, contrast, continuity, change, similarity, difference, cause, consequence	What did the Ancient Greeks achieve?	Main events Provide a chronology of important events in ancient Greek history. Who was Alexander? Look at why he was great – who was his teacher; record his main achievements in battle; put them into chronological order and use a map to plot his route; look at the expansion of his empire and how far it stretched; explain how the Greek language was spread because of his conquests, predict what would have happened to his empire if he hadn't died aged 32. Who eventually conquered the Greeks? When did this happen? What are some of the legacies of Ancient Greece? Society Describe what the words 'civilisation' and 'government' mean. Explain what a city-state was. Which were the main city-states in AG? How were they governed? In the same way or differently? Explain the influence of AGs on modern political systems (democracy). Conflict Investigate the divide which opened up between Athens and Sparta leading to the war between the two in 431BC. Look at the overview of the Trojan war and the siege of Troy – myth or historical event? Culture and pastimes Give an overview of significant myths and legends. Organise basic information about famous Greek thinkers such as Pythagoras, Hippocrates and Archimedes. * if time permits Look at the introduction of the Olympics. Investigate Greek Gods and Goddesses.	Understand chronology (main events) Build an overview of world history (society, conflict, culture and pastimes) Communicate historically (vocab)
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Y5	The Industrial Revolution <i>(a local history study)</i>	Main events Society Food and farming	technology, agriculture, economy, industry, mass production, inequality, poverty, migration, society, location, merchant, revolution, workforce, population, innovation, workhouse, significant, sources, evidence, continuity, change, contrast	How did the Industrial Revolution of Victorian Britain affect our local area?	Main events When did the industrial revolution happen? How did people live and work before the industrial revolution and how did this change? List some of the new technology that was being used during the industrial revolution. Look at the causes and consequences of the energy revolution. (Coal mining in the North East and the Geordie mining lamp – George Stephenson). Describe how engineering advanced during the IR. Explain why the population of Newcastle changed so much. Investigate what life for children in Britain was like during the IR – in our local area. Society Describe what is meant by ‘poverty.’ What were workhouses? (Incl Tynemouth workhouse plan). Who became wealthy during this period? Examine the changes that needed to be made to support the migration of people from the villages to towns and cities. Was this a positive? Compare and contrast different forms of transport before and after the revolution. (George Stephenson local link). How did working conditions improve during the IR for all? Food and farming Compare and contrast food production before and after the IR. Why did food need to be produced faster and in different ways?	Understand chronology (main events) Build an overview of world history (society, food and farming, location)
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		 Location			Location Where in the world did the IR take place? Why might the IR have begun in England? How did the IR affect our local area? Use Tyneside/Newcastle/Killingworth as an example in all of the above as frequently as possible.	Communicate historically (vocab)
Y5	The Tudors Monarchs <i>(a study of an aspect of British history that extends pupils chronological knowledge beyond 1066)</i>	 Main events  Conflict	heir, rebellion, treason, parliament, religion, conflict, alliance, devout, reformation, armada, pope, monarch, conflict, culture and pastimes, significant, sources, evidence, continuity, change, contrast	How did Britain change during the Tudor reign?	Main events Study a Tudor family tree, including the names of all the Tudor monarchs and how the family tree can be read and understood. Summarise the main changes that took place during the Tudor dynasty in reference to the changes to Britain during each Monarch's reign. Why was it significant that Elizabeth I did not have an heir? Conflict Explain how the Tudors became the ruling family of England and Wales – War of the Roses and battle of Bosworth. Describe some of the challenges that the Tudor monarchs faced. How did they overcome these problems? – revolt over taxes, land ownership and religion. Look at the military developments as a result of the constant threat of invasion from Spain – the introduction of the navy. Investigate the defeat of the Spanish Armada and the plan of King Philip II to overthrow Elizabeth I. Who lead the British fleet?	Understand chronology (main events) Build an overview of world history (conflict, culture and pastimes, beliefs)

		 Culture and pastimes  Beliefs		Culture and pastimes What was the other name for the Elizabethan era? (The Golden Age). Why did it have this name? What was the Renaissance and where did it happen? Investigate the Globe theatre and Shakespeare's plays being performed there. Beliefs What is meant by the word 'devout'? When did Henry VIII become Head of the Church of England? Why did he move Britain away from being Catholic to Protestant? Organise information about the Protestant Reformation. Look at how Queen Mary attempted to move Britain back to Catholicism after Henry died and Elizabeth's move back again.	Communicate historically (vocab)
Y5	The Maya <i>(a non-European society that provides contrast with British history)</i>	 Main events  Settlements	architects, agriculture, expansion, ceremony, pyramids, tomb, temple, empire, artefact, sacrifice, overpopulation, uninhabitable, civilisation, conquistadors, irrigation, hieroglyphics, deforestation, city-states, codices, rituals	Who were the Maya and what did they achieve? Main events Who were the Maya? What was happening in Britain at this point in time? When was the 'golden age' of the Maya? Explain some of the changes that took place between 1800 BCE and 900 AD in Maya civilisation. What makes the Maya a significant civilisation? Describe what happened to the Mayan civilisation and the possible reasons behind its sudden collapse. Settlements Look at the migration from smaller villages into larger cities leading up to the 'golden age.' Give an overview of the characteristic features of a Maya city. Explain what city states were including who they were ruled by and how they were able to expand. Compare to Ancient Greek city-states (Y4). Organise information about Maya cities.	Understand chronology (main events) Build an overview of world history (settlements, culture and pastimes, beliefs)

Y6	World War II World War II: The Impact on Tyneside <i>(a local history study)</i> D-Day invasion <i>a study of an aspect of British history that extends pupils chronological knowledge beyond 1066</i>	 Main events	conflict, negotiation, treaty, peace, Hitler, national socialism, communism, reparations, ceasefire, conflict, treaty, communism, blitz, bomber, invasion, radar, Luftwaffe, , Spitfire, invasion, allies, axis powers, swastika, operation overlord, naval vessels, propaganda, cause, consequence , compare, contrast, rationing, evacuation	How did WWII affect our local area? Why were the D-Day landings a turning point in WWII?	Main events Explain why the second world war is such a significant event in British and global history. Label a timeline with significant events in the second world war. <i>Explore another timeline with significant events in the second world war in our local area.</i> List some important events that took place after the war.	Understand chronology (main events)
					Conflict Describe how the war began, referencing the Treaty of Versailles at the end of WWI. List the axis and allied countries and their leaders. Organise information about the battle of France, the battle of Britain and the Blitz – which one was most important and why? <i>In what way was our local area involved in conflict throughout the war?</i> Using suitable sources of evidence, explain why propaganda was a characteristic feature of WW2. When did the D-Day invasion take place? What was another name for the invasion? Label a timeline with events leading up to the invasion. What role did the weather play in the D-Day landings? How was D-Day a turning point for the Allies in WW2? What events led to the end of the war? What were the consequences of the use of atomic weapons at the end of the war?	Build an overview of world history (conflict, location, society)
					Location Where did the D-Day invasion happen? What was the name of the 5 beaches?	

		 Society			Society Describe what rationing is. <i>How were people in our local area affected?</i> Describe what evacuation is. Look at the 3 waves of evacuation that took place and on what dates. <i>Focus on the trains out of Newcastle central station and where those children were evacuated to and their experience there.</i> Look into the role of women in war – what was their role initially and how did it change? <i>Focus on what women in our local area did to help with the war effort.</i> Use Tyneside as an example in the above as frequently as possible.	Communicate historically (vocab)
Y6	Windrush <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>	 Main events  Location	British empire, colonialism, immigration, emigration, migration, slave trade, transatlantic, empire windrush, diversity, citizenship, discrimination, equality, prejudice, racism, scandal, home office, society, continuity, change,	Who were the Windrush generation and what happened to them?	Main events Place main events from the Windrush generation on a timeline. What was Empire Windrush? How many people arrived on Empire Windrush? Why did people from the Caribbean want to come to Britain? Why did Britain want them here? What was the Windrush scandal? When did it happen? When was it discovered / made public? What happened afterwards to those people who had been caught up in the Windrush scandal at the time? Location Where did Empire Windrush leave from and dock in England? Plot its route on a map. Where did the Windrush generation people come from?	

		 Culture and pastimes  Society	compare, contrast,		Culture and pastimes How did they bring their culture with them? Investigate the origins of the Notting Hill carnival. How was their culture different to ours? How did culture change to incorporate Caribbean culture? Society How were the immigrants from the Caribbean treated by the British people? What jobs did they do? What challenges did they face? What was done about this?	
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SUBSTANTIVE CONCEPTS OVERVIEW

	2	2	2	2	3	2	2	2	1	2
	 Settlements	 Beliefs	 Culture and pastimes	 Location	 Main events	 Food and farming	 Travel and exploration	 Conflict	 Artefacts	 Society
Y1 Explorers	✓			✓	✓		✓		✓	
Y1 Monarchy			✓		✓				✓	✓
Y1 Transport					✓		✓		✓	✓
Y2 Signif women				✓	✓				✓	✓
Y2 Great fires	✓			✓	✓				✓	
Y2 First flight				✓	✓				✓	✓
Y3 Stone – Iron age	✓	✓			✓	✓		✓	✓	✓
Y3 Roman Britain	✓		✓		✓		✓	✓	✓	✓
Y3 Ancient civs				✓	✓					✓
Y3 Ancient Egypt		✓			✓	✓			✓	✓
Y4 Anglo-Saxons		✓	✓		✓			✓		
Y4 Vikings		✓			✓		✓	✓	✓	
Y4 Ancient Greeks			✓		✓			✓		✓
Y5 Tudors		✓	✓		✓			✓		
Y5 Indust rev				✓	✓	✓				✓
Y5 Mayans	✓		✓		✓				✓	
Y6 WW2				✓	✓			✓		✓
Y6 Windrush			✓	✓	✓					✓
TOTALS	5	5	7	8	18	3	4	7	10	12

THRESHOLD CONCEPTS
1. Investigate and interpret the past
2. Build an overview of world history
3. Understand chronology
4. Communicate historically

Substantive concept - Settlements

PHASE	CONTENT
EYFS	Where I live, my own home, Killingworth as a town
Y1	List some things that Christopher Columbus explorers took home with them What is a settlement? What is trading? What is slavery? Look at how the Europeans built settlements in the Americas and the impact
Y2	Find evidence that the GfOL may have helped to stop another outbreak of the Plague. Why did the monarch at the time want the city and its buildings to be rebuilt in stone? Describe the changes to the new London.
Y3	When did settlements become more permanent during the Stone age? Explain the change from hunter-gatherer to permanent settlers. Where did BA people start trading during this time period? Summarise the key features of an Iron age settlement including roundhouses. Why did settlements need to be fortified? Why was a hill a good place for a fort? Investigate the significant changes the Romans brought to Britain regarding roads, forts, houses and temples and how the Romans changed patterns of settlement from predominantly countryside living. Investigate the bringing of bathhouses, central heating and sanitation and the building of Hadrian's wall by the Romans. Compare a Roman settlement to a stone age settlement.
Y4	
Y5	Look at the migration from smaller villages into larger cities leading up to the 'golden age.' Give an overview of the characteristics of a Mayan city. Organise information about Maya cities. Explain what a mayan city-state was (compare to an Ancient Greek city-state), who they were ruled by and how they were able to expand.
Y6	

Substantive concept – Beliefs

PHASE	CONTENT
EYFS	Festivals and religions that we celebrate and the traditions that accompany them
Y1	
Y2	
Y3	Burials – were ordinary and important people buried in the same way during the bronze age? Was burial the same in the bronze age as the stone age? Describe how a body was prepared for burial. Why was it important to preserve the body in this way? Investigate whether ordinary people were buried in the same way as wealthier people. List what was needed to enter the afterlife according to the ancient Egyptians. Compare and contrast AE burials with those of the stone age and the bronze age. Overview of the pyramids of Giza. Why were they built on such a scale? Find out who the AE Gods were – describe what their influence on daily life was.
Y4	Explain who brought Christianity to Britain. How did it happen? What part did the Anglo-Saxons play in England's journey to becoming a Christian country? What does the burial site at Sutton-Hoo tell us about Anglo-Saxon beliefs? Compare and contrast the beliefs of Anglo-Saxons when they first arrived in Britain to their beliefs at the start of the tenth century. Why were churches and monasteries targeted by Vikings? Investigate the Lindisfarne raid in detail. Look at the accounts left by monks after the raids – what observations can you make? Explain how Viking beliefs were different from Christian beliefs.
Y5	What is meant by the word 'devout'? When did Henry VIII become Head of the Church of England? Organise information about the protestant reformation. Who did the Maya worship? Investigate the rituals that were performed to show to show their respect to the Gods.
Y6	

Substantive concept – Culture and pastimes

PHASE	CONTENT
EYFS	Things I do that I enjoy, celebrations from other cultures eg chinses new year, special events in my own life, places I have visited
Y1	Look at why the Royal Albert Hall was built and what it is used for now Look at the statue outside York Minster in tribute to Queen Elizabeth and discuss
Y2	
Y3	Why did people enjoy watching violent events at the Colosseum?
Y4	Investigate the poem 'Beowulf.' How does it explain the AS heroic code and show the values that were part of society and everyday life? Give an overview of significant myths and legends. Organise simple information about famous Greek thinkers such as Pythagoras, Hippocrates and Archimedes. Look at the introduction of the Olympic games. Investigate Greek Gods and Goddesses.
Y5	What was the other name for the Elizabethan era? Why did it have this name? What was the Renaissance and where did it happen? Investigate the Globe theatre. Examine why building an accurate calendar system was significant to Mayan life. How did Mayan mathematical skills and astronomy skills influence their architecture? When did the Mayan people develop a writing system and how many symbols made it up? Why were scribes well-respected, significant people in Mayan society? Investigate Mayan ceremonies.
Y6	How did the Windrush generation bring their culture to Britain with them? Investigate the origins of the Notting Hill carnival. How was their culture different to ours? How did British culture change to incorporate Caribbean culture?

Substantive concept – Location

PHASE	CONTENT
EYFS	Where I live, my locality, places I have visited in the past, significant adults and buildings in my community
Y1	Where did Apollo 11 launch from? Why was the landing called 'Tranquillity Base'? Which other nation were the USA in competition with in the 1960s to send a man to the moon?
Y2	Where were these significant women born? What nationality were they? Where did their greatest achievements take place? Where did the first flight take place? Where did Amy Johnson fly from and to? Where did Amelia Earhart fly from and to? Where was Bessie Coleman from? Where did the GFoL happen? Where did the GFoG happen? Use a map to show how quickly the fire spread? Where did people move to after the fire?
Y3	Where did the ancient civilisations appear and what did they have in common?
Y4	
Y5	Where in the world did the Industrial revolution take place? Why might the industrial revolution have begun in England? How did the Industrial revolution affect our local area?
Y6	Where did the D-Day invasion happen? What was the name of the 5 beaches?

Substantive concept – Main Events

PHASE	CONTENT
EYFS	Key events in my own life, key events in my family's life, family tree, key stories about events (see EYFS book spine), George Stephenson's Rocket invention
Y1	Exploration of terms – monarch and succession. Place the 3 monarchs in order of reign. Discuss when and where the different monarchs were born. When did they reign and how long for? How was the life of Queen Victoria / Queen Elizabeth different to the children's own life? Toys, etc. What were the main achievements of the 3 key monarchs? How does this make them significant? Who was Christopher Columbus / Neil Armstrong / George Stephenson? When did they live? How long ago? Why are CC / NA / GS such significant people? What are their legacies? Explore the civilisations that already existed in the Americas before CC arrived? What happened to them? Suggest what people today think about CC and how he behaved. List some of Neil Armstrong's achievements? When did he land on the moon? Name the space craft used to reach and land on the moon. Name the significant people we have studied so far. What makes a person significant? What is 'transport' and how did George Stephenson change forever?
Y2	When were Grace Darling, Florence Nightingale and Rosa Parks born? What makes these 3 ladies significant people? Create a timeline of the main events from their lives. What were their key achievements? How were they similar / different? When was the first powered flight? Who was it flown by and for how long? What was significant about this first flight? How has the invention of the aeroplane made the world a smaller place? Why was Amy Johnson's flight from England to Australia significant? Compare and contrast AJ's plane with the Wright brother's plane modern day aeroplanes (use of 3 photos). Investigate Bessie Coleman and why she was significant. When did the GfOL & GfOG happen? Why was the GfOL described as 'great'? Describe the causes of the GfOL and the positive and negative consequences. Why was the GfOL described as a 'significant' event? Who was Samuel Pepys and why was he significant? Explore the role of King Charles II in the fire. How long did it take to rebuild London after the GfOL? Who designed the new city / St Paul's cathedral? Compare and contrast the GfOL and the GfOG – similarities and differences and the reasons behind them. Predict how a fire today may have a different outcome and why.
Y3	Describe the 3 different periods of the stone age. When did the bronze age start in Britain? When did it start in other civilisations? Use a timeline and historical language to describe the changes taking place across the bronze age. Use a timeline and historical language to describe the changes taking place from the stone age to the iron age – food and farming, settlements and society.

	When was Britain invaded unsuccessfully by the Romans? When was Britain conquered by the Romans? Who were the emperors at the time? (comparison to the term 'monarch.') Explain, using historical vocabulary, the impact and influence of the Romans on Britain. Investigate why the Romans left Britain – how did Britain change during Roman occupation? When did the first 4 ancient civilisations appear? What were they called and where do each of them feature on our timeline? What were the similarities and differences between each of them? What was the greatest achievement of each civilisation and why? Which achievement do we still use or influences our life today? What were the names of the Ancient Egyptian rulers? Explain what makes the AEs significant. List some AE inventions. Were the AEs the most influential civilisation of all time – justify your answer. Who conquered the AE?
Y4	Explain some of the reasons why the Anglo-Saxons came to Britain. Compare and contrast the Anglo-Saxon invasion of Britain with the Romans ones. Where in the world did the Anglo-Saxons originate from? Name and label the main Anglo-Saxon kingdoms on a map. Why did the Vikings invade Britain? Compare and contrast the reasons for the migration of the Anglo-Saxons and Vikings. What other names were the Vikings known by? What does the term 'Viking' actually mean? Were they all ruthless killers? What did others want to do when in England? Label a timeline with important events from Anglo-Saxon and Viking history. Provide a chronology of important events in ancient Greek history. Who was Alexander and why was he great?...Look at who his teacher was, his main achievements in battle in chronological order, use a map to plot his route, look at the expansion of his empire and how far it stretched, explain how the Greek language was spread because of his conquests, predict what may have happened if he hadn't died aged only 32. Who conquered the Ancient Greeks? When did this happen? What are some of the legacies of Ancient Greece?
Y5	Discuss the Tudor family tree, including the names of all the Tudor monarchs and how the family tree can be read and understood. Summarise the main changes that took place during the Tudor dynasty in reference to the changes to Britain during each Monarch's reign. Why was it significant that Elizabeth I did not have an heir? When did the industrial revolution happen? How did people live and work before the industrial revolution and how did this change? List some of the new technology that was being used during the industrial revolution. Look at the causes and consequences of the energy revolution. (Coal mining in the North East and the Geordie mining lamp – George Stephenson). Describe how engineering advanced during the IR. Explain why the population of Newcastle changed so much. Investigate what life for children in Britain was like during the IR – in our local area.

	Who were the Maya? What was happening in Britain at this point in time? When was the 'golden age' of the Maya? Explain some of the changes that took place between 1800BCE and 900AD in Maya civilisation. What makes the Maya a significant civilisation? Describe what happened to the Mayan civilisation and the possible reasons behind its sudden collapse.
Y6	Explain why the second world war is such a significant event in British and global history. Label a timeline with significant events in the second world war. Pay close attention to the D-Day invasion on the timeline in preparation for the second enquiry question. Explore another timeline with significant events in the second world war <i>in our local area</i>. List some important events that took place after the war. Place main events from the Windrush generation on a timeline. What was Empire Windrush? How many people arrived on Empire Windrush? Why did people from the Caribbean want to come to Britain? Why did Britain want them here? (link to WWII previously studied). What was the Windrush scandal? When did it happen? When was it discovered / made public? What happened afterwards to those people who had been caught up in the Windrush scandal at the time?

Substantive concept – Food and Farming

PHASE	CONTENT
EYFS	Festivals and religions studied from around the world and the food eaten as tradition eg Chinese new year, Harvest – food and farming Places I have visited in the past and the food eaten in different countries
Y1	
Y2	
Y3	Describe how people found food during the stone age. Explain the changes that took place in how people found food during this period. Describe what is meant by the word 'nomadic.' Look at the difference between scavenging and hunting. What have historians discovered about our early ancestors by examining their teeth? How did farming develop across the IA? What machinery was now used and how did this help? Why was farming still dependent on the seasons? Why was it significant that IA communities were able to grow surplus food? Explain why the AEs were able to settle near the Nile. What is irrigation and why was it important to the AEs? How did the AEs produce the food that such a great civilisation needed? What tools and equipment were used?
Y4	
Y5	Compare and contrast food production before and after the industrial revolution. Why did food need to be produced faster and in different ways?
Y6	

Substantive concept – Travel and exploration

PHASE	CONTENT
EYFS	Places I have been and visited, ways in which I travelled to get there (different transport), how long did it take?
Y1	Where was CC hoping to sail? Where did he actually sail? Why did he want to get to the Americas? What does 'colonised' mean? How did this happen to the Americas? Why did the USA want to send someone to the moon? How long did NA and BA spend on the surface of the moon? Why was landing on the moon considered a breakthrough event? Compare and contrast the expedition to the moon with CC expedition. What were Stephenson's greatest achievements/ inventions? Compare steam locomotives to modern trains used now – how are they similar? How are they different?
Y2	List things that can fly. Categorise into natural and man-made objects. Look at the map of AJ flight and trace it across a world map / globe. Name some of the countries that she passed on her route. Contrast this with Amelia Earhart and her route.
Y3	What is trade? Look at how trade made the Roman army prosperous and powerful. Investigate trade routes and the competition to control them – the Romans and their huge fleet of ships vs the Carthaginians.
Y4	Where in the world did the Vikings from? List some of the materials Vikings traded. Explain why Vikings were such good traders? Organise information about Viking longboats.
Y5	
Y6	

Substantive concept – Conflict

PHASE	CONTENT
EYFS	My friends, links to PSHE lessons and discussions about friendships, Amberley school value of nurturing
Y1	
Y2	
Y3	What type of weapons did IA warriors use? Why did the development of weapons lead to more fighting between tribes? Examine why the development of iron weapons gave the Celts from Europe a big advantage in battle. Learn about Hadrian's wall – when built, how long it took, how long it was and why it was built. Compare and contrast the invasions of Britain in 55 and 54BC with the invasion of 43AD. Who led the Iceni tribe against the Romans? Explain some of the reasons that the Romans left Britain.
Y4	List the names of the tribes that settled in Britain after the Roman Army left. Explain what happened after the Roman army left Britain. Look back at the AS kingdoms on a map to see where they were – use key dates to show how they kingdoms changed over time. How were the kingdoms ruled? What is meant by the term 'Bretwalda'? Organise information about Viking raids. What observations can you make about the accounts? Who was Alfred and why was he Great? Investigate famous battles between Vikings and the Anglo – Saxons involving Alfred. Who was more successful – the AS or the Vikings? Investigate the divide which opened up between Athens and Sparta leading to the war between the two in 431BC. Look at the overview of the Trojan war and the siege of Troy – myth or historical event?
Y5	Explain how the Tudors became the ruling family of England and Wales – War of the Roses and battle of Bosworth. Describe some of the challenges that the Tudor monarchs faced. How did they overcome these problems? – revolt over taxes, land ownership and religion. Look at the military developments as a result of the constant threat of invasion from Spain – the introduction of the navy. Investigate the defeat of the Spanish Armada and the plan of King Philip II to overthrow Elizabeth I. Who lead the British fleet?
Y6	Describe how the war began, referencing the Treaty of Versailles at the end of WWI. List the axis and allied countries and their leaders. Organise information about the battle of France, the battle of Britain and the Blitz – which one was most important and why? <i>In what way was our local area involved in conflict throughout the war?</i> Using suitable sources of evidence, explain why propaganda was a characteristic feature of WW2. When did the D-Day invasion take place? What was another name for the invasion? Label a timeline with events leading up to the invasion. What role did the weather play in the D-Day landings? How was D-Day a turning point for the Allies in WW2? What events led to the end of the war? What were the consequences of the use of atomic weapons at the end of the war?

Substantive concept – Artefacts

PHASE	CONTENT
EYFS	
Y1	Look at artefacts e.g those on display at the Victoria and Albert museum in London. Why are they important in history? What did the astronauts leave behind on the moon and what did it say? Why do we need artefacts to help us understand historical events? What other artefacts could tell us about the Apollo 11 mission to the moon? Where and when did George Stephenson live? Did he go to school? Did he have a family? What jobs did he do? What is a locomotive? How did his mechanical inventions improve transportation in the coal mines across the UK?
Y2	How did people at the time find out about these wonderful ladies' achievements? Examine sources of evidence eg newspaper reports, photographs and why first-hand evidence is important. Look at pictures of the first powered flight – what do children notice? No seat, no cockpit, lack of nose at front etc. What was the name of the writer whose diaries tell us about the GFoL? How can these diaries be used to learn about the fire? Look at the front cover of: 'An account of the Great Fire and Explosion of Newcastle upon Tyne and Gateshead by M and M. W. Lambert of Newcastle upon Tyne' produced in 1854 and an image from within it. What does it tell us?
Y3	
Y4	
Y5	
Y6	

Disciplinary Progression

Thinking as a Historian

	Investigate and interpret the past	Building an overview of world history	Chronology	Communicating historically
Y1 and Y2				
Y3 and Y4				
Y5 and Y6				

How has Killingworth changed over time?

1. Agriculture and mining in Killingworth (link to George Stephenson)
2. Killingworth Village and Killingworth town
3. Change over time
4. Local walk around the lake
5. Visiting St John's church and learning about its history