

BEING A HISTORIAN



Year Group	National Curriculum	Sticky Knowledge	Vocabulary	Skills
Y1	<p>Schools and toys Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Castles Significant historical events, people and places in their locality.</p>	<ul style="list-style-type: none"> Know how Eppleton school has changed since the fire of Know how school life has changed since the 1950s Know the toys their grandparents played with were different to their own. toys have changed since the 1950s Know the main difference between their school days and those of their grandparents Know what a timeline is Know the parts of a castle. Know that William the Conqueror ordered Durham Castle to be built in 1072. Know who the Prince Bishops were. 	<p>Old, new, a long time ago, questionnaire, Blackboard, chalk, nit nurse, inkwell pen and nib, skipping, marbles, snakes and ladders, timeline</p> <p>Motte, bailey, crenulations, arrow slits, tower, portcullis, drawbridge, moat, Prince Bishops, William the Conqueror, monarch, Normans, River Wear, St Cuthbert, Durham Cathedral.</p>	<p><u>Chronological Understanding</u> Pupils know what a time line is. Understand that some objects are from the past. Match objects to people of different ages. Sequence events or objects in chronological order. Writes their own date of birth.</p> <p><u>Knowledge and understanding of events and changes in the past</u> To know and recount stories about the past. Identify the main differences between old and new objects. Identify how items have changed over time. Explain how our local area has changed over time.</p> <p><u>Historical Interpretation and Enquiry</u> Read different versions of the same story. Look at different illustrations of the same person/place/item. Use stories to distinguish between fact and fiction. Compare adults talking about the past. Compare two versions of past events. Find answers to simple questions about the past from sources.</p> <p><u>Significance</u> Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why</p>
Y2	<p>What is special about Hetton? The history of local coal mining from the 1800's. The lives of significant individuals in the past who</p>	<ul style="list-style-type: none"> To know coal mining was very important to the local area-jobs/ income. To know that the time period we are studying (the early 1800's) is around 200 years ago. To know that children as young as 5 would work in the mines. 	<p>Corf, Headframe, Screening shed, Mine, Shaft, Coal Coal seam, Colliery, Trapper Hurrier, Thruster, Davy lamp Strike, chronological, workhouse, Victorian</p>	<p><u>Chronological Understanding</u> Sequence a few events or related objects on a timeline and give reasons for their order. Sequence photographs from different periods in a person's life.</p> <p><u>Knowledge and understanding of events and changes in the past</u></p>



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	<p>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)</p> <p>Significant historical events, people and places in their own locality.</p> <p>London (The great fire of London) 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]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<ul style="list-style-type: none"> To be able to talk about jobs children would have within the mine and be able to name some key jobs e.g trapper, hurrier, thruster. Who is George Stephenson?- Hetton railway was the first to be operated without animal power. To know what a strike is and that the mines closing meant lack of jobs,poverty-decrease of population. To know names of some key features of a colliery and their functions e.g shaft, coal seam, headframe, corf. <ul style="list-style-type: none"> 2nd September 1666-4 days and 4 nights To know why the fire spread-building materials/close together. To know who the King was at the time. Samuel Pepys informed the king. Kept a diary of events. Why the fire started and where To know where the fire spread to and consider distance on a map (geography link) There was no fire brigade in London in 1666 so Londoners themselves had to fight the fire using buckets, squirts and firehooks. Destroyed 70,000 homes. Less than 10 people died in the fire, but it is thought that poor people were not recorded. 	<p>Queen Victoria, Queen Elizabeth</p> <p>Queen, Parliament, Prime minister, Samuel Pepys River Thames, Plague, Flea Rat, Thomas Farriner , Gunpowder, Fire hook, Water squirt, Pudding lane Charles II, St Paul's Cathedral, Parish constable</p>	<p>Understand why people did things, why events happened and what happened as a result. Identify differences between lives in the past and our own lives.</p> <p>Recount events from a historical period (Great Fire of London).</p> <p><u>Historical Interpretation and Enquiry</u> Begin to recognise there are different ways of representing the past. Compare pictures/photographs of people and events in the past. Discuss the reliability of photographs/ accounts/stories etc Observe and handle sources of information to answer questions. To ask and answer questions about the past. Answer questions by using a specific source such as a book, photograph or research. Research an aspect of the past using different sources <u>Significance</u> Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why.</p>
<p>Y3</p>	<p>Who lived here before us? Changes in Britain from the Stone Age to the Iron Age</p>	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age (tools, homes, hunter gatherers to farmers). Know the main differences between the Stone age, bronze and iron age. Know what is meant by hunter gathers 	<p>centuries, BC, AD, ancient, pre-history, ancient, chronological, archaeologist, artefacts, tribal, hunter gatherers, shelter, settlement, civilisation,</p>	<p><u>Chronological Understanding</u> Describe events from the past using dates when things happened related to the unit of study. Use a timeline within a specific period of history to set out the order that things might have happened. Sequence several events or artefacts.</p>

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	<p>Who lives in a pyramid like this?</p> <p>Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</p>	<ul style="list-style-type: none"> • Stone age started 3000 years ago when humans started to live in Europe. • Bronze Age was when they started using metal • The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming. • At the end of the Stone Age humans formed settled communities and domesticated plants and animals for the first time in history. • Know about Skara Brae, Stone Henge and The 7 Sisters (Hetton) which are all archaeological sites dating back to the Stone Age providing evidence. • --Consider who leaders were within tribes and how this would be decided. <ul style="list-style-type: none"> • Know who the Ancient Egyptians are, when and where they lived. • Know why the Ancient Egyptians settled near the Nile, (to be close to water to keep crops and transport links for trading) and how this improved their life. • Know about the Ancient Egyptians as early engineers and builders, building pyramids and water carrying systems (Shaduf) • Know some of the key influential leaders of Ancient Egypt Cleopatra, Tutankhamun. • Know about the daily lives of Egyptians and the roles they played, e.g. farmers, servants, priests. • Know some of the Egyptian Gods and goddesses and their influence over the life of Egyptians. • Know about their belief in the after-life and how they prepared for this through mummification process and burial in tombs. • Know Howard Carter’s role in finding the tomb of Tutankhamun. 	<p>prey, Neolithic, Palaeolithic, Mesolithic, stone age, bronze age, iron age.</p> <p>Pharaoh, pyramid, mummy, sphinx, canopic jar, hieroglyphics, Horus, Ra, Osiris, Isis, Imsety, Hapi, Duamutef, Qebehseuef, irrigation, mummification, ,tomb, river Nile. Tutankhamun, Cleopatra, shadufs, after life, Architect, Egyptologist, Dynasty, archaeologist</p>	<p>Use mathematical knowledge to begin to work out how long ago, events happened.</p> <p><u>Knowledge and understanding of events and changes in the past</u> Begin to show knowledge and understanding of a period of history beyond living memory. Recognise that there are reasons why people in the past acted the way they did. Identify the achievements of the earliest civilisations.</p> <p><u>Historical Interpretation and Enquiry</u> Begin to identify some of the ways the past is represented. Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Use sources of information that go beyond a simple observation to answer questions about the past. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.</p> <p><u>Significance</u> Identify and begin to describe historically significant people and events in situations.</p>
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		<ul style="list-style-type: none"> • Know Hieroglyphs was a form of early writing/recording. 		
<p>Y4</p>	<p>Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The Romans The Roman Empire and its impact on Britain</p>	<ul style="list-style-type: none"> • Know that different sources can be used to find about the Ancient Greeks- pottery, statues, artefacts, buildings. • Know about the influence the Gods had on Ancient Greece. • Know the names of at least 5 Gods and some key information about them. • Know that the Greeks held the first Olympic games • Know at least 5 sports from the Ancient Greek Olympics (wrestling, boxing, long jump, javelin, discus, chariot racing) • Know that the ancient Greeks invented the theatre, because they loved watching plays, and most cities had a theatre • Compare the main characteristics of the Athens and Sparta (government, dress, war, view of woman, everyday life) • Know about the ruler Alexander the Great and his main achievements. • Recognise how some things in our lives today come from Ancient Greece- buildings, language, theatre, government. • Know that Julius Caesar was probably the best-known Roman leader and that he extended the empire by invading other lands. • Know about Caesar’s attempted invasion in 55 - 54 BC and the successful invasion by Claudius. • Know that Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the oppressing forces of the Roman Empire. 	<p>Ancient, chronological, BC, AD, democracy, Olympics, Athenians, Spartans, truce, Zeus, Apollo, temple, citizens, myths and legends, archaeology, Alexander the Great</p> <p>Julius Caesar, Claudius, centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Caesar, colosseum, Hadrian’s Wall, fort, Vindolanda, Housesteads</p>	<p><u>Chronological Understanding:</u> Plot events, people and changes on a timeline using centuries. Use mathematical knowledge to work out how long ago, events happened. Begin to recognise and quantify the different periods that exist between different groups that invaded Britain.</p> <p><u>Knowledge and understanding of events and changes in the past:</u> Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied.</p> <p><u>Historical Interpretation and Enquiry:</u> Identify different ways the past is represented. Look at evidence that is available and begin to evaluate the usefulness of different sources. Begin to combine evidence from different sources. Ask a variety of questions about a period of time. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.</p> <p><u>Significance</u> Identify and begin to describe historically significant people and events in situations.</p>

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		<ul style="list-style-type: none"> • Know why the Roman army was successful in building up the Empire • Know about life in Roman Britain especially on Hadrian's Wall. • Know how the Romans spent their leisure time- Roman baths, gladiator games. • Know about the lives of the Celts already living in Britain • Know how the Romans influenced the lives of the people already living in Britain- roads, settlements, technology, culture and beliefs, including early Christianity. 		
Y5	<p>Britain's 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>	<ul style="list-style-type: none"> • The Anglo-Saxons were made up of three tribes: the Angles, Saxons and Jutes. • They name 'Angles' eventually became, 'English' and their land became 'England' • They came to Britain from across the North Sea in the middle of the 5th Century • For a long time, England was not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land. (There were Seven Anglo-Saxon kingdoms) • The Anglo-Saxons were fierce people who fought many battles, including each other. • The Anglo-Saxon period ended when the Normans conquered Britain in 1066 • The Scots and Anglo-Saxons invaded Britain. • Describe a typical Anglo-Saxon village and explain what jobs the people did <ul style="list-style-type: none"> • Explain where the Vikings came from and when they invaded Britain. • Name some influential Anglo-Saxon kings (Alfred the Great, Athelstan) • Explain a timeline of Viking and Anglo-Saxon kings 	<p>Archaeologist, Anglo-Saxon kingdom, shires, shire reeve, thane, legacy, Wessex, witan, witenagemot, wergild, churl, Mercia, Angles, Jutes, Saxons, Scots, Picts, Woden, Lindsfarne, Oswald</p> <p>Alfred the Great, Athelstan, Danegeld, wergild, Danegeld, Battle of Hastings, Danelaw, Odin, Frigg, runes, King Edward</p>	<p><u>Chronological Understanding</u> Draw a timeline with different historical periods showing key historical events or lives of significant people. Use mathematical skills to round up time differences into centuries and decades. Relate current studies to previous studies. <u>Knowledge and understanding of events and changes in the past</u> Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods. Identify their achievements and influences on the western world. <u>Historical Interpretation and Enquiry</u> Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Compare accounts of events from different sources and work out how conclusions are arrived at. Evaluate sources of information and identify those that are useful for a task.</p>



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	<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</p>	<ul style="list-style-type: none"> • Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments. • Discuss what Viking raids/attacks took place. • Danegeld was tax to raise money for battles • Wergild was an amount of compensation paid by a person committing an offense to the injured party. <p>Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments</p> <ul style="list-style-type: none"> • The Maya civilisation came into being around 2000 BC and cities such as El Mirador became large and powerful from 300 BC onwards. • Some Mayan people lived in the rainforest until there was a drought which made them move elsewhere. • The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that they could help or hurt them. • Cities like Chichen Itza were still thriving in AD 1000 and the Maya civilisation was still in existence in AD 1500. • It was due to the arrival of the Spanish in the 16th century that their ancient cities fell to ruin 	<p>the Confessor, King Ethelred the Unready</p> <p>Mesoamerica, pok-ta-pok, Vigesimal number system, lithography, John Lloyd Stephens, Fredrick Catherwood, Copan, Chichen Itza, Palenque, Hieroglyphs, syllabogram, logogram, Camera lucida, codex, cacao, maize</p>	<p>Give more than one reason to support a historical argument.</p> <p>Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.</p> <p><u>Significance</u></p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p>
<p>Y6</p>	<p>Local History Study - mining from Victorian times to modern day</p> <p><i>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</i></p>	<ul style="list-style-type: none"> • Know where the Victorian period fits in history. • Know some of the jobs that children used to do in Victorian times (e.g. chimney sweeps, factory workers, coal mining roles - trappers and drawers.) • Know of the significance of local pit villages and their contribution to coal mining in the Victorian period. • Know of the working arrangements of the coal mining communities in the past (both on the domestic and industrial side of life). • Know that Queen Victoria's reign brought great change, advancements and inventions and be able to 	<p>Queen Victoria, workhouse, poverty, destitute, education, mortality, adhere, child labour, chimney sweep, factory, mill, coal mines, trappers, drawers, reform, Lord Shaftesbury, working conditions, industry, changes/advancements, social, political, economic, technological, disaster, act, heritage</p>	<p><u>Chronological Understanding</u></p> <p>Place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Show factual knowledge and understanding of the history of Britain and the wider world.</p> <p>Use dates and terms accurately describing events</p> <p>Describe changes within and across periods of history.</p> <p><u>Knowledge and understanding of events and changes in the past</u></p>

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	<p>A significant turning point in British history, for example the Battle of Britain</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history - the Battle of Britain</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>give examples of social, political, economic and technological changes.</p> <ul style="list-style-type: none"> • Know about the freak accident that occurred at Huskar Colliery, which caused the death of 26 children, in 1838. • Know that Lord Shaftesbury was a politician and a reformer, who also wanted to make lives better for working Victorian children. • Know about the investigation into working conditions that led to the passing of the 1842 Mines and Collieries Act. • Know how the local area has changed over time, in relation to our mining heritage. • Know about the Eppleton pit disaster. <ul style="list-style-type: none"> • Know that World War 2 was a battle between two groups of countries - the 'Allies' and the 'Axis' and that the major Allied powers were Britain, France, Russia, China and the United States; the major Axis powers were Germany, Italy and Japan. • Know that some countries remained 'neutral' in World War 2 (e.g. Spain, Sweden and Switzerland). • Know that Adolf Hitler and his Nazi Party wanted Germany to rule Europe, and in order to gain more land and power, on 1st September 1939, German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany - World War II had begun. • Know that Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister. • Know about the evacuation of Dunkirk after large numbers of troops were surrounded by Germans at the French coastal town, and 338,226 were saved by a fleet of 800 boats: known as the 'Miracle of Dunkirk'. • Know that Britain had come very close to losing the War early on in Dunkirk. 	<p>Allied, axis, powers, neutral, Adolf Hitler, Nazi Party, troops, invasion, war, home front, evacuation, rationing, Winston Churchill, Dunkirk, Luftwaffe, Royal Air Force, British Expeditionary Force, advantage, Battle of Britain, Fighters, Spitfires, Hurricanes, Stuka bombers, Blitz, D-Day, operation, surrender, victory, VE Day,</p>	<p>Show increasing depth of knowledge and understanding of the history of Britain. Link changes in Britain to changes in the world. Describe how and why events occurred and the results of these on Britain and the wider world.</p> <p><u>Historical Interpretation and Enquiry</u></p> <p>Describe and begin to analyse why there are different historical interpretations of events, people and changes.</p> <p>Check the accuracy of interpretations. Identify and evaluate sources of information which they use critically to reach and support conclusions. Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this.</p> <p>Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.</p> <p><u>Significance</u></p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p> <p>Winston Churchill Local soldiers</p>
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	<p>Theme of British history - <i>who was the most powerful ruler?</i> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<ul style="list-style-type: none">• Know that Hitler planned to invade Britain with his land army and sought to control the skies using the Luftwaffe and by destroying the RAF.• Know that in September 1940, Hitler changed his plans and started bombing the cities: the Blitz.• Know that children were evacuated from cities expected to be bombed as enemy planes targeted factories <i>etc.</i> and were evacuated to the countryside.• Know that the Battle of Britain ended on 15th September 1940 and Germany did not succeed in launching its invasion of Britain.• Know that during the course of the war, German forces advanced through Europe and by the summer of 1941, they had invaded various countries.• Know that the Germans surrendered on 8th May 1945 and World War 2 ended.• Know that VE Day stands for Victory in Europe and is the public holiday of 8th May 1945, marking the defeat of Germany.• Know of the role of women before, during and after the war. <p>Summary of knowledge of all leaders studied - comparing and deciding. Debate.</p>		
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