



## History 2022-2024

School Drivers	
<b>21st Century citizen</b> Understanding of the Wider World Multicultural Awareness, British Values Sense of Community	<b>Independent learners</b> Creative and Curious Think Critically

### History Cycle A- 2022/2023 Cycle B- 2023/2024

EYFS	<u><b>How similar and different are our families?</b></u> Talk about the lives of people around them and their roles in society. <u><b>What's special about me?</b></u> <b>Core learning:</b> Children to draw a picture and talk about who is in their family. Discuss similarities and differences. To understand about being similar and different from each other. Who helps us at home? What jobs do people have?	<u><b>What were homes like in the past?</b></u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <b>Nursery Rhymes</b> Read the nursery rhymes and orally rehearse them. Look at images and discuss what they tell us about life in the past? Jack and Jill- where we get water Little Polly Flinders- how we keep warm	<u><b>Why do we remember St George?</b></u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Recall some important narratives, characters and figures from the past encountered in books read in class. <b>Core learning:</b> Children to recall key elements the story of St George and the dragon. (Patron Saint of England)
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	<p>Who helps at school? Who helps us in the community?</p> <p><b>Vocabulary:</b> A long time ago, now, then, same, different, change</p> <p><b><u>Who was Guy Fawkes?</u></b> Recall some important narratives, characters and figures from the past encountered in books read in class. (Guy Fawkes)</p> <p><b>Core learning:</b> Children will learn who Guy Fawkes was and his significance, how he is linked to Bonfire Night and be able to recall important parts of the story.</p> <p><b>Vocabulary:</b> Bon Fire Night, Guy Fawkes, London, Houses of Parliament, gun powder A long time ago, now, then, same, different</p>	<p>Wee Willie Winkie- what people do for jobs, clothes in the past.</p> <p><b>Core Learning:</b> Children will comment on images of familiar situations in the past and compare and contrast homes from the past and present.</p> <p><b>Vocabulary:</b> A long time ago, now, then, same, different, change</p>	<p>Children will identify simple differences between life in a medieval castle with their own lives. (Who lives in a castle?, role of knights, jobs, clothes) How power and royal families compare and contrast with the past. (Queen Elizabeth II + King Charles III)</p> <p><b>Vocabulary:</b> St George, Queen; King, Prince, Princess castle, palace, knight, armour.</p>
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Y1	<p><b><u>How are the toys I play with different from 50 years ago?</u></b></p> <p>NC ref: changes within living memory This unit begins the study of history for pupils by looking at the ways we might discover information about the past. Sources of investigations with a big emphasis upon chronology, oral history and artefact handling. The unit uses an interview with an older person as an introduction to oral history and pupils designing and asking their own questions as part of an enquiry.</p> <p><b>Core learning:</b> To explore toys from today- ask children to bring in their favourite toy, talk about it, draw it and label it. By interviewing parents or grandparents, the children to find about toys from the past. Early 20<sup>th</sup> Century toys-children to compare toys from different time periods. Victorian toys- compare Victorian toys with modern toys. Important changes- compare playground games and describe how they have changed Discuss what Christmas looked like in the past.</p> <p><b>Vocabulary:</b> The past, clues, Timeline, Date, Before, After, Memory, event, change Photograph, Story, Source Interview</p>	<p><b><u>Why do we remember Florence Nightingale?</u></b></p> <p>NC ref: Significant individuals in the past who have contributed to National and International achievements. <b>Florence Nightingale</b> is the chosen focus to give insight into a woman's contribution and some of the changes she made to nursing.</p> <p><b>Core learning:</b> Who was Florence Nightingale? What were the key events in Florence's life? Why did Florence place herself in danger going to the Crimea? (Identify Crimea on a map) What did Florence do to improve the life of the soldiers? How did Florence nightingale improve nursing?</p> <p><b>Vocabulary:</b> Individual, effect, change, brave, heroic Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers,</p>	<p><b><u>How has travel and transport changed over time?</u></b></p> <p>NC ref: develop an awareness of the past through changes in living memory. Significant individuals. This unit introduces pupils to the idea of change over time, with a focus on travel and transport.</p> <p><b>Core learning:</b> To understand that there are many different ways to travel. Explore ways in which children have already travelled. How has transport changed? To look at ways of travelling from the past- To sort pictures of trains, planes, boats, cars into now and then. How have cars changed since they were invented? How have planes changed? To explore why we have a train in Kirk Merrington Primary School (George Stephenson and trains) Compare the past, present and future</p> <p><b>Vocabulary:</b> Transport, vehicle, similar, invention Past, present A long time ago, now, then, same, different</p>
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Y2	<p><b><u>Why do we remember George Stephenson?</u></b>  NC ref: Significant individuals in the past who have contributed to National and International achievements.  George Stephenson is the chosen focus to study the impact the trains had on life in the 19<sup>th</sup> Century.</p> <p><b>Core learning:</b>  Who was George Stephenson? Why is he an important individual from the past? (Recall from the lesson in Y1)  Children to find out about the first trains and railways and order them on a timeline.  Children to learn why some steam trains are significant.  Children will learn about the impact of the railways.  Children to compare modern trains with those in the past. (How has the technology changed?)</p> <p><b>Vocabulary:</b>  George Stephenson, Rocket, Century, Inventor, invention engineer, significance, Train, steam, railway, transport, station, smoke, coal,</p>	<p><b><u>Why does Durham Castle look the way it does?</u></b>  NC ref: Significant historical places in our locality.  This unit focuses on the local history of Durham Castle.</p> <p><b>Core learning:</b>  Children will learn why castles were built?  What was the first castle? Motte and Bailey  How have castles changed over time?  Where are castles located in the UK? Balmoral, Alnwick etc.  Durham Castle- Significance to Durham, when was it built? What it is used for now.</p> <p><b>Vocabulary:</b>  Motte and Bailey, battlements, draw bridge, moat, tower, enemy, attack</p>	<p><b><u>What were holidays like in the past?</u></b>  This unit extends the chronological range beyond living memory to the Victorian era with comparison of a familiar experience of holidays and leisure.  Compare holidays now and Victorian times. Use of historic environment e.g. Seaham/ Saltburn.</p> <p><b>Core learning:</b>  Children will learn about holidays in the past.  Where do people go on holiday now?  Where did people visit during the Victorian times? (Blackpool/ Saltburn) Link to prior learning about trains and transport.  Compare and contrast holidays now with holidays back then. Bathing machines, sand castles, ice-cream, swim wear, Punch and Judy.  Why were the beaches cleaner?</p> <p><b>Vocabulary:</b>  Holiday, leisure, coast, Victorian, tourist, pier, promenade, postcard, bathing hut</p>
Y3	<p><b><u>What changed in Britain from the Stone Age to the Iron Age?</u></b>  NC ref: Changes in Britain Stone Age to Iron Age. This unit lays the foundations for later study of World, European and British civilisations, the development of chronological understanding, evaluation of historical significance and the work of an historian in historical enquiry.  <b>Focus:</b> homes, travel, society, religion</p>	<p><b><u>Why do we remember the Ancient Egyptians?</u></b>  NC ref: Achievements of earliest civilisations - Ancient Egypt. To develop understanding of the achievements of the earliest civilisations in overview for location and era of development and enable pupils to follow a depth enquiry about one of the first civilisations. Links with other ancient civilisations at the time.</p>	<p><b><u>How have the Greeks shaped my world?</u></b>  NC Ref: Ancient Greece; achievements and influence. Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.  This unit of work builds on the work about the Ancient world pupils have undertaken earlier in Y3  It introduces core knowledge about government, democracy and decision making that is essential to</p>

	<p><b>Who does the skeleton found near Stonehenge belong to?</b> (The Amesbury Archer - an exploration of Archaeology of the Bronze Age)</p> <p><b>Core learning:</b> Children will learn where the Stone Age, Bronze Age and Iron Age are on a timeline. Children to compare homes in the Stone Age, Bronze Age and Iron Age. What changes occurred and why? Children to compare travel in all three time periods to identify similarities and differences. Children to compare society and religion. They will explore the significance of Stonehenge as well as what we can infer from artefacts from the burial of the Amesbury Archer.</p> <p><b>Vocabulary:</b> hunter-gathers nomadic lifestyle, BC/ AD Stone Age, Bronze Age, Iron Age, archer, Stonehenge, archaeology, artefact</p>	<p><b>Core learning:</b> Children will learn a brief overview of the 4 Early civilisations: Indus, Sumer, Shang and Egypt. This will lead into an in-depth study of the Ancient Egyptians. Children will learn where the Ancient Egyptians fit on a timeline. Look at Egyptian achievements: unification of Egypt, medicine, writing, farming, trade. Compare to the Stone age- housing, religion and society. Children to debate whether the Egyptians should only be remembered for building pyramids.</p> <p><b>Vocabulary:</b> Empire, buildings, jobs, <b>Bronze Age, Iron Age</b>, belief, religion, <b>gods, goddesses</b>, building, ancient technology, Pharaoh, ruler, irrigation, scribe, <b>farming, artefact</b>, hieroglyph, Nile <b>artefact</b>, chronology, temple, <b>BC, AD</b>, BCE, hieroglyphs, mummy, linen, papyrus, pyramid.</p>	<p>pupil understanding of later periods as well as life in modern Britain.</p> <p><b>Core learning:</b> Children will identify how the Egyptians influenced the Ancient Greeks. (Maths , religion, trade) Explore empire and Alexander the Great (building on from prior learning about what evidence and artefacts can tell us.) They will then study what daily life was like and the differences in power and decision-making across Greece. This is followed by analysing the achievements of the Greeks and their influence on the western world in the past and today, including the impact of Alexander the Great, considering his and other Greeks' influences on today's world.</p> <p><b>Vocabulary:</b> <b>Settlement, Civilisation, Empire, leader, army</b>, Europe, democracy, <b>archaeology</b>, pottery, evidence, <b>ancient</b>, modern, invasion, trade. Conflict, <b>war</b>, democracy, law, <b>gods, religion</b>, myth, Athens, slave, <b>temple, artefact, settlement</b></p>
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<p>Y4/5 A</p>	<p><b><u>Why did the Romans march through County Durham?</u></b></p> <p>NC ref: A Local history study Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past. This unit is divided into 3 sections - invasion, settlement and local Roman history. It is designed to build upon the chronological overview pupils began to develop via study of the ancient world and civilisations. Pupils are encouraged to consider the multiple causes of events.</p> <p><b>Core learning:</b> Children will learn when Ancient Rome existed in comparison with Ancient Britain and how the two interacted in 55 BC and 54 BC through Julius Caesar. They will then identify the causes and impacts of Claudius' successful invasion in AD 43 and how the Roman Army was able to successfully expand the Roman Empire. The children will then identify how and why the Romans chose to settle in Durham and the impacts that they had that we can still see today.</p> <p><b>Vocabulary:</b> Primary source, interpretation <b>Empire</b>, province, Julius Caesar, Emperor Claudius Baths, mosaic, gladiators, games, senate, <b>towns</b>, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, <b>temple</b>, <b>Invasion</b> - legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), <b>Ancient Briton</b>, Celt, fort, roundhouse <b>Civilisation Archaeology</b>, province, Latin, Celts</p>	<p><b><u>What happened when the Anglo Saxons came to Britain?</u></b></p> <p>NC ref: Britain's settlement by the Anglo Saxons and Scots. This planning builds on earlier learning about early Britain and especially units on Roman invasion and settlement. The invasion and migration of groups to live in the British Isles is a constant feature of our country's past and knowledge of this aspect of history makes a strong contribution to understanding modern Britain. This unit also aims to develop pupil knowledge about rulers and rules as we see the first kings emerging and the recording of rules for everyone to follow. Pupils need to know the core material from this unit to enable them to understand later developments such as the Viking invasion.</p> <p><b>Core learning:</b> Children will build on from their prior learning about the Romans and identify why they left and what happened as a direct consequence. They will identify who ruled Anglo-Saxon England and what daily life looked for men, women and children, including their beliefs and the impact of religion, notably the shift to Christianity. They will also identify the fragile relationships between the Anglo-Saxons themselves and their neighbours in the north, the Scots.</p> <p><b>Vocabulary:</b> <b>Empire</b>, <b>legion</b>, <b>Latin</b>, kingdom, Vandals, witan, Viking, law and order, laws, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Jute, Lindisfarne Gospels, Saxon, Angle, Sutton Hoo, Beowulf, Gildas, Mercia, Northumbria, Offa's Dyke, <b>interpretation</b>, <b>artefact</b></p>	<p><b><u>Who were the Ancient Sumerians?</u></b></p> <p>NC ref: Achievements of earliest civilisations - Ancient Sumer</p> <p>Continue to develop a chronologically secure knowledge and understanding of world history, knowing when and where the ancient Sumerian civilisation first appeared. This unit links in with earlier ancient history units, thus offering another opportunity to consider and compare peoples living during these times in different parts of the world.</p> <p><b>Core learning:</b> Children will build on from their prior learning about the earliest civilisations with an in-depth study of the Ancient Sumerians by identify where and when they lived. They will then learn about the different city states that existed (in comparison with the Ancient Greeks) The impact that they had, the culture of the Sumerians (including their gods and religion) and the impact of Sumerian farming techniques and developments. Make links with prior learning on Egyptians and the Stone Age.</p> <p><b>Vocabulary:</b> <b>Civilisation</b>, <b>Empire</b>, Iraq, Mesopotamia, BC, Tigris, Euphrates, ancient, chronological. <b>City</b>, <b>city state</b>, mud bricks, Nippur, Umma, Uruk, sun-baked, kiln, bitumen, Script, <b>glyph</b>, cuneiform, reed stylus, writing tablet, lyre, harp, loom, <b>God</b>, <b>goddess</b>, worship, ziggurat, <b>temple</b>, beliefs, <b>Pottery</b>, music box, <b>artefact</b>, sculpture, Flood, <b>irrigation</b>, wheat, barley, lentils, sickle, rake, seeder plough, pickaxe. Dynasty, Shrine</p>
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Y4 B	<p><b><u>Did life change in Roman Britain?</u></b>  NC ref: The <b>Roman Empire</b> and its impact on Britain.  Focus: Key features of a <b>global empire</b>, chronology (duration) continuity and change, cause and effect, significance and interpretation.</p> <p><b>Core learning:</b>  Children will identify who the Ancient Romans were and how their empire was created, what the significance of it was and how Britain came to be a part of it.  They will then learn about the daily lives of ordinary and rich people- through their housing. Roman entertainment and leisure, religion and achievements.  Make relevant links to the Iron Age.</p> <p><b>Vocabulary:</b>  Roman <b>Empire</b>, province, Latin, <b>interpretation</b>, source, <b>archaeology</b>, <b>artefact</b>, reconstruction, villa, aqueducts, hypocaust, amphitheatre, Latin, gladiator, the games, basilica, villa, pillar, courtyard, mosaic</p>	<p><b><u>Why did the Romans march through County Durham?</u></b>  NC ref: A Local history study Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past. This unit is divided into 3 sections - invasion, settlement and local Roman history. It is designed to build upon the chronological overview pupils began to develop via study of the ancient world and civilisations. Pupils are encouraged to consider the multiple causes of events.</p> <p><b>Core learning:</b>  Building on from the prior topic, children will identify why the Romans chose to invade Britain and the failed initial attempts of Julius Caesar, before exploring the successful invasion of Claudius in AD 43. They will learn about the strength of the Roman Army and its significance in expanding the empire before identifying why they settled in Durham and the impacts that they had which can still be seen today.  Children will learn about the significance of Hadrian's Wall.</p> <p><b>Vocabulary:</b>  <b>Primary source</b>, interpretation <b>Empire</b>, <b>province</b>, Julius Caesar, <b>Emperor</b> Claudius Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, <b>temple</b>, <b>Invasion</b> - legion, legionary, soldier, weapon, chariot Ancient Rome, Britannia (land of tin), Ancient Briton, Celt, fort, <b>Civilisation Archaeology</b>, <b>province</b>, <b>Latin</b></p>	<p><b><u>What happened when the Anglo Saxons came to Britain?</u></b>  NC ref: Britain's settlement by the Anglo Saxons and Scots. This planning builds on earlier learning about early Britain and especially units on Roman invasion and settlement. It also links strongly to geographical knowledge of the UK and Europe which pupils should be developing in Y3 and Y4. The invasion and migration of groups to live in the British Isles is a constant feature of our country's past and knowledge of this aspect of history makes a strong contribution to understanding modern Britain. This unit also aims to develop pupil knowledge about rulers and rules as we see the first kings emerging and the recording of rules for everyone to follow.</p> <p><b>Core learning:</b>  Chronologically building on from the prior topic, children will identify why the Romans left Britain, what happened next and the impact of their departure. They will then learn about the role of power and control in Anglo-Saxon England, daily life for ordinary people (including the role of religion and the impact that Christianity had) and also about the fragile relationships between the Anglo-Saxons themselves and their neighbours in the north, the Scots.</p> <p><b>Vocabulary:</b>  <b>Empire</b>, <b>legion</b>, <b>Latin</b>, king, kingdom, churl, thane, Bretwalda, Danelaw, Vortigern, Alfred, Picts, pagan, Vandals, Viking, law and order, laws, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindsifarne Gospels, Saxon, Angle, Northumbria, <b>interpretation</b>, <b>artefact</b></p>
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Y5 B	<p><b><u>Why did the Anglo Saxons and the Vikings fight for Britain?</u></b>  NC Ref: The Viking and Anglo-Saxon struggle for England to 1066 Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p> <p><b>Core learning:</b>  Children will identify the differences between raiding, invading and settling and how the Anglo-Saxons and Vikings shared some of these traits. They will identify the chronological contexts of the Anglo-Saxons and Vikings in Britain and begin to unpick the representations of the Vikings and whether these are substantiated or not through examination of evidence from places like Jorvik. Children will also identify the struggles that took place between the Anglo-Saxons and Vikings had for the control of England and the long-lasting impacts that these had, drawing upon prior knowledge of other national and international impacts.</p> <p><b>Vocabulary:</b>  Interpretation, Viking Representation Raider, Primary source, Invasion, long ship, Lindisfarne, trader, <b>artefact</b>, Danegeld, Danelaw, Saga, <b>artefacts</b>, interpretation, <b>religion</b>, King Alfred, Anglo-Saxons, monastery, Jorvik</p>	<p><b><u>How were the Maya and the Vikings similar?</u></b>  NC ref: non-European society that provides contrast to British History Focus: Chronology – developing terminology of periods, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p> <p><b>Core learning:</b>  Children will identify the chronological context of the Maya through comparison with other civilisations studied previously to establish their position in world history.  Compare the Maya's cultural and societal elements such as their settlements, housing and beliefs with that of the Vikings and Anglo Saxons.  Children will also examine their achievements and what caused the downfall of the Maya.</p> <p><b>Vocabulary:</b>  <b>Civilisation</b>, Maya, Mayan, <b>century</b>, millennium/a, <b>continent</b>, BC/ AD or BCE/ CE, <b>civilisation</b>, <b>Empire</b>, <b>temple</b>, plaza, <b>religion</b>, <b>gods</b>, legend, <b>city states</b></p>	<p><b><u>Crime and punishment over the ages.</u></b>  NC ref: Aspect or theme since 1066.  This unit builds on earlier units and reinforces knowledge and chronology. By providing pupils with a broad chronological sweep of nearly a thousand years it makes a significant contribution to pupils' grasp of the long arc of time. The unit helps pupils to develop a deeper understanding of crucial historical concepts: change, continuity, turning points.</p> <p><b>Core learning:</b>  Children will build up a picture of how crime and punishment has changed throughout the ages (from the Romans to now) by tracking a few key crimes or punishments (such as thieving and imprisonment). This knowledge will then be used to assess how far crime and punishment have changed in the modern day by using various sources of evidence.</p> <p><b>Vocabulary:</b>  judge, jury, court, trial, law, police, rebel, theft, exile, arson, libel, execution, pillory, crucifixion, guilty, innocent, victim, witness, Twelve Tables, <b>legionaries</b>, <b>slave</b>, noble, legacy, tithing, hue and cry, trial by ordeal, wergild, oath-keeper, Tudor, torture, vagrancy, treason, vagrant, brank, Scold's bridle, stocks, ducking stool, rack, drunkard's cloak, branding, Georgian, highwayman, Dick Turpin, pistol, hero, villain, <b>Victorian</b>, police, Sir Robert Peel, Peelers, <b>prison</b>, hard labour, treadwheel, shot drill, picking oakum, the crank, isolation, separation, Prevention, detection, fingerprints, DNA testing, Neighbourhood Watch, CCTV.</p>
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Y5/6 A	<p><b><u>Who lived in the Ancient Indus Valley?</u></b>  NC ref: Achievements of earliest civilisations - Indus Valley.  They will learn about significant events from the time and order these events chronologically on a timeline of early world history, <i>enriching their knowledge of ancient civilisations</i>. The children will also use their geographical skills to locate where in the world the Ancient Indus Valley civilisation existed and investigate the physical features of the landscape. They will examine archaeological evidence to find out how historians and archaeologists use a variety of evidence sources to draw conclusions about what life was like in the past. (Homes, travel, religion) Link back to their study of other early civilisations: recap; compare and contrast.</p> <p><b>Core learning:</b>  Children will build on from their prior knowledge of the earliest civilisations by studying the Indus Valley civilisation. They will locate where they lived and when they existed as well as their major accomplishments. Children will examine artefacts and sources to understand more about their daily lives, including the clothes they wore and the jewellery that they made.</p> <p><b>Vocabulary:</b>  Pakistan, Arabian Sea, mountains, India, deserts, Indus River, highlands, Afghanistan, <b>excavate</b>, <b>Empire</b>, <b>archaeology</b>, Cultural, military, social, political, geographical, economic, religious, local, international, chronological, <b>Artefact</b>, <b>excavate</b>, <b>evidence</b>, <b>City</b>, mud-bricks, jewellery, fashion, clothing.</p>	<p><b><u>Crime and punishment over the ages.</u></b>  NC ref: Aspect or theme since 1066.  This unit builds on earlier units and reinforces knowledge and chronology. By providing pupils with a broad chronological sweep of nearly a thousand years it makes a significant contribution to pupils' grasp of the long arc of time. The unit helps pupils to develop a deeper understanding of crucial historical concepts: change, continuity, turning points.</p> <p><b>Core learning:</b>  Children will build up a picture of how crime and punishment has changed throughout the ages (from the Romans to now) by tracking a few key crimes or punishments (such as thieving and imprisonment). This knowledge will then be used to assess how far crime and punishment have changed in the modern day by using various sources of evidence.</p> <p><b>Vocabulary:</b>  Judge, jury, court, trial, law, police, rebel, theft, exile, arson, libel, execution, pillory, crucifixion, guilty, innocent, victim, witness, Twelve Tables, <b>legionaries</b>, <b>slave</b>, noble, legacy, tithing, hue and cry, trial by ordeal, wergild, oath-keeper, Tudor, torture, vagrancy, treason, vagrant, brank, Scold's bridle, stocks, ducking stool, branding, Georgian, highwayman, Dick Turpin, pistol, hero, villain, <b>Victorian</b>, police, Sir Robert Peel, Peelers, <b>prison</b>, hard labour, treadwheel, shot drill, isolation, separation, Prevention, detection, fingerprints, DNA testing, Neighbourhood Watch, CCTV.</p>	<p><b><u>Local Study - What is the impact of Coal Mining in Durham</u></b>  NC ref: Local study unit - This unit builds on the local history pupils were introduced to in KS1 History and links to the geographical knowledge related to the school and location covered in KS1. <b>Tommy Armstrong</b> links to the local context of <b>mining</b> and builds on the work done in Autumn Term.</p> <p><b>Core learning:</b>  Children will identify the significance of mining in local history by examining how the local areas has changed over time and identifying key people within it. They will understand who Tommy Armstrong was and the significance he held in the local area, as well as identifying how life for children has changed. They will learn about the role of mining in shaping the environment and heritage of the area.</p> <p><b>Vocabulary:</b>  Historic <b>building</b>, architecture, feature, mine, miner, locality, community. Lever, trapper, child worker, newsagent, tobacconist, Stanley Market, Coal bunker, name plaques, <b>cottages</b>, Aged Miners, village, park, mine, terrace, estates, feature, and disaster, Durham Miners' Gala</p>
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Y6 B	<p><b><u>What was the Empire like under Victoria?</u></b>  NC Ref: a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.  Describe changes which took place in our locality and countrywide, during the nineteenth century (<i>buildings, transport, family life, poverty, workhouses, child labour, schools</i>)  Compare and contrast different accounts of life. Compare the notion of Empire during Victorian times to ancient Empires. Explore similarities and differences regarding trade; land exploitation; wealth; exploration and expansion.</p> <p><b>Core learning:</b>  Children will identify the role of the British Empire, when it existed and how it affected a substantial number of people across the world. They will use their prior knowledge of other empires to place it into context and identify what caused its expansion. Children will also examine how housing and beliefs were affected by the empire and how they helped shape the empire as well. Finally, children explore the changing and often challenging views of the British Empire by historians to understand the difficulties that we have in interpreting the past.</p> <p><b>Vocabulary:</b>  <b>Empire</b>, Empress, <b>exploration</b>, colonies, <b>trade</b>, exports, imports, society, technology, expansion, democracy, census, mines, industry, work house, <b>monarch</b>, <b>reign</b>, slum, factory, labour, smog, steam train, engineer, invention, chimney sweep, slavery; human rights</p>	<p><b><u>What's in a Name? The Bradford Boys (WWI focus).</u></b>  NC Ref: Local History unit/ Aspect or theme since 1066.  Local history of the turn of the century and Durham's involvement in WW1. Written accounts and key features of particular developments. Consideration of significance of historical events and how this might be communicated. Use of the census, photographs and other primary sources. An opportunity to remind pupils of the difference between primary sources, representations and interpretations. Encourages a chronological recap as well as work with primary sources, consideration of what makes an event significant and how this might be communicated as well as accurate writing in formats appropriate to the subject.</p> <p><b>Core learning:</b>  Children will build on from prior learning by identifying times when Britain was under threat and what happened to it as a consequence. They will learn about a local family and their impact on WWI by using local sources of evidence and establishing what life was like for them at the time. Children will then learn about how WWI impacted these people and how Durham itself was affected through the mobilisation of troops and how we can still see that impact today through memorials and services.</p> <p><b>Vocabulary:</b>  Conflict, war, <b>Durham</b>, <b>census</b>, useful, utility, area, identify, source, consequences, memorial, chronology. Somme, <b>Empire</b>, warfare</p>	<p><b><u>WWII - what was 'The Home Front'?</u></b>  NC ref: a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.  This unit offers scope for using a wider range of resources, including accessible artefacts and oral history, (it also links really well with literacy). Children are given the opportunity to evaluate the evidence in terms of government propaganda and censorship; to examine the changing roles in society and to explore local aspects to the war.</p> <p><b>Core learning:</b>  Children will build on from their prior learning about Durham in WWI to establish similarities and differences for Durham in WWII. They will learn about the roles of men, women and children and what life was like in general on the Home Front. Children to learn about the Blitz. Children will learn about British resistance to German occupation, how WWII was a result of the end of WWI.</p> <p><b>Vocabulary:</b>  Britain, Germany, Nazi, Neville Chamberlain, Winston Churchill, Adolf Hitler, <b>invade</b>, occupy, surrender, Munich Agreement, Allies, , evacuation, billeting officer, homesick, gas mask, identity card, ration book, Rationing, Dig for Victory, factory, munitions, Home Front, Home Guard, Women's Land Army, Air Raid shelters, VE Day.</p>
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	Curriculum End Points (NC)
EYFS End Points	<p><b>By the end of EYFS, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
KS1 End Points	<p><b>By the end of KS1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>• Understand 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];</li> <li>• Know about 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, George Stephenson, Timothy Hackworth, Grace Darling];</li> <li>• significant historical events, people (eg. <b>Grace Darling, George Stephenson</b>) and places in their own locality.</li> </ul>
KS2 End Points	<p><b>By the end of KS2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• describe changes in Britain from the Stone Age to the Iron Age</li> <li>• describe the Roman Empire and its impact on Britain</li> <li>• describe Britain's settlement by Anglo-Saxons and Scots</li> <li>• describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• describe a local history study: <b>Tommy Armstrong/Local Victorians/ The Bradford Boys/Local individuals.</b></li> <li>• describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <b>Crime and punishment over the ages; children and the Home Front in WWII*</b></li> <li>• describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth <b>study</b> Ancient Egypt; <i>Indus Valley; Ancient Sumer</i></li> <li>• describe a study of Ancient Greek life and achievements and their influence on the western world</li> <li>• describe a non-European society that provides contrasts with British history -: Mayan civilization c. AD 900</li> </ul>

