

		Autumn	Spring	Summer
EYFS		<p>KEY SKILLS across the year (see EYFS planning) linked to themes of themselves, seasons and celebrations: This unit is structured around 3 history enquiries that link to a number of Prime and Specific Areas of the development Matters Early Years Foundation Statements:</p> <ol style="list-style-type: none"> 1. How have I changed since I was a baby? 2. Why do we wear different clothes during the year? 3. What are our favourite celebrations each year? 		
Year 1	<i>Unit title and key focus</i>	<p>How do I find out about me? (I'm Making History)</p> <p>Chronology – develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework. Historical terms – begin to use a vocabulary of historical terms such as recently, younger, years, decade Enquiry – ask questions about events, begin to understand some ways we find out about the past Interpreting History Continuity and Change – discuss change in as aspect of life Causation Similarity and difference – identify similarities and differences between ways of life in different periods. Significance – talk about what was important at a particular time</p>	<p>Can I be a History detective? (Using the local historic environment)</p> <p>Developing Historical Knowledge – develop an awareness of the past, begin to use simple dates, show where people and events fit into a basic chronological framework. Begin to use a vocabulary of historical terms such as old, new, recently, younger, years, decade, and century, long ago. Explain/ analyse second order concepts – this unit has a strong focus on the concepts of change, continuity, basic similarity and difference comparison. Primary source use - ask questions about sources and artefacts, begin to understand some ways we find out about the past from objects/buildings in the historic environment.</p>	<p>Who has helped me make history/ Why do we remember Beatrix Potter?</p> <p>Historical knowledge – Chronological development from living to beyond living memory with key terms, features of rural life in the period. Beginning to think about simultaneous events/people. Using information texts to gather historical knowledge. Explain/ analyse second order concepts – begin to consider significance as impact rather than well known, this will link to a consideration of consequences. Comparison of features of life beyond living memory with modern life will support development of understanding of work on similarity and difference. Primary source use – Use of primary source photographs, simple written sources to observe, describe and infer.</p>
	<i>Key learning by the end of the unit</i>	<ol style="list-style-type: none"> 1. What is my history? 2. How can I find out more about me? 3. Who was here before me? (Extending the chronology back 50 years) 4. What did we learn from our interview? 5. What was Christmas like in the past? 	<ol style="list-style-type: none"> 1. What were homes like before I was born? 2. How have houses and homes changed? 3. What did my town/ village look like before I was born? 4. We're going on a History Hunt – what will we find? 5. What did we find out on our history hunt? 	<ol style="list-style-type: none"> 1. Who is our mystery person? 2. What clues can we find out about Beatrix? 3. Why do we remember Beatrix Potter? 4. What was life like for Beatrix? 5. Which other people from the past do we remember? 6. How will we remember Beatrix Potter?
	<i>Key vocabulary</i>	The past, clues, timeline, date, before, after, memory, photograph, story, source, interview	Chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre-War, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats	Victorian, Edwardian, Twentieth Century, Nineteenth Century. Individual, effect, change. Author, rural, birth certificate, Lake District, home, work, farming, conservation.

Year 2	Unit title and Core Knowledge	Why are some places special? Knowledge: Chronology, develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework. Historical terms – begin to use a vocabulary of historical terms such as recently, younger, years, decade, century, long ago. Explain/ analyse key concepts: significance – talk about important places and why they were built Use of primary sources for an enquiry – ask questions about events, begin to understand some ways we find out about the past, use a wider range of sources, communicate findings and use the historic environment	Fantastic Firsts - What special events and inventions have changed our world? Developing Historical Knowledge: ranging over the chronology, knowledge of events and inventions of national/ global significance beyond living memory. To give this unit coherence and allow comparison/ insight into different aspects of life, the focus is on 'firsts'. E.g. first pupils in the school, first person on the moon, first train, first flight, women's first vote, first movie, first telephone, first computer.... Explaining/ Analyse second order concepts: nature of change, consequences/ effects of changes, significance of events and/or people. Use of primary sources: use of artefacts, photographs, basic written sources where available Interpretations/ representations of the past: identifying differences between primary source and a modern representation of an event.	All Change – Holidays Now and Then Developing Historical Knowledge: social and cultural history, 1950s era, Victorian era features of life. Chronological range and language of decade and century. Explaining/ Analyse second order concepts: change, similarity and difference Use of primary sources: photographs, film, accounts of holidays Interpretations/ representations of the past: pupils build their own representation of holidays in the past.
	Key learning by the end of the unit	<ol style="list-style-type: none"> 1. What did people build before I was born? 2. Where are these important places? 3. Why are these places important? 4. What important places can we find in the local area that were built before I was on? 5. Going on a history hunt... what will we find? 6. What did we find out on our history hunt? 	<ol style="list-style-type: none"> 1. What do the pupils think would be important 'first evers...' to know about? 2. When did our amazing events happen? 3. What can I find out about the first ever flight? 4. What were the first films like and when were they made? 5. Who made the first phone call? 6. Why was the moon landing so special? 7. What do we think has been the most important first? 	<ol style="list-style-type: none"> 1. What do pupils think makes the perfect holiday? 2. What were holidays like in the 1950s? 3. What did the Victorians do on holiday? 4. Holidays – What has changed and stayed the same? 5. What stands out about holidays from the past?
	Key vocabulary	Timeline, place, century, long age, recent, church, Cathedral, castle, mine	Century, inventor, invention, significance	Holiday, Bank holiday, leisure, coast, transport/ travel, Victorian/ Edwardian, 1950s

Year 3	Unit title and key NC content	Who were Britain's' first builders? Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD Explain/ analyse second order concepts: pupils will be thinking about change, significance and similarity and difference. Primary source use: use of photographs of artefacts throughout, inference observation. Interpretations/ representations of the past: pupils will encounter artistic representations of the distant past, discuss the difference with a primary source and think about what artists base their ideas on.	Why did the Ancient Egyptians build pyramids? Developing Historical Knowledge: chronology, locations of the emergence of the earliest civilisations, key features of Egyptian civilisation – chronology of developments. Explaining/ Analyse second order concepts: Causation and significance Use of primary sources: The nature of the primary sources available for study of Egypt are in great contrast to the artefacts used so far (Stone Age to Iron Age) with the appearance of writing and a far wider range of specialist tools/ equipment. Interpretations/ representations of the past: When reading information text/ looking at artistic representations, pupils should be increasingly aware that there are many versions of the same event.	How have the Ancient Greeks shaped my world? Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD. Ancient Greeks significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art. Explain/ analyse second order concepts: pupils will be developing and using their knowledge to think about change, consequences and significance. Primary source use: use of photographs of artefacts throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation. Interpretations/ representations of the past: pupils may encounter some artistic representations of the distant past. It is important to discuss the difference with a primary source and think about what artists base their ideas on.
	Key learning by the end of the unit	<ol style="list-style-type: none"> 1. Who lived in Britain before me? 2. What do we know about the first people who lived on our islands? 3. What happened when Britain warmed up? 4. What was the mystery buried in the sand? 5. What was so important about the Bronze Age? 6. Why is Stonehenge a special place in Bronze Age Britain? 7. What does the evidence at Maiden castle show us? 8. What objects would you include in a museum display about Britain's first people? 	<ol style="list-style-type: none"> 1. Where and when did people start to build towns and cities? 2. What do we already know about the Ancient Egyptians? 3. How do we know so much about the Ancient Egyptians? 4. Why did the Egyptians build pyramids? 5. What was at the most important item in a pyramid? 6. What did Howard Carter find? 	<ol style="list-style-type: none"> 1. When were the Ancient Greeks powerful? 2. How do we know about the Ancient Greeks? 3. What was daily life like in Ancient Athens? 4. Who made the big decisions in Ancient Athens? 5. What new ideas did the Ancient Greeks have and why do we still use so many of them? 6. How well did the Ancient Greeks get on with their neighbours?
	Key vocabulary	Archaeologist, century, millennia, AD, BC, mainland, primary source, nomadic, Palaeolithic, Mesolithic, Neolithic, Stonehenge farming, Bronze Age, Iron Age, technology, invasion, evidence	Settlement, city, civilisation, buildings, jobs, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile	Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite

Year 4	Unit title and key NC content	Why did the Romans march through County Durham? Historical knowledge: place of Romans in chronology of UK, connection to Iron Age and other key dates, overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations. Explain/ Analyse second order concepts: Looking at causes and consequences of events (invasion). Primary source use: use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations. Interpretations/representations of the past: identifying the key points made by an interpretation, linking primary sources and interpretations.	What was daily life like in Roman Britain? Historical knowledge – Knowledge of People in the periods, their daily lives and habits. Chronology – when was the Roman period and when were the Romans in Britain? Key features – of daily Roman life. Historical terms – interpretation, source, villa, reconstruction Explain/ analyse second order concepts – Developing skills of locating and explaining similarity and difference Primary source use – Developing use of primary sources - observation, inference and clustering Interpretations/ representations of the past – Developing understanding and analysis of historical interpretations – nature, comprehension and comparison. Begin to think about purpose and reasons for a particular view.	What happened when the Romans left Britain? Developing Historical Knowledge: The end of Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo-Saxon life – power, beliefs, farming, conflict with later invaders Explaining/ Analyse second order concepts: effects and consequences Use of primary sources: using knowledge to make inference from primary sources Interpretations/ representations of the past: Awareness that information texts are always one version of events.
	Key learning by the end of the unit	<ol style="list-style-type: none"> Who were the Ancient Romans and the Ancient Britons? What happened in 55BC? Can we be sure about what happened in 55BC? What happened when the Romans finally conquered Britain? What was so special about the Roman Army? Why did the Romans march through County Durham? 	<ol style="list-style-type: none"> When were the Romans in Britain and how do we know? What was daily life like for ordinary people in Roman Britain? What was life like in the home of a rich Roman? What were the key features of Roman towns? How did the Romans have fun? What were Roman toilets really like and how do we know? 	<ol style="list-style-type: none"> Why did the Romans leave Britain and what happened next? Who invaded Britain when the Romans left? Who was in charge in Anglo Saxon England? Was life hard on an Anglo-Saxon farm? What did the Anglo Saxons believe? Who were the Anglo Saxons' enemies?
	Key vocabulary	Primary source, interpretation, Empire, province, Julius Caesar, Emperor Claudius, baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple Invasion – legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome, Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse, Civilisation, archaeology Roman North East – Binchester fort, Lanchester fort, Chester Le Street fort, vicus, Piercebridge Roman Fort, Dere Street Roman Road, Vindolanda, Housesteads, Chesters, Arbeia, Hadrian's Wall	Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts	Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon, Chronicle, Lindsifarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke

<p>Year 5</p>	<p><i>Unit title and key NC content</i></p>	<p>Were the Vikings really vicious?</p> <p>Historical knowledge – develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge. Explain/ analyse second order concepts – Not a focus of this unit Primitations/ representations of the past – pupils identify the features of a particular interpretation of an event/ person and the main message of an interpretation. Pupils test an interpretation to see connection with primary sources and then build their own interpretation.</p>	<p>Who was making history in faraway places around the year 1000?</p> <p>Developing historical knowledge: the key features of a Mayan society in contrast to Britain at a similar time. Chronological knowledge around contemporaneous development and duration. Explain analyse second order concepts: similarity and difference to Britain at the same time, change and continuity, cause and consequence. Primary source use: use of primary sources and artefacts in unfamiliar style and language to make supported inferences, connect information from different primary sources, consider how useful a primary source is for a particular enquiry. Interpretations/ representations of the past: identification of the main message in a historian's interpretation of a key event.</p>	<p>Who was Tommy Armstrong?</p> <p>Historical knowledge – To know key features of the village (local historic environment) in the past. To develop knowledge of significant local individual. To introduce the role of mining in the community and examine the key features of an event (mining disaster). Explain/ analyse second order concepts – To develop understanding of similarities and differences over time. To develop understanding of change over time. Primary source use – To build skills of using historic environment, artefacts and oral history in an enquiry. To include maps, photographs, census if possible and other written records. Interpretations/ representations of the past – Introducing concept of museum reconstructions as a representation of the past.</p>
	<p><i>Key learning by the end of the unit</i></p>	<ol style="list-style-type: none"> 1. Britain in danger! 2. What does Terry think? 3. Who were the Vikings? 4. What do the primary sources tell me about the Vikings? 5. Do the sources back up Terry's view? 6. How will you represent the Vikings? 	<ol style="list-style-type: none"> 1. Who has shaped our world's history? 2. Who was making history around the world in the year 1000? 3. Who were the Mayans? 4. Who were the Mayans? Following up the pupils' questions. 5. Destination Chiten Itzi – what can we find out from the famous Maya city? 6. How similar were the Maya and the Anglo Saxons? 7. Why did the Mayans vanish? Time to convince Indiana Jones. 8. What happened after the Mayan civilisation 'disappeared'? 	<ol style="list-style-type: none"> 1. What can we find in our village? 2. What did we find? 3. How has your village changed? 4. Who was Tommy Armstrong and what was his town like? 5. What was life like for mining children? 6. Why was mining so important in County Durham?
	<p><i>Key vocabulary</i></p>	<p>Interpretation, Viking, representation, raider, primary source, invasion</p>	<p>Civilisation, Maya, Mayan, century, millennium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza</p>	<p>Historic building, architecture, feature, mine, miner, locality, community, lever, trapper, child worker, newsagent, tobacconist, Stanley Market, white pudding, bairn, coal bunker, name plaques, cottages, Aged Miners, village, park, mine, terrace, estates, feature, and disaster.</p>

Year 6	<p><i>Unit title and key NC content</i></p>	<p>What's in a name? (WWI focus)</p> <p>Developing Historical Knowledge: Local history of the turn of the century and Durham's involvement in WW1. Written accounts and key features of particular developments.</p> <p>Explaining/ Analyse second order concepts: Consideration of significance of historical events and how this might be communicated.</p> <p>Use of primary sources: Use of the census, photographs and other primary sources.</p> <p>Interpretations/ representations of the past: An opportunity to remind pupils of the difference between primary sources, representations and interpretations.</p>		<p>Has life got better for children in Britain?</p> <p>Historical knowledge – develop chronological understanding and an awareness of the key features of differing periods in the past, use dates and key terms as appropriate.</p> <p>Explain/ analyse second order concepts – this unit has a strong focus on the concepts of change / continuity and similarity/ difference.</p> <p>Primary source use - ask questions about sources, suggest new lines of enquiry and make supported inference.</p> <p>Interpretations/ representations of the past – not the focus of this unit. Teachers will want to look at the materials used in the unit to ensure that differences between primary sources and historical interpretations/ representations are made clear.</p>
	<p><i>Key learning by the end of the unit</i></p>	<ol style="list-style-type: none"> 1. Dangerous moments from the past! When has Britain been under threat? 2. What's in a name? 3. What was life like for our research family? 4. How did our family's world change in 1914? 5. How were the people of my area involved in WWI? 6. How should we remember Durham's involvement in WWI? 		<ol style="list-style-type: none"> 1. What was going on here? 2. What did happen when the Romans left? 3. What can we discover about having fun long ago? 4. How did having fun change over the centuries? 5. Did everyone enjoy themselves in the past? 6. Having fun! What has changed since the Romans left?
	<p><i>Key vocabulary</i></p>	<p>Conflict, war, Durham, census, useful, utility, area, identify, source, consequences, memorial, chronology.</p>		<p>Medieval, change, Tudor, continuity, Georgian, transformation, Victorian, century, Twentieth Century, similarity, Post war, difference, leisure, technology, class, pastimes.</p>