

History Long Term Plan

Archbishop Runcie CE First School



Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

Be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

History

Intent	Implementation	Impact and Next Steps
<p>The national curriculum for history aims to ensure that all pupils:</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' 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 understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	<p>In Early Years:</p> <ul style="list-style-type: none"> EYFS staff plan opportunities for children to talk about the past. Where relevant, these are built into broad topics – however, the majority of pre-KS1 history learning occurs in every day high quality teaching practice. EYFS engage in pre-learning for the concepts of change and continuity and chronology – using evidence and significance are concept not taught until Year 1 due to conceptual difficulty. The EYFS team is highly aware of Year 1 expectations and of the Year 1 curriculum expectations and plan so that children are ready for such learning. Children engage with progressively different ideas in the past: for instance, Nursery engage with the concept of chronology through snack time discussions every Monday about the previous weekend or the concept of change over time through understanding that, in a dinosaurs topic, that dinosaurs were real but no longer exist. In Nursery, children are exposed to the idea that there are people whose job it is to study things in the past (e.g. palaeontologists). Such ideas are built and extended in Reception – for instance, a more challenging class timeline to reference back to the class's journey over the course of a year is displayed and built up throughout the year. History is taught explicitly as a formal subject on its own in Summer 2 as part of Year 1 preparation – children begin to apply their chronological understanding within a familiar concept (toys). <p>Within Key Stage 1 and 2,</p> <ul style="list-style-type: none"> History is taught through topics and themes that are first and foremost directly linked to the National Curriculum (e.g. a study of an ancient civilisation). The specific focus for the sequence of lessons is then directed by historical concepts as per external training. These are: <ul style="list-style-type: none"> Cause and consequence Continuity and change Using evidence Significance A sequence of lessons has been developed by the humanities coordinator to ensure there is a carefully planned learning sequence for our children across the school, Key Stage, Units of Work. 	<ul style="list-style-type: none"> Children have a true love of History and see themselves as historians Children have the knowledge and skills to succeed at Middle School Children talk positively about their work and have a thirst for further historical learning Staff are confident teaching a wide range of history to a very high level Children's local historical knowledge is age-appropriately deep and they are proud of their personal connection to this history Levels of attainment is high as evidenced in books and in lessons Children talk explicitly about learning 'history' rather than topic

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Develop Essential Characteristics of Historians

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Within our local context:

- Celebrating our locality so children can contextualise their understanding, where possible.
- Using the many varied opportunities in our local area to give the children meaningful educational experiences through visits and visitors at least once a half term, directly linked to what the children are learning.

- Clear links with geography, where relevant, are made. If units of work are joined together (e.g. Greece and Ancient Greece), geography is taught first to provide modern, conceptual understanding in most cases.
- Concepts and some vocabulary are revisited and built upon progressively through the Long Term Plan.
- There is a focus on developing clear narratives across periods of time and seeing links – for instance, ancient civilisations being taught chronologically throughout Years 3-4 or progressively expanding historical views of the local area and later Newcastle.
- The end point, and other relevant points along the topic, provide opportunities for historical literacy – i.e. acting as a historian. This may look like the process of writing history or may not be directly written work. The focus is on children understanding what being a historian entails.
- A knowledge organiser is built which is used as an aide memoire for pupils and as a lesson structure guide for teachers. This organiser has the sequence and the broad aims of each lesson – however, teachers can choose, where appropriate, to combine teaching points into multiple lessons or slow down learning according to children's needs.
- Teachers plan and resource lessons with guidance where necessary from the humanities coordinator. Teachers consider what prior learning has taken place and build upon this through ongoing assessment.
- Teachers ensure children review prior learning not just lesson to lesson but also through referencing previous terms and years.
- Memorable learning experiences, in particular educational visits, are essential to the planning process and are built in. These act as touch stones for the children in the months and years to come when teachers reference back to previous experiences.
- The curriculum is knowledge-rich as children need knowledge in order to apply skills. Children are stretched through challenging content and, to build memory, such content is linked to English where relevant. However, subjects always remain as they are – English and History are treated separately and with different assessment frameworks by teachers.

- Educational visits and visitors reinforce historical learning at a deeper level that directly links to learning, rather than merely pique interest

<ul style="list-style-type: none">• Understanding the high potential of our children and the need to stretch and challenge them in all areas of the curriculum, particularly for rapid grasping pupils.• Having high expectations of all written work and using opportunities for cross-curricular writing.• Preparing children for middle school and beyond through cluster-level ties and very high expectations of historical skill.		
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EYFS

Nursery	Autumn Term		Spring Term		Summer Term	
Topic Title	Once upon a time	Sparkling Celebrations	Awe & Wonder	Nature's Miracles	Our Wonderful World	We're going on a journey
Texts – Cycle 1	Goldilocks Baby Bear's Birthday	Pinecone & Penguin Dear Santa	The Gingerbread Man Dinosaur Roar	Dear Zoo Driving my tractor	The Very Hungry Caterpillar Jack and the Beanstalk	The Train Ride Penguin on Holiday
Texts – Cycle 2	No Rising 3s		Peace at Last How to Catch a Star	Noisy Farm Farmer Duck	Chick to Hen Titch	Commotion in the Ocean Pirate Pete
History concept (procedural knowledge)	Locational Knowledge Chronological Understanding	Human and Physical Geography Geographical skills and fieldwork Chronology	Place Knowledge/ Geographical skills and fieldwork Historical Enquiry / knowledge and Interpretation	Locational knowledge Historical Knowledge	Human and Physical Geography/ Geographical skills and fieldwork Historical Knowledge and Interpretation	Place knowledge Chronological understanding
History Skills	<ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history. Explore how things work. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Explore how things work Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

				<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		
Substantive knowledge	Forests Seasonal changes Birthdays (History within living memory) Who we are and where we come from	History- when we were babies Past events Settings of Arctic stories Remembrance Day Bonfire Night Christmas story	Chinese New Year History – Dinosaurs	Animals Zoo/Farm Shrove Tuesday	Seasonal changes	Journeys Holidays Living Memory
Continuous	Class Timeline (of year) Visual timetable Identifying weather patterns etc outside Seasonal display and seasonal continuous provision within Investigation area.					
Specific Historical vocabulary to teach	Today/yesterday/tomorrow At the weekend In the holidays Autumn	A long time ago. Map/Globe Same/different Cold/warm Winter	Beginning World Earth Endangered Fossil Palaeontologist extinct	Spring Location Farm zoo	Forward Backward Summer	Beach Journey Far away Near
Why this? Why now?	Children are new to the school, so we used familiar contexts of birthdays/parties	Friendship in the context of stories- used Arctic setting as a stimulus Introduction to season of Winter	Introduction of the Story of Creation Dinosaur topic	Visit to farm in Spring to introduce children to British springtime	Links to seasonal changes museums	Links to real life experiences/summer holidays/prepares for transitions
Links to Core Subjects/Progression	Literacy – Goldilocks and the Three Bears	Literacy – Penguin and Pinecone RE – the Nativity	Literacy - Dinosaur Roar! RE/Celebrations – Chinese New Year	Literacy - Dear Zoo/ Driving my Tractor	Maths – Positional Language Literacy – Jasper’s Beanstalk	Literacy – Penguin on Holiday
Enrichments (visits/visitors)	Story Party Finding the bears in the woods Baby Bear’s Birthday	Chris Bostock Antarctica small world enhancements. Winter enhancements Baby photos	Chinese New Year Investigation Day Dinosaur Eggs Fossil excavations	Farm visit Spring Enhancements	Summer Direction	Beach Visit Journey discovery – children to go on ‘holiday’. passport
	History Begin to be aware of the difference between past and present in their own lives. Begin to talk about past, significant events for themselves or family and friends. They can begin to retell simple past events.	History Children develop an understanding of growth and changes over time. 1. Children to bring in photos of themselves as babies. Can you guess who the baby is?	History Enhance children’s understanding of decay and changes over time via dinosaur topic 1. Introduce dinosaur topic via book ‘Dinosaur Roar’. Talk about the	History Begin to understand that events have historical significance. 1. Explain why we celebrate Shrove Tuesday and that it is an event which	History Begin to understand that people have historical significance and buildings (museums) contain historical artefacts. 1. As part of the topic on growing and the text Jasper’s Beanstalk. Children will be shown Sunflowers by Vincent	History Children become aware of their own history and realise that events happened in the past. 1. Look back at the class learning journey. What things can they remember from their Nursery experiences?

	<ol style="list-style-type: none"> 1. It is baby Bears Birthday and we would like to have a party. Ask the children if they have had a birthday party before or if they have been to a birthday party. What sort of things do we need? 2. Children to talk about their experiences of their own birthday parties. Can they answer questions based on their own experiences in response to new events? 3. Record Baby Bears Birthday in the class learning journey to preserve memories of special events. Children to look back on past events and use vocabulary such as yesterday, last week, a long time ago etc. 	<ol style="list-style-type: none"> 2. Children to look at their baby picture and a current picture. How have they changed? Has anything stayed the same? 3. Children to realise that their baby picture is from the past. If I took a picture of them now would it be the same? Why not? <p>Children begin to acknowledge events within history exist.</p> <ol style="list-style-type: none"> 1. Tell the children it is Remembrance Day and why it is significant. Watch CBeebies 'Poppies'. Allow children to clarify thinking by asking how and why questions about this event. 	<p>characteristics of dinosaurs. Do we see them now? Why not? Introduce the word extinct and talk about how we no longer have dinosaur. Children to use and understand language such as change, what happened, why, because.</p> <ol style="list-style-type: none"> 2. Introduce the concept of fossils and the role of the palaeontologist. Children excavate their own fossil. Using brushes in the sand and tools for clay excavation. 3. Children examine photos of dinosaurs and their fossils; which dinosaur does the fossil belong to? How do you know? 	<p>happens every year.</p>	<p>Van Gogh and read Katie and the Sunflowers.</p> <ol style="list-style-type: none"> 2. Explore what is a museum and what kind of things you would expect to see in a museum. Have any of the children visited a museum before? 3. Children recreate their version of Sunflowers which are displayed in Nursery's museum. Children are aware of the original artists; Vincent Van Gogh. 	<ol style="list-style-type: none"> 2. Can the children talk about their favourite memory from Nursery (using the learning journey book as a prompt)? Can they retell simple events in the correct order?
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Historical Concepts – taught throughout the year continuously

Chronological Understanding [Change links]

As an historian:

Can I retell a sequence of events, real or fictional, using words such as first, then.... (M 3-4yrs)

Can I begin to make sense of my own life story and family's history? (UtW 3-4yrs)

Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?

Historical Enquiry

As an historian:

Can I understand why questions? C&L (C&L 3-4yrs)

Am I able to express a point of view and to debate when I disagree with an adult or friend, using words as well as actions? (C&L 3-4yrs)

Can I understand and use vocabulary such as: how, why, because?

Knowledge and Interpretation

As an historian:

Am I able to talk about what I see using a wide vocabulary (UtW 3-4yrs)

Can I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened, why, because?

Reception	Autumn Term		Spring Term		Summer Term	
Topic Title	Fairytales	The North Pole	Changes	New Life	Africa	Toys (from Y1 – new books)
Texts	The Enormous Turnip The Elves and the Shoemaker	Arctic White (Northern Lights) Harvey Slumfenburger's Christmas Present	Once There Were Giants What the Tree Sees The Growing Story	Owl Babies Beatrix Potter- Peter Rabbit Woodland Animals (NF)	Handa's Surprise Lila and the Secret of the Rain In the Savannah (NF) African Animals (NF)	Major Glad, Major Dizzy Lost in the Toy Museums Dogger
History concept (procedural knowledge)	Chronology, change and continuity	Chronology, change and continuity	Chronology, change and continuity	Introduction to Significance		Chronology, change and continuity
Continuous	Class Timeline (of year) – updated monthly Visual timetable Daily day of the week and weather chart – also includes month of the year and season Identifying weather patterns and linking it to the season Seasonal display and identifying changes caused by the seasons. Map of UK with postcards linked to where children have visited.					
Continuous DM and ELGs	Development Matters: <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Development Matters Coverage	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Draw information from a simple map. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the 	See continuous	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar

		one in which they live.		<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. 	<p>situations in the past.</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
ELGs	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling.

				appropriate – maps.		
Specific Historical vocabulary to teach	Before Now When I was in Nursery, Now I am in Reception Today/yesterday/tomorrow At the weekend Up, down, across Changes Map	Same/Different Similar Map Winter Near far, next to, in front and behind Globe Northern Lights Inuit	When I was a baby Now I am a child When I am an adult Growth Decay Baby Adult Grandparent	Spring Woodland areas British Wildlife Habitat Countryside Town/city Urban/rural Map Direction		Summer Journey Past Present Generation
Why this? Why now?	Transition from nursery to reception. Settle new children in a familiar story context.	Christmas Text- links to current events in children's lives Recapping and developing knowledge of Winter Building on knowledge of cold places from Nursery – Antarctica.	Focus on sequencing events Looking at skills achieved, and skills wished to be acquired in the future.	British wildlife builds on Nursery experience of farm. Developing knowledge of British Springtime – Links with Easter story and new life.	Settings – exploring places which are different to the UK – making simple comparisons Finding places on a globe and world map Comparing climates that are different to the one where I live.	Transition from EYs to Yr. 1
Links to Core Subjects/Progression	Literacy – The Elves and the Shoemaker, The enormous Turnip Maths – One more, numbers to 5, linking age to numbers to 5, time	Literacy – Fiction and Non-fiction texts RE – the Nativity/Christmas around the world	Literacy – Once there were giants, The growing Story, What the Tree Sees Maths – ordering and time	Literacy – Owl Babies/The tale of Peter Rabbit RE - Easter	Literacy – Handa's Surprise/ One day in our blue planet series/Leila and the Secret of the Rain.	Literacy – Major Glad, major Dizzy/Lost at the toy Museum/Dogger
Enrichments (visits/visitors)	Autumn Display Soup Making Fairy Tale role play	Chris Bostock Winter display Pantomime Arctic Role Play Christmas party/celebrations	Chinese New Year Visit the park to look at changes in trees etc	Garden centre role play Spring display Animal story visit/Farm Visit	Fruit shop role play area Kenyan Dancing Changes in the outdoor environment	Summer display Museum trip School fair
Possible lesson progression/ activities	1. I am 4 or I am 5 2. Comparison between Nursery & Reception	1. Remembrance Day 2. Christmas traditions 3. Postman past and present	1. Explore the idea of growing. 2. Characteristics of the elderly	1. Explore Beatrix Potter as the author of Peter Rabbit. Look at the photo. Do you		1. Identify and describe my toys, my parents' toys and my grandparents' toys.

			<ol style="list-style-type: none"> 3. Explore a human growth photo timeline 4. Explore the changes the tree saw. 5. Explore the length of time that has elapsed. 6. What do you think will happen to the tree in the future? What will it see next? 	<p>think she is around now or did she write the book a long time go.</p> <ol style="list-style-type: none"> 2. Explore the home of Beatrix Potter. How is it different from your home? 3. Look at homes from the past and homes now. How are they different? 		<ol style="list-style-type: none"> 2. Compare and contrast toys from now and in the past. 3. Order toys in a timeline (past 50 years). 4. Ask questions about change and continuity over time. 5. Are my toys better than Grandma's/Grandpa's toys?
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Key Stage 1

Year 1	Autumn Term	Spring Term	Summer Term
	Remembering Neil Armstrong	The History of Seaside Holidays	Changing Gosforth
History concept (procedural knowledge)	Historical significance	Chronology, change and continuity	Chronology, change and continuity Cause and consequence
	Sequenced timelines (within 100 years)	Sequenced timelines (within 150 years)	Historical enquiry Interpreting monuments and architecture
Historical Literacy	Understand that Neil Armstrong was one individual who we have chosen to remember because of his perceived significance both at the time and now.	Understanding the idea that some things change and some things stay the same within the context of two to three lifetimes.	Understand the local area in relation to lifespans and changes within lifespans
National Curriculum Coverage (substantive knowledge)	NC3- significant individuals NC2- global significance	NC 1– I can understand changes within living memory and (NC2) events beyond living memory that are significant nationally.	NC1- changes within living memory NC4- significant events & people in their own locality (war memorial)
Specific Historical vocabulary to teach	Chronology Century Before my parents were born/grandparents significant	tourist holiday regeneration transport Victorian seaside Whitley Bay	Changed because... Evidence
Why this? Why now?	Widening chronology children's knowledge through an accessible topic (within living memory of some family members)	Using familiar concept (holidays) and allows oral historical research (taking to parents and grandparents). Source analysis can be extended from EYFS – not just physical objects. Chronology is progressively larger than Neil Armstrong and links to ideas of cultural change (TV in Autumn 2; ideas of transport links here) Links to Year 2 Geography Tynemouth tourist unit and broader ideas of tourism within Year 2 (Quayside Economic Development). Goes beyond living memory for first time. Links to ideas of the role of the city and health which are picked up throughout their time here and then examined in depth in Year 4 childhood unit	Context to ground concept of change over time. Links to school history//church history. Precursor to Great Fire of Newcastle.

		Links to upcoming topic about geographical distances and people moving	
Proposed Lesson Progression and Justification	<ol style="list-style-type: none"> 1. Place events on a timeline (100 years) and understand how many lifetimes ago events were. 2. Compare sources from the past and the present. 3. Use evidence to ask questions about the past. 4. How did people remember the moonwalk? 5. Why do we remember Neil Armstrong? 	<ol style="list-style-type: none"> 1. Understand where Whitley Bay is and begin to think about its past and present 2. Understand what Victorian seashores were like 3. Identify some of the reasons why seaside holidays changed 4. Consider how Whitley Bay changed as holidays changed 5. Understand what Whitley Bay is like today 	<ol style="list-style-type: none"> 1. TRIP: Walk along Gosforth High Street prior to generating questions in L2. 2. Visitor: What was Gosforth like in the past? (Andrew Shipton, grandparent) 3. TRIP: Walking tour of Gosforth 4. How have the people of Gosforth changed over time? 5. Why is there a memorial in Gosforth? What is it for? Why did people put it there?

Year 2	Autumn Term	Spring Term	Summer Term
	The Great Fire of London	Alnwick and Newcastle Castles	Remembering Grace Darling
History concept (procedural knowledge)	Cause and consequence Historical significance	Chronology, change and continuity	Historical significance
	Timelines (Present to 400 years ago) Historical enquiry	Timelines (c.1000 years, not to present) Chronology over a longer timeframe (500 years)	Historical enquiry
Historical Literacy	Understand that small events have significant consequences, that historians continue to debate them, and that the Great Fire of London is a significant national event	Examine how different castles served different purposes	Understand that Grace Darling is a folk hero of the region and hypothesise as to the reasons why
National Curriculum Coverage (substantive knowledge)	NC2- national event beyond living memory NC3- lives of significant individuals (Samuel Pepys)	NC2- Events beyond living memory NC4- significant places in our locality (Newcastle Castle compared to Alnwick Castle)	NC2- national event beyond living memory significant nationally NC3- lives of significant individuals (Grace Darling) NC4- people and places in own locality
Historical vocabulary to teach	Cause Consequence Effect Multicausal River Thames Reliability Samuel Pepys St Paul's	invader motte bailey moat Norman medieval chronology change Newcastle Alnwick	Heroine Forfarthshire (name of the boat) Farne Islands Harcar Rock Lighthouse RNLI benefactor hypothesis seaside rescuers
Why this? Why now?	Builds on understanding linear consequence. Develops concept that history is evolving and still active in current historical debate, according to sources examined. Significant national event develops cultural capital. Longer term	Local sites Precursor to GCMS/UKS2 Builds upon chronological understanding from Great Fire of London topic	Local heroine/heritage Builds upon previous sole historical significance topic (Neil Armstrong) by being chronologically further away and more challenging
Proposed Lesson Progression and Justification	<ol style="list-style-type: none"> Understand how long ago the Great Fire of London was and where London is Understand how different 17th century London life was to today Identify the sequence of events that make up the Great Fire of London 	<ol style="list-style-type: none"> Identify different invaders of England and understand how long ago they were. To understand what Newcastle Castle was like during different time periods. TRIP TO NEWCASTLE CASTLE – To understand the continuity and change of Newcastle Castle 	<ol style="list-style-type: none"> Understand who Grace Darling was and what she did for the <i>Forfarthshire</i> Examine sources from immediately after the rescue Examine sources from after Grace's death to understand her impact

	<ol style="list-style-type: none">4. Organise a range of sources into their utility and formulate a conclusion for the cause of the Great Fire of London5. Examine the effect of the Great Fire of London	<ol style="list-style-type: none">4. To identify the features of castles.5. VISIT TO ALNWICK CASTLE. Examine what life was like in Alnwick Castle in the Medieval and Norman Times and begin to compare to Newcastle Castle.	<ol style="list-style-type: none">4. Understand the role of the RNLI and its use of the Grace Darling story5. VISIT TO GRACE DARLING MUSEUM AND BAMBURGH
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Key Stage 2

Year 3	Autumn Term	Spring Term	Summer Term
	Ancient Egyptian Sources	North East Inventors	Remembering people from a very long time ago (Stone Age, Bronze Age, Iron Age)
History concept (procedural knowledge)	Historical evidence Chronology, change and continuity	Historical significance	Historical evidence Chronology, change and continuity
	Scaled timelines, use of evidence, creating and pursuing a line of enquiry	Historical enquiry and use of evidence	Creating scaled timelines, use of evidence.
Historical Literacy	Writing as a historian, commenting on the utility of different sources within a specific aspect of Egyptian life	Analyse the significance of different local pioneers, understanding the reasons for why people remember these pioneers and their link to civic pride.	Understand how historians and archaeologists make historical decisions about events from a long time ago.
National Curriculum Coverage (substantive knowledge)	NC7- Achievements of Ancient Egypt	NC5- National significance of North East (e.g. roads, railways/ shipbuilding) are reflected in our locality	NC1- Changes in Britain from Stone Age to Iron Age
Specificity Historical vocabulary to teach	Ancient Egypt Religion Hierarchy Vizier Mummy Pyramid Pharaoh Cleopatra Tutankhamun Howard Carter	shipbuilding pioneer engineer Cragside electric light railway colliery locomotive Newcastle biography significant civic pride	Pre-history Stone Age Bronze Age Iron Age Skara Brae Beaker period archaeologist hillfort Stonehenge tools/weapons
Why this? Why now?	Ancient civilisations in chronological order Local sites of interest to deepen & widen knowledge of locality	Locality/heritage Accessible city centre to make learning relevant	Builds upon chronological understanding. Precursor to Roman invasion topic. Helps children place concept of change in wider context. Develops and builds upon source analysis skills. Longest Term- lots to cover!
Potential Enhancements	Durham University (Oriental Museum)	(Lit & Phil) / Cragside /Stephenson Railway Museum	Roy Lawson (historian) Places of local interest
Proposed Lesson Progression and Justification	<ol style="list-style-type: none"> How long ago were the pyramids built? How was Egyptian society organised? Examine how pharaohs were viewed as gods. 	<ol style="list-style-type: none"> Why was Newcastle an important city to Britain/the British Empire? Why did Newcastle have so many famous pioneers? 	<ol style="list-style-type: none"> Create an accurate timeline and understand just how long ago the Stone, Bronze and Iron ages were. Understand what we actually know about the Stone Age.

	<ol style="list-style-type: none">4. How do we know about the Ancient Egyptians?5. The discovery of the Rosetta Stone6. What do religious artefacts tell us about life in Ancient Egypt?7. Describe the effect of religion on Ancient Egyptians, noting specific sources and writing as a historian.	<ol style="list-style-type: none">3. Who was William Armstrong and what did he give the world?4. Who was George Stephenson and what did he give the world?5. Who was William Swan and what did he give the world?6. Why do we remember these people?	<ol style="list-style-type: none">3. Examine the discovery of Skara Brae and the conclusions archaeologists can make from it.4. Analyse why and how much life changed as Britain entered the Bronze Age.5. What exactly is Stonehenge for?6. Identify where people in the Iron Age lived.
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Year 4	Autumn Term	Spring Term	Summer Term
	The Significance of the Ancient Greeks	From workers to children: Young people's experiences, 1800-1945	Roman invasion on Britain
Historical concept (procedural knowledge)	Historical significance Historical evidence	Chronology, change and continuity Historical evidence	Cause & Consequence Historical significance
	Use of evidence Create and pursue a line of enquiry	Scaled timeline Concurrence/use of evidence	Use of evidence Scaled timeline
Historical Literacy	Understanding that people choose and debate what is significant through the concept of Greek achievements.	Identify periods of rapid change and reasons for it on a timeline.	Using sources to reference, children to write as historians to argue the impact the Romans had
National Curriculum	NC6c- Legacy of Greek culture- literature (through English) NC8- Influence on western world	NC6- an aspect or theme in British history, over time NC6b- changes in an aspect of social history	NC2- Roman Empire and its impact on Britain NC2c- Successful invasion by Claudius
Specificity Historical vocabulary to teach	ancient Olympia Persia civilisation empire city state democracy Athens Philosophy Sparta architecture Olympics Plato Socrates archaeology Aristotle	timeline chronology cause effect consequence legislation parliament era period evacuee evacuation education	Iron Age Boudicca Empire revolt Caesar civilisation Plutarch Agricola Claudius Vindolanda
Why this? Why now?	Comparison to Ancient Egypt Chronology Topics overlap Access to architecture, artefacts and relevant sites	Requires solid chronological basis and emotional maturity. Relevant to them (children) Links to GCMS	Wider local area Y4 Transition topic Very significant for local area Progression from other local studies
Potential Enhancements	Durham University (meet archaeologists)	Beamish	Vindolanda
Proposed Lesson Progression and Justification	<ol style="list-style-type: none"> Begin to understand how historians know about Ancient Greece and that there was no single 'Ancient Greece'. Analyse Athenian democracy and its impact on the world. 	<ol style="list-style-type: none"> Draw a scaled timeline and understand how long a lifetime is upon it. Understand what life was like for children as workers in the 1800s. 	<ol style="list-style-type: none"> Understand what Britain was like prior to Roman invasion Examine sources that explain Caesar's attempted invasion of Britain

	<ol style="list-style-type: none"> 3. Understand what philosophy is and the role of some important Greek philosophers in understanding the world today. 4. Understand the limitations of studying ancient history. 5. Understand both how and why Greek architecture impacted the world today. 6. Interpret Alexander the Great's legacy. 	<ol style="list-style-type: none"> 3. Beamish visit – compare school life for children in Victorian times to today. 4. Examining a longer term picture, understand why and how much life changed for children from Victoria's coronation to death, examining education, health and employment. 5. Through a social case study (evacuation), identify what changed and stayed the same for children during the Second World War. 	<ol style="list-style-type: none"> 3. Understand the impact of Claudius's invasion 4. Identify the reasons for the building of Hadrian's Wall 5. Examine a range of sources about Roman Britain 6. Examine sources from <i>after</i> the invasion
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