

History Long Term Plan 2024 - 25

Archbishop Runcie CE First School



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.”

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.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.
Do everything in love.**

This epistle helps us understand;

- that God's love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

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 • 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. <p>Develop Essential Characteristics of Historians</p>	<p>In Early Years: KF CHECK</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 is introduced at the end of Reception, through handling of artefacts, 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 – 	<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 • Children’s local historical knowledge is age-appropriately deep and they are proud of their personal connection to this history • Educational visits and visitors reinforce historical learning at a deeper level that directly links to learning, rather than merely pique interest • Know and understand the

<ul style="list-style-type: none"> • 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. <p>We use Kapow History to supplement our school long term plan, where appropriate, to develop a complex knowledge of local and national history and the history of the wider world.</p> <p>Within our local context:</p> <ul style="list-style-type: none"> • 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 directly linked to what the children are learning. • Preparing children for middle school and beyond through cluster-level ties and very high expectations of historical skill. <p>We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.</p> <p>Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to</p>	<p>children begin to apply their chronological understanding within a familiar concept (toys).</p> <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, change and chronology - Using evidence - Significance • A sequence of lessons has been developed by the History Leader to ensure there is a carefully planned learning sequence for our children across the school, Key Stage, Units of Work which builds on prior learning. • Clear links with geography, where relevant, are made. If units of work are joined together (e.g. Egypt and Ancient Egypt), 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 making links – for instance, ancient civilisations being taught chronologically throughout Years 3-4 or progressively expanding historical understanding of the local area (in Year 1), across Newcastle and the region (in KS2). • Opportunities for historical literacy – i.e. acting as a historian are planned for so that children understand what being a historian entails. 	<p>history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <ul style="list-style-type: none"> • Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind. • Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences. • Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day including from our local area. • Understand how historians learn about the past and construct accounts.
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appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Kapow Primary's History scheme aims to support pupils in building their understanding of chronology in each year group, making connections between periods of time and developing a chronologically-secure knowledge of History.

The aims of our curriculum are to cover the NC and EYFS objectives with a cyclical approach to 4 key historical concepts:

- Cause and consequence
- Continuity, change and chronology
- Using evidence
- Significance

For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

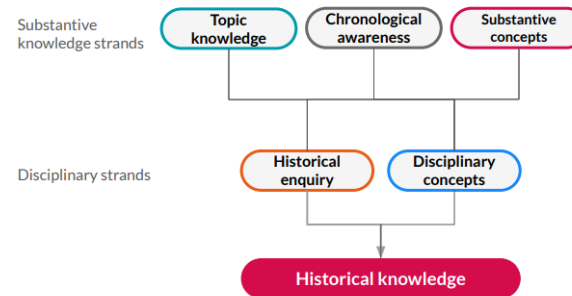
We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. It is our intention that children's historical knowledge will lay the foundation for subsequent learning and, as such, we have mapped the coverage of Years 3 and 4 in conjunction with our feeder middle school and other local first schools.

In order to prepare pupils for their future learning in History, our long term plan aims to introduce them to key substantive concepts. Whilst we have adapted some units from Kapow, we have used the learning sequence rather than the activities in order to focus on children's disciplinary knowledge.

Our Long Term Plan enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.

- A knowledge organiser is built which is used to explain the sequence of learning and as an aide memoire for pupils. 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 History Leader. Teachers consider what prior learning has taken place and build upon this through ongoing assessment.
- Through Flashback 4s, Teachers ensure children review prior learning not just lesson to lesson but also through referencing previous learning of a concept in earlier terms and years.
- Memorable learning experiences, in particular educational visits, visitors and artefacts 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 other subjects where relevant. However, subjects always remain discrete and are treated separately and with different assessment frameworks by teachers.

- Ask historically-valid questions
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- 97% of Reception children met the ELG for UtW in 2024.



Our History long term plan emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world.

In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key Stage 2 and identifying connections, contrasts and trends over time. Each class has a timeline to support children in developing this chronological awareness.

Good use is made of Tyne and Wear Archives and museum as well as other local resources.

*Sp	Opportunity for spiritual development
*Mo	Opportunity for moral development
*So	Opportunity for social development
*Cu	Opportunity for cultural development

History Overview - Key Stage One (KS1) and Key Stage 2 (KS2) only

Concept			
Significance	Cause and consequence	Using evidence	Chronology, continuity and change
<p>KS1: Children can discuss the impact of significant events and people by showing how these led to changes/development in their own lives.</p> <p>KS2: Children can explain significance by discussing impact of historical events or people led to changes for people at and/or over time.</p>	<p>KS1: Children can explain how different causes contribute to an event; this could be multi-causal.</p> <p>KS2: Understand that different causes have different levels of significance, children can explain links between possible causes.</p>	<p>KS1: Children understand that what we know about the past comes from sources of evidence and can draw information from historical sources to make claims about the past.</p> <p>KS2: Children can compare (or cross reference) sources to help them make more secure claims about the past.</p>	<p>KS1: Children can identify simple similarities and differences between two fixed points.</p> <p>KS2: Children can identify changes over time by looking at developments across a more extended chronology.</p>

Year group	Autumn Term (Weeks 7-12)	Spring Term (Weeks 20-25)	Summer Term (Weeks 34-39)
1	Learning to fly <i>Historical significance</i>	Changing Gosforth <i>Chronology, change and continuity</i>	The History of Seaside Holidays <i>Chronology, change and continuity</i> <i>Cause and consequence</i> <i>Historical evidence</i>
2	The Great Fire of London <i>Cause and consequence</i> <i>Historical significance</i> <i>Historical evidence</i>	Monarchs <i>Chronology, change and continuity</i>	Remembering Grace Darling <i>Historical significance</i> <i>Historical evidence</i>
3	Ancient Egyptian Sources <i>Historical evidence</i> <i>Chronology, change and continuity</i>	Local Pioneers <i>Historical significance</i>	Remembering people from a very long time ago (Stone Age, Bronze Age, Iron Age) <i>Historical evidence</i> <i>Chronology, change and continuity</i>

4	The Significance of the Ancient Greeks <i>Historical significance</i> <i>Historical evidence</i>	From workers to children: Young people's experiences, 1800-1945 <i>Chronology, change and continuity</i> <i>Historical evidence</i>	Roman invasion on Britain <i>Cause and consequence</i> <i>Historical significance</i>
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EYFS

Nursery	Weeks 7 - 12		Weeks 20 - 25		Weeks 34 - 39	
Topic Title	Once upon a time...	Dark Nights, Bright Lights	Long ago, Dinosaur Roar!	All Creatures Great and Small	What a wonderful world!	We're off on a Journey
Continuous	Visual timetable (chronology)					
Development Matters	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials • Talk about the differences between materials and changes they notice • Begin to make sense of their own life-story and family's history • Talk about the differences between materials and changes they notice 					
Specific Historical vocabulary to teach	Tier 2 vocab: past, present Tier 3 vocab: future		Tier 2 vocab: fossil, extinct Tier 3 vocab: palaeontologist		Tier 2 vocab: old, new Tier 3 vocab: timeline	
Why this? Why now?	Children are new to the school, so we used familiar contexts of birthdays/parties		Introduction of the Story of Creation Dinosaur topic		Linked to children's wider understanding of chronology	Children transitioning to Reception
Historical Knowledge	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. (Linked to Birthdays and Baby Bear's Birthday.)		Enhance children's understanding of decay and changes over time via dinosaur topic/fossils. Box of delights: https://twamschools.org.uk/dinosaurs-and-fossils		Begin to understand that people have historical significance and buildings (museums) contain historical artefacts. (Linked to Van Gogh's Sunflowers)	Children become aware of their own history and realise that events happened in the past.

Reception	Weeks 7 - 12	Weeks 20 - 25	Weeks 34 - 39
History Topic Title	Adventures through time	Peek into the Past	Toys
Historical concept (disciplinary knowledge)	Chronology, change and continuity	Chronology, change and continuity	Chronology, change and continuity Historical evidence
		Introduction to changes over time (personal experiences)	Changes over time (beyond personal experiences) Introduction to chronology
		One difference is... One similarity is...	One difference/similarity is... Another difference/similarity is... This source shows us that...
Continuous	Class Timeline (of year) – updated monthly Visual timetable (chronology)		
Development Matters and ELGs	<p>Development Matters:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past <p>ELG:</p> <ul style="list-style-type: none"> • 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 		
Specific Historical vocabulary to teach	Tier 2 vocab: before, now, changes Tier 3 vocab: achievement	Tier 2 vocab: baby, adult, grandparent Tier 3 vocab: adolescence	Tier 2 vocab: past, present Tier 3 vocab: generation
Why this? Why now?	Transition from nursery to reception. Settle new children in a familiar story context.	Focus on sequencing events. Looking at skills achieved.	Transition from EYFS to Year 1
Proposed lesson sequence	<p><i>Kapow: Adventures through time</i></p> <ol style="list-style-type: none"> 1. Explore our own history 2. Understand our own family tree 3. Celebrate my achievements (incl time capsule) 	<p><i>Kapow: Peek into the past</i></p> <ol style="list-style-type: none"> 1. Explore the idea of growing (baby pictures) 2. Understand my life timeline 3. Identify pictures from past and present 	<p><i>Kapow: How have toys changed?</i></p> <ol style="list-style-type: none"> 1. Find out what toys our parents and grandparents played with. Find information about how toys have changed. 2. Compare toys from the past with modern toys. One difference/similarity is... Another difference/similarity is... 3. Investigate how teddy bears have changed over time. This source shows us that...

			<p>4. Know how toys have changed over time.</p> <p>Educational visit: Discovery Museum</p> <p>Box of Delights:</p> <p>https://twamschools.org.uk/boxes-of-delight/compare-old-and-new</p> <p>https://twamschools.org.uk/boxes-of-delight/20th-century-toys</p>
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Key Stage 1

Year 1	Weeks 7 - 12	Weeks 20 - 25	Weeks 33 - 38
	Learning to fly	Changing Gosforth	The History of Seaside Holidays (Whitley Bay)
History concept (disciplinary knowledge)	Historical significance Historical evidence	Chronology, change and continuity	Chronology, change and continuity Cause and consequence Historical evidence
	Introduction to historical significance. Introduction to sources.	Introduction to changes within a familiar place.	Understanding changes to a less familiar place Introduction to understanding causes
Historical Literacy	Neil Armstrong is significant because... One change that resulted was... The impact on my life is... This source shows/tells us... This source shows the same/different...	One difference was... Some things have not changed, for example,... Many things have changed since...	There are many differences between... The biggest change is... There are many reasons why... This caused... because... This source tells us... This source backs up the idea that... Most of the sources show...
Historical vocabulary to teach	Tier 2 vocab: past, generation Tier 3 vocab: chronology, century, significant, timeline, moonwalk	Tier 2 vocab: change, suburb, chronology Tier 3 vocab: consequence	Tier 2 vocab: past, present, change Tier 3 vocab: tourist, regeneration, transport, Whitley Bay
Why this? Why now?	Widening chronology children's knowledge through an accessible topic (within living memory of some family members)	Local context to ground concept of change over time. Links to school history//church history. Precursor to other local history.	Using familiar concept (holidays) and allows oral historical research (talking to parents and grandparents). Links to Year 2 Geography.
Lesson Progression	<i>Kapow: How did we learn to fly?</i> 1. Finding out about the past. *Sp *Cu 2. Understand historical significance. *So *Mo *Cu 3. Investigate why Bessie Coleman is significant. *So *Mo *Cu 4. Develop an understanding of primary sources. *So *Mo *Cu 5. Investigate why we remember the Moon landing. *So	1. Investigate how Gosforth has changed over time. 2. Ask questions about what Gosforth was like in the past. *So 3. Educational Visit: Undertake a walking tour of Gosforth High Street. *Sp *So 4. Identify how land use has changed over time 5. Summarise continuity/changes in Gosforth. Describe some changes in	1. Understand what Victorian seaside holidays were like. *Cu *So 2. Understand what Victorian seaside holidays were like. *So *Mo *Cu 3. Identify some of the reasons why seaside holidays changed. *So 4. Think about Whitley Bay in the past and present. *So *Cu 5. Understand what Whitley Bay is like today. *So *Cu

	6. Place events on a timeline.	Gosforth between two fixed points and why these changes happened. *So *Cu	
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Year 2	Weeks 7 - 12	Weeks 20 - 25	Weeks 33 - 38
	The Great Fire of London	Monarchs	Remembering Grace Darling
History concept (disciplinary knowledge)	Cause and consequence Historical significance Using evidence	Chronology, change and continuity	Historical significance Using evidence
	Understanding cause and consequence of one event Understanding changes to a place of national significance	Understanding changes on a national level	Understanding gender significance in history
Historical Literacy	Some causes are connected, for example,... This led to... This made it more likely that... Samuel Pepys is significant because... One change that resulted from the fire was... The results were... The impact on my life is... The majority of sources agree that... This source contradicts... We can infer from this source...	There are many differences between... Some things have not changed as much...	Grace darling is significant because... One changes that resulted was... Further changes were... The impact on my life is... The majority of sources agree that... This source contradicts... We can infer from this source...
Historical vocabulary to teach	Tier 2 vocab: consequence, causes, sources, society, Samuel Pepys Tier 3 vocab: effect, reliability, sequence, society, Samuel Pepys	Tier 2 vocab: king/queen, castle, features Tier 3 vocab: monarch, invade, coronation	Tier 2 vocab: seaside, rescue Tier 3 vocab: heroine, lighthouse, Forfarthshire, Farne Islands, RNLI
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.	Local sites utilised Precursor to GCMS/UKS2 learning (Battle of Hastings, Castles & William's control) Builds upon chronological understanding from Great Fire of London topic	Local heroine/heritage Builds upon previous historical significance topic (Learning to Fly) by being chronologically further away and more challenging Introduction to historical bias
Lesson Progression	1. Understand how long ago the Great Fire of London was and where London is.	<i>Kapow: What is a Monarch?</i> 1. Describe what a monarch is. *Sp *Mo *So *Cu	1. Understand who Grace Darling was and what she did. *Sp *Mo *So *Cu 2. Examine sources from immediately after the rescue. *Sp *Mo *So *Cu

	<p>2. Understand how different 17th century London life was to today. *So *Mo *Cu</p> <p>3. Identify the sequence of events that make up the Great Fire of London. *So</p> <p>4&5. Draw information from a range of sources and formulate a conclusion for the cause of the Great Fire of London.</p> <p>6. Examine the significance and of the Great Fire of London. *Sp *So</p>	<p>2. Explain why coronations take place. *Sp *Mo *So *Cu</p> <p>3. Explain how William the Conqueror became King of England. *Sp *Mo *So *Cu</p> <p>4. Describe how William the Conqueror built castles while ruling England. *Sp *Cu</p> <p>5. Identify how castles changed over time. *Sp *So *Cu</p> <p>6. Compare the monarchy in the past and present. *Sp *Mo *So *Cu</p>	<p>3. Examine sources from after Grace's death to understand her impact. *Sp *Mo *So *Cu</p> <p>4. Understand the role of the RNLI and its use of the Grace Darling story. *Sp *Mo *So *Cu</p> <p>5. Visit to Grace Darling Museum & Bamburgh village tour. *Sp *Mo *So *Cu</p>
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Key Stage 2

Year 3	Weeks 7 - 12	Weeks 20 - 25	Weeks 33 - 38
	Ancient Egyptian Beliefs	Local Pioneers	Stone Age, Bronze Age & Iron Age
History concept (disciplinary knowledge)	<p>Historical evidence Cause and consequence</p> <p>Evaluation of sources Develop understanding of chronology outside UK</p>	<p>Historical significance Chronology, change and continuity</p> <p>Understand the national significance of local pioneers. Local history & heritage</p>	<p>Historical evidence Chronology, change and continuity</p> <p>Understand that sources can be wide ranging Develop understanding of gradual changes over time</p>
Historical Literacy	<p>This source tells us that...</p> <p>This source backs up the idea that...</p> <p>We can infer from this source...</p> <p>It would be useful if I wanted to investigate...</p> <p>This source was produced by... for...</p> <p>This source is more/less reliable because...</p> <p>Social factors include...</p> <p>Background causes were...</p> <p>Religious beliefs at the time were... this caused...</p>	<p>This person is significant because...</p> <p>They effected many people at the time...</p> <p>They were considered important at the time...</p> <p>The impact can be seen today...</p> <p>An important turning point was...</p> <p>Whilst there were changes in... there was continuity in...</p>	<p>Most of the sources show...</p> <p>It was produced by...</p> <p>It's purpose was...</p> <p>An important turning point was...</p> <p>Whilst there were changes in... there was continuity in...</p>

Historical vocabulary to teach	Tier 2 vocab: chronology Tier 3 vocab: ancient, civilisation, hierarchy, archaeologist, Egyptologist, Howard Carter	Tier 2 vocab: inventor, significant, Tier 3 vocab: shipbuilding, pioneer, locomotive, biography, industrialisation	Tier 2 vocab: archaeologist, pre-history, past Tier 3 vocab: hillfort, Stonehenge, Beaker period, Skara Brae
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.
Lesson Progression	<p><i>Kapow: What did the Ancient Egyptians believe?</i></p> <ol style="list-style-type: none"> 1. Know when and where the ancient Egyptians lived. *Sp *Cu 2. Educational visit*Sp *Mo *So *Cu 3. Recognise the importance of Egyptian Gods and Goddesses. 4. Understand how Egyptians built pyramids. *Sp *Mo *So *Cu 5. Explain how and why the Egyptians mummified people. *Sp *Cu *So 6. Make inferences about Egyptian beliefs using primary sources. *Sp *Cu *So 	<ol style="list-style-type: none"> 1. Understand that Newcastle was an important city to Britain and the British Empire. 2. Understand that Newcastle was the home of many significant pioneers. *So *Sp *Cu 3. Understand who William Armstrong was and what did for the world. *So *Sp *Cu 4. Understand why Cragside is historically significant. Educational visit: Cragside.*So *Sp *Cu 5. Understand what George Stephenson gave to the world. 	<p><i>Kapow: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</i></p> <ol style="list-style-type: none"> 1. Recognise that prehistory was a long time ago and was the beginning of the history of mankind. *Sp *Cu 2. Use archaeological evidence to learn about prehistoric houses.*Sp *Mo *So *Cu 3. Use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. *Sp *Mo *So *Cu 4. Explain how bronze transformed prehistoric life. *Sp *So *Cu 5. Understand the importance of trade during the Iron Age. *Sp *So *Cu 6. Compare settlements in the Neolithic and Iron Age. *Sp *So *Cu

Year 4	Weeks 7 - 12	Weeks 20 - 25	Weeks 33 - 38
	The Significance of the Ancient Greeks	From workers to children: Young people's experiences, 1800-1945	Roman invasion on Britain
Historical concept (disciplinary knowledge)	Historical significance Historical evidence	Chronology, change and continuity Historical evidence	Cause and consequence Historical significance
	Describe how the Ancient Greeks led to changes Look for evidence of another culture's influence on the UK (evident locally)	Interpret/Evaluate sources from differencing viewpoints Local links to history/heritage in Newcastle	Understanding the impact of another culture on the UK Understand the significance of the Roman Empire on the UK Local history/heritage
Historical Literacy	One change that resulted was... The impact of this civilisation was... This source is useful for my enquiry because... This source is more reliable because... It was produced by...	We should use this source with caution because... We can't give much weight to this source because... It was intended to be seen/used by... The biggest change was... This change took place... There was a trend towards... An important turning point was...	The most important cause was... this led to changes in... One influential factor was... This made it more likely that... Without... it is unlikely... Boudicca was significant because... This effected many people because... This was considered important at the time because... The Roman invasion led to changes in... This source is useful for my enquiry because... We can infer from this source... This strengthens its reliability because...
Historical vocabulary to teach	Tier 2 vocab: empire, city state, architecture, civilisation, archaeology Tier 3 vocab: democracy, philosophy, legacy	Tier 2 vocab: timeline, chronology, education Tier 3 vocab: legislation, parliament, evacuation	Tier 2 vocab: Iron Age, civilisation, empire, invasion Tier 3 vocab: revolt, 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
Lesson Progression	1. Understand who the Greeks were and where they lived. *So *Cu	<i>Kapow: How have children's lives changed?</i>	1. Understand why the Romans invaded Britain. *So *Mo *Cu

	<ol style="list-style-type: none"> 2. Understand the main Ancient Greek beliefs. *Cu *Sp 3. Understand how Greece was governed and identify similarities and differences between Athens and Sparta. *So *Mo *Cu 4. Analyse Athenian democracy and its impact on the world. *So *Mo *Cu 5. Understand how Greek philosophers influenced us today. *So *Cu *Sp 6. Understand the limitations of studying ancient history. 	<ol style="list-style-type: none"> 1. Identify how children's lives have changed using a range of sources. *So *Mo *Cu 2. Understand why children worked in Tudor times and what working conditions were like. *So *Mo *Cu 3. Understand the types of jobs Victorian children had and their working conditions. *So *Mo *Cu 4. Educational Visit: *So *Mo *Cu * Sp 5. Understand how Lord Shaftesbury changed children's lives. *So *Mo *Cu * Sp 6. Understand how and why children's leisure time has changed. *So *Mo *Cu 	<ol style="list-style-type: none"> 2. Identify the consequences of the Roman invasion. *So *Mo *Cu *Sp 3. Understand why the Roman army was so successful. *Cu 4. Make inferences from artefacts*Sp *Cu 5. Make inferences about life in Roman times. Educational Visit: Vindolanda and the Roman Army Museum. *Sp *Cu *So 6. Identify the Roman legacy in Britain. *Sp *So *Cu
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