



New Earswick Primary School History Curriculum

History for the pupils of New Earswick Primary School

Our History curriculum is built around the interests of our pupils to allow each child to know significant historical people, events and changes in the world. Pupil feedback told us that our pupils like historical figures, battles and big events so we created a big idea each term from our whole school topics to focus each History topic:

- **A Step in Time**
- **Discovery**
- **Me, Myself and I**

Skills

We have designed a progression of learning opportunities through 'big ideas' so that we can teach historical skills:

- **Ask perceptive questions**
- **Think critically**
- **Weigh evidence**
- **Sift arguments**
- **Develop perspective and judgement**

Barriers

Stakeholders have identified that our pupils lack confidence and life experiences. Our entire curriculum, including History, promotes opportunities to be Braver, Stronger and Smarter. Every history topic is launched with an immersion day to encourage family engagement. An immersion day is built around the whole school topic and brings experiences to the pupils which they would unlikely ever experience otherwise.

Topics

Nursery	EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • King of the Castle • When I Grow Up 	<ul style="list-style-type: none"> • Pirates and Princesses • Fairy tales • The Street Where I Live 	<ul style="list-style-type: none"> • Dinosaur Disaster • Neil Armstrong/ Tim Peake • Kings and Queens • New Earswick 	<ul style="list-style-type: none"> • Ice Age • Castles and dragons • Stone Age • New Earswick
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Egypt • Tutankhamun • Joseph Rowntree • Life as a Roman Soldier compared to Ancient Greek life 	<ul style="list-style-type: none"> • Industrial Revolution • New Earswick • Warriors- Iceni • Queen of the Iceni Boudicca 	<ul style="list-style-type: none"> • Inequality in Victorian times • Dr Barnardo (WCR) • Viking Invasion (Anglo nightmare!) • New Earswick 	<ul style="list-style-type: none"> • Industrial Revolution- Titanic • World Wars- leaders • Non European society • New Earswick/York (changes since war)



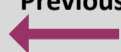

National Curriculum Coverage

Early Years	Key Stage 1	Key Stage 2
Understanding the world <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Understand the effect of changing seasons on the natural world around them 	Changes within living memory <ul style="list-style-type: none"> • Tim Peake • Kings and Queens • New Earswick Events beyond living memory <ul style="list-style-type: none"> • Dinosaur Disaster • Kings and Queens • Fossils Lives of significant individuals <ul style="list-style-type: none"> • Neil Armstrong • The Queen Significant historical events <ul style="list-style-type: none"> • The Ice Age • Castles and dragons Stone Age- Iron Age	Achievements of earliest civilizations <ul style="list-style-type: none"> • Egypt • Tutankhamun Roman Empire and Ancient Greece <ul style="list-style-type: none"> • Life as a soldier • Warriors- Iceni • Boudicca Anglo Saxon/ Viking settlements <ul style="list-style-type: none"> • Viking Invasion/ Anglo nightmare (linked to York) Local History <ul style="list-style-type: none"> • New Earswick British history since 1066 (links to York and Yorkshire) <ul style="list-style-type: none"> • Inequality in Britain • Industrial revolution • Titanic • World Wars Non European Society <ul style="list-style-type: none"> • Russia (transcontinental)

Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> • I can sequence some events from my own life in order • I can make some comments about things from the past that have happened to me • I can describe memories of key events in people's lives 	<ul style="list-style-type: none"> • I can sequence some events from my own life on a timeline. • I can describe memories of key events in people's lives 	<ul style="list-style-type: none"> • I can place the time period studied on a timeline • I can begin to use dates and terms related to the period of study • I can sequence events and artefacts 	<ul style="list-style-type: none"> • I can place events from the time period studied on a timeline • I can use dates and terms related to the period of study • I can make comparisons between different time periods • I can use more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> • I can place events from the time period studied on a timeline with increasing confidence • I use relevant dates and terms related to the period of study 	<ul style="list-style-type: none"> • I can position time periods studied to other time periods taught across the school • I can make more considered comparisons between a growing range of different time periods
Historical knowledge	<ul style="list-style-type: none"> • I can recognise the difference between past and present in my own and others' lives • I can recount stories from the past 	<ul style="list-style-type: none"> • I know some historical figures and understand why they were important • I can begin to compare historical periods with life today 	<ul style="list-style-type: none"> • I know about some everyday aspects of people's lives from different time periods • I can compare historical periods with life today 	<ul style="list-style-type: none"> • I can identify key features and events of a time studied • I can describe some changes in the historical period being studied 	<ul style="list-style-type: none"> • I can describe changes within and between periods and societies studied • I can examine causes and results of great events and the impact on people • I can compare an aspect of life with the same aspect in another life 	<ul style="list-style-type: none"> • I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings • I can give an explanation of past events in terms of cause and effect using evidence to support an explanation • I can compare and contrast themes between different time periods
Interpretations of history	<ul style="list-style-type: none"> • I can pick out information about the past from sources like pictures, artefacts and stories 	<ul style="list-style-type: none"> • I can compare pictures or photographs of people or events in the past with now. 	<ul style="list-style-type: none"> • I can identify and give reasons for different ways the past is represented 	<ul style="list-style-type: none"> • I can begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> • I can offer some reasons for different versions of events • I can begin to compare accounts of events from different sources 	<ul style="list-style-type: none"> • I can link sources and work out how conclusions were arrived at • I am aware that different evidence will lead to different conclusions
Historical enquiry	<ul style="list-style-type: none"> • I can find out answers to simple questions about the past from sources of information, e.g. artefacts • I can talk, draw and write my ideas 	<ul style="list-style-type: none"> • I can use a source/artefact to answer questions about the past on the basis of observations • I can represent the past in a different ways 	<ul style="list-style-type: none"> • I can use a range of sources to find about a period • I can begin to select and record relevant information from non-fiction text, online resources and other sources. 	<ul style="list-style-type: none"> • I can use evidence to build up a clearer picture about past events • I can ask a variety of questions • I can use the library and internet for research 	<ul style="list-style-type: none"> • I can begin to discuss primary and secondary sources • I can use the library and internet for research independently with a given brief 	<ul style="list-style-type: none"> • I can discuss the relevance primary and secondary sources • I can bring knowledge gathered from several sources together in a fluent account

YEAR 1

	A Step in Time			Discovery			Me, Myself and I				
	Autumn 1		Autumn 2	Spring 1		Summer 1					
	Year 1 Dinosaur Disaster		Year 1 Tim Peake/ Neil Armstrong	Year 1 Kings and Queens		Year 1 New Earswick Joseph Rowntree-homes					
National Curriculum	Events beyond living memory		Changes within living memory Lives of significant historical figure	Changes beyond living memory Lives of significant historical figure		Lives of significant historical figure Local history					
Skills Progression and Assessment											
Chronological understanding	<ul style="list-style-type: none"> I can broadly plot a timeline with the prehistoric period. I know which dinosaurs came first, how long they lived and when they died. 		<ul style="list-style-type: none"> I can describe memories of key events in people’s lives I can plot memorable events back to Neil Armstrong’s flight I know when the first female astronaut went into space 	<ul style="list-style-type: none"> I can create a time line (order) the last three monarchs. I can compare BC/AD and where monarchs come. 		<ul style="list-style-type: none"> I can sequence some events from my own life in order I can make some comments about things from the past that have happened to me I can describe memories of key events in people’s lives I can recognise the difference between past and present in my own and others’ lives I can recount stories from the past 					
Historical Knowledge	<ul style="list-style-type: none"> I can pick out information about the past from sources like pictures, artefacts and stories 			<ul style="list-style-type: none"> I can recognise the difference between past and present in my own and others’ lives I can recount stories from the past 							
Interpretation <i>Compare, link, evaluate</i>	<ul style="list-style-type: none"> I can pick out information about the past from sources like pictures, artefacts and stories Predict what might have been/happened 		<ul style="list-style-type: none"> I can pick out information about the past from sources like pictures, artefacts and stories 	<ul style="list-style-type: none"> I can pick out information about the past from sources like pictures, artefacts and stories 							
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can find out answers to simple questions about the past from sources of information, e.g. artefacts I can talk, draw and write my ideas 		<ul style="list-style-type: none"> I can find out answers to simple questions about the past from sources of information, e.g. artefacts I can talk, draw and write my ideas 	<ul style="list-style-type: none"> I can find out answers to simple questions about the past from sources of information, e.g. artefacts I can talk, draw and write my ideas 		<ul style="list-style-type: none"> I can find out answers to simple questions about the past from sources of information, e.g. artefacts I can talk, draw and write my ideas 					
Suggested tasks	<ul style="list-style-type: none"> Tell and recreate stories Use juicy jargon Create a timeline Order animals Sort and classify 		Create time line with their birth to compare length of time past Use juicy jargon Order key space flight events including: <ul style="list-style-type: none"> First Satellite in Space. Sputnik 1. ... First Man in Space. Yuri Gagarin. ... The Lunar Landing. Apollo 11 astronaut Buzz Aldrin on the Moon. ... Launch of the Hubble Space Telescope. Hubble Space Telescope. ... Flight of the First Private Spacecraft. Sally Ride and Laika 	<ul style="list-style-type: none"> Create time line Retell stories Create Top Trump Monarch cards Paint Monarch portraits Look at artefacts and sort to solve questions. 		<ul style="list-style-type: none"> Look at old and new photos, use visitors and collate research. Look at and plot the changes in the village since construction. Look at own homes. Look at how houses have changed over time (new development at New Lodge v’s Folk Hall). 					
Vocabulary <i>‘Juicy Jargon’</i>	prehistoric past present after before age order bc ad millions of years	herbivore omnivore carnivore predator dino names	fly walk climb fight long tall short tail eyes skin	first astronaut craft buggy pioneer	orbit rocket planet star	space fly flight moon travel	queen king monarch royalty reign kingdom	leader crown country throne clothes	evidence source events important changes	village houses location	old new same different information
Links to learning and assessment points											
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Prove that dinosaurs existed millions of years ago Know dinosaur names, habitats and characteristics Explain when dinosaurs lived compared with us now Know that the prehistoric Earth was different to our Earth now know if a dinosaur is related to animals I know now 		<ul style="list-style-type: none"> Know when the first moon landing was Know what Neil Armstrong did Understand how long ago from now that was Know why that changed events for today 	<ul style="list-style-type: none"> Know that Queen Elizabeth is our Monarch Know who will rule next Know who ruled before Know what job a ruler has Know key events and key changes with each ruler. 		<ul style="list-style-type: none"> Know that New Earswick was built in modern history Know the NE has changed over a short period of time Know that Joseph Rowntree designed the village and why he did it. 					
Previous 	EYFS: <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Understand the effect of changing seasons on the natural world around them 		EYFS: <ul style="list-style-type: none"> Name and describe people familiar to them Comment on images of familiar situations in the past 	EYFS: <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 		EYFS: <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people familiar to them Comment on images of familiar situations in the past 					
Next 	Year 2: ICE AGE <ul style="list-style-type: none"> Prepares pupils to understand how the dinosaurs may have died, when humans may have lived. Prepares pupils to understand the Neolithic period and that Neanderthals lived during the Ice Age. 		Links to Science Year 1: Seasonal changes, Animals classification Year 3: Forces Year 5: Earth and Space	Year 2: <ul style="list-style-type: none"> Prepares understanding for who lives in castles. Year 3: <ul style="list-style-type: none"> Gives historical contrast to Tutankhamun and allows a contrast to a pharaoh. 		Year 2-6 <ul style="list-style-type: none"> Builds an understanding our local environment over time: Y2- Joseph Rowntree- chocolate in time Y3- New Earswick- changing village Y4- New Earswick- architecture Y5- New Earswick and York- settlements Y6 New Earswick during the war-social history. 					

YEAR 2

	A Step in Time						Discovery			Me, Myself and I		
	Autumn 1		Autumn 2				Spring 1			Summer 1		
	Year 2 Ice Age		Year 2 Stone Age				Year 2 Castles and dragons (medieval)			Year 2 New Earswick local history Factory and chocolate		
National Curriculum	Significant historical events		Significant historical events				Significant historical events Lives of significant historical figures			Events within living memory		
Skills Progression and Assessment												
Chronological understanding			<ul style="list-style-type: none"> I can place the time period studied on a timeline I can begin to use dates and terms related to the period of study I can sequence events and artefacts 							<ul style="list-style-type: none"> I can sequence some events from my own life on a timeline. I can describe memories of key events in people's lives 		
Historical Knowledge	<ul style="list-style-type: none"> I can begin to compare historical periods with life today 		<ul style="list-style-type: none"> I know about some everyday aspects of people's lives from different time periods I can compare historical periods with life today 				<ul style="list-style-type: none"> I know some historical figures and understand why they were important I can begin to compare historical periods with life today 			<ul style="list-style-type: none"> I know some historical figures and understand why they were important I can begin to compare historical periods with life today 		
Interpretation <i>Compare, link, evaluate</i>	<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past with now. 		<ul style="list-style-type: none"> I can identify and give reasons for different ways the past is represented 				<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past with now 			<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past with now. 		
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can use a source/artefact to answer questions about the past on the basis of observations I can represent the past in a different ways. 		<ul style="list-style-type: none"> I can use a range of sources to find about the period I can begin to select and record relevant information from non-fiction text, online resources and other sources. 				<ul style="list-style-type: none"> I can use a source/artefact to answer questions about the past on the basis of observations I can represent the past in a different ways. 			<ul style="list-style-type: none"> I can use a source/artefact to answer questions about the past on the basis of observations I can represent the past in a different ways. 		
Suggested tasks	<ul style="list-style-type: none"> Create own questions Sort events in order Identify changes over time Distinguish between animals that have died out and those alive now 		<ul style="list-style-type: none"> Focus on teeth and food chains (SC) Focus on environments posing danger (Sc) Make decisions about sources Hot seat Find the reason for weapons, housing, clothing Find what still remains today- tools,, dogs, farming etc 				<ul style="list-style-type: none"> Identify medieval city defences Research the war of the roses Make Yorkshire Roses Make castles and battlements 			<ul style="list-style-type: none"> Meet and talk to village residents Look at 'the chocolate factory' and life in the factory and life for the workers Look at images of NEW 		
Vocabulary 'Juicy Jargon'	Artefacts Sources Changes Millions Homo sapien Ice plates Glaciers thaw	Mammal Characteristics Offspring Food Food chain Habitats Sort Classify	Every Food Between Eyes Left While Example Began Group Important young	Glacier Tundra Tools Prehistoric Homo sapien Ancestors Animal names Weapons Hammerstones Housing Hunters Gatherers Source Document Period/ age	Habitat Glacier Food chain Predator Prey Teeth types Continent Ocean Location Equator	Breathe Caught Disappear Early Earth History Purpose possession various weight	Artefacts Sources Changes Millions Conquer Battle Battlements Castle labels kingdom	Lever Cardboard Rock Levers Sliders Wheels Axels	Below Country Keep City Might Together Took Leave family	Artefacts Sources Changes Millions Cocoa Industry Factory Philanthropist Rowntree	*This topic allows for a real focus on listening skills (Reading)	Own Country Father City Thought Example Often Almost Leave
Links to learning and assessment points												
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Know that the ice age happened more than once Know that some people lived in an ice age (stone age) ready for Y3 Know what animals looked like in the ice age Know about homo sapiens Know that the warming of the ice created the island of Britain 		<ul style="list-style-type: none"> Know that there was 4 types of ice age man: Tool-makers (called homo habilis), Fire-makers (called homo erectus), Neanderthals (called homo neanderthalensis), Modern humans (called homo sapiens). That's us! Know that there are many aspects of stone age life that we have use in the modern world Know that all of the Ice Ages lasted BC Know housing, hunting, weapon and art facts and timelines 				<ul style="list-style-type: none"> Know that York had 31 hospitals Know that the medieval period came before the Viking Invasions Know that Richard III was defeated in the war of the roses. 			<ul style="list-style-type: none"> To know that our village has changed over time To know what makes our village famous To know what it was like to work in the factory To understand that people still work for JR and JRHT 		
Previous ←	YEAR 1 Dinosaur Disaster <ul style="list-style-type: none"> Dinosaurs and the prehistoric era 		2 <ul style="list-style-type: none"> Ice age- some stone age people lived during an ice age Environmental and habitat knowledge of the Ice Age 				YEAR 1 Kings and Queens <ul style="list-style-type: none"> Last 5 monarchs Year 			EYFS <ul style="list-style-type: none"> My family 		
Next →	YEAR 3 <ul style="list-style-type: none"> Stone Age Homo sapien life during the ice age which overlapped the ice ages 		YEAR 3 <ul style="list-style-type: none"> Roman and Greek (builds in timeline knowledge) Viking and Anglo Saxon invasions 				YEAR 2 <ul style="list-style-type: none"> Tutankhamun- King of Egypt YEAR 3 <ul style="list-style-type: none"> Famous leaders- Caesar YEAR 4 <ul style="list-style-type: none"> Famous leaders- Boudicca YEAR 6 <ul style="list-style-type: none"> Famous leaders- war time 			YEAR 3 <ul style="list-style-type: none"> New Earswick- changing village YEAR 4 <ul style="list-style-type: none"> New Earswick- architecture YEAR 5 <ul style="list-style-type: none"> New Earswick and York- settlements YEAR 6 <ul style="list-style-type: none"> New Earswick during the war- social history and compared to non European Society. 		

YEAR 3

	A Step in Time			Me, Myself and I					
	Autumn 1			Autumn 2					
	Year 3 Ancient Egypt Tutankhamun			Year 3 Life as a soldier (Roman and Greek) Troy					
	Summer 1			Year 3 New Earswick- a changing village					
National Curriculum	Achievements of early civilisation			Roman Empire and Ancient Greece			Local History		
Chronological understanding	<ul style="list-style-type: none"> I can describe memories of key events in people's lives 			<ul style="list-style-type: none"> I can place the time period studied on a timeline I can begin to use dates and terms related to the period of study I can sequence events and artefacts <ul style="list-style-type: none"> Know in relation to BC AD 			<ul style="list-style-type: none"> I can place the time period studied on a timeline I can begin to use dates and terms related to the period of study I can sequence events and artefacts 		
Historical Knowledge	<ul style="list-style-type: none"> I know some historical figures and understand why they were important I can begin to compare historical periods with life today 			<ul style="list-style-type: none"> I know about some everyday aspects of people's lives from different time periods I can compare historical periods with life today 			<ul style="list-style-type: none"> I know about some everyday aspects of people's lives from different time periods I can compare historical periods with life today 		
Interpretation <i>Compare, link, evaluate</i>	<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past with now. 			<ul style="list-style-type: none"> I can identify and give reasons for different ways the past is represented 					
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can use a source/artefact to answer questions about the past on the basis of observations I can represent the past in a different ways. 			<ul style="list-style-type: none"> I can use a range of sources to find about a period I can begin to select and record relevant information from non-fiction text, online resources and other sources. 			<ul style="list-style-type: none"> I can use a range of sources to find about a period I can begin to select and record relevant information from non-fiction text, online resources and other sources. 		
Suggested tasks	<ul style="list-style-type: none"> Act out the gods and their roles Create mummies, Canopic jars Compare to modern day gods Compare Egyptian to Christian death and burial 			<ul style="list-style-type: none"> Retell the story of Troy Create Troy horses using gears and pulleys (Sc) Compare life as a soldier Review sources for reliability Make decisions based on artefacts Plot key events on a timeline 			<ul style="list-style-type: none"> Look at now and then images Speak to different people and rate their reliability as a source Look at maps and use fieldwork to back up opinions (geo) Map events that changed the village (timeline) Understand the location of NEW compared to York, Yorkshire, England etc. (Geo) 		
Vocabulary 'Juicy Jargon'	Artefacts Sources Changes Millions Canopic jar Sarcophagus Gods' names Preserve Mummification	Beliefs Opinion Gods	Own Light Thought Head Paper Until Sometimes Being Leave	Ballista Legionary Cohort Cross bow Centurion Catapult Armour Legion Javelin Citizen Soldier Spar Empire Shield Leadership titles Sparta Siege	Location Country Area	Accidentally Arrive Continue Different Consider Enough Exercise Enough Guard Height Material Peculiar Position Reign through	Reliability Changes Period Relevant Information Variety Personal social Physical Historical Figure industry	Map Location Fieldwork Physical Mad made human	Build Business Busy Centre Complete Decide Earlier Famous Library Through Various
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> That ancient Egyptian people civilisation believed in different Gods to us Understand that death is viewed differently in civilisations To understand why Tutankhamun was so important 			<ul style="list-style-type: none"> Know that after the Stone Age was the Iron age and the arrival of the Celts BEFORE the Romans. Know the differences between Roman and Greek soldiers Know the leaders of both armies Know details about both civilisations 			<ul style="list-style-type: none"> Know that the changes in the village over time are for a reason and know why the village has changed Identify the types of changes and link these to the Geography (physical and human) Know what a good reliable source is and how to check it Understand the relatively short history timeline compared to previous ages studied. 		
Previous ←	EYFS and YEAR 1 RE <ul style="list-style-type: none"> Own beliefs and Family beliefs 			YEAR 3 Stone Age <ul style="list-style-type: none"> know the chronological order and the gap between BC and AD events 			YEAR 2 <ul style="list-style-type: none"> New Earswick- the history of Joseph Rowntree, the factory and chocolate making and the impact on the village. 		
Next →	YEAR 3 <ul style="list-style-type: none"> Famous leaders- Caesar Hindu gods YEAR 4 <ul style="list-style-type: none"> Famous leaders- Boudicca Hindu beliefs YEAR 5 <ul style="list-style-type: none"> What does it mean to follow God? Islam- why do some people believe in God? YEAR 6 <ul style="list-style-type: none"> Famous leaders- war time Islamic beliefs 			YEAR 4 <ul style="list-style-type: none"> Famous leaders- Boudicca YEAR 6 Famous leaders- war time			YEAR 4 <ul style="list-style-type: none"> New Earswick- architecture YEAR 5 <ul style="list-style-type: none"> New Earswick and York- settlements YEAR 6 <ul style="list-style-type: none"> New Earswick during the war- social history and compared to a non European society. 		

YEAR 4


	A Step in Time						Me, Myself and I		
	Autumn 1			Autumn 2			Summer 1		
	Year 4 Industrial Revolution: Victorian life for a child			Year 4 Boudicca and warriors Icenii			Year 4 New Earswick Architecture		
National Curriculum	Significant historical events			Ancient Empire			Local History		
Chronological understanding	<ul style="list-style-type: none"> I can place events from the time period studied on a timeline I can use dates and terms related to the period of study I can make comparisons between different time periods I can use more complex terms e.g. BC/AD and identify how many years 			<ul style="list-style-type: none"> I can place events from the time period studied on a timeline I can use dates and terms related to the period of study I can make comparisons between different time periods I can use more complex terms e.g. BC/AD and identify how many years 			<ul style="list-style-type: none"> I can place events from the time period studied on a timeline I can use dates and terms related to the period of study I can make comparisons between different time periods 		
Historical Knowledge	<ul style="list-style-type: none"> I can describe some changes in the historical period being studied 			<ul style="list-style-type: none"> I can identify key features and events of a time studied I can describe some changes in the historical period being studied 			<ul style="list-style-type: none"> I can describe some changes in the historical period being studied 		
Interpretation <i>Compare, link, evaluate</i>	<ul style="list-style-type: none"> I can begin to evaluate the usefulness of different sources 			<ul style="list-style-type: none"> I can begin to evaluate the usefulness of different sources 			<ul style="list-style-type: none"> I can begin to evaluate the usefulness of different sources: interview and people living 		
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can use evidence to build up a clearer picture about past events I can ask a variety of questions I can use the library and internet for research 			<ul style="list-style-type: none"> I can use evidence to build up a clearer picture about past events I can ask a variety of questions I can use the library and internet for research 			<ul style="list-style-type: none"> I can use evidence to build up a clearer picture about past events I can ask a variety of questions I can use the library and internet for research 		
Suggested tasks	<ul style="list-style-type: none"> Research life at home and school for Victorian children Create a timeline for the Victorian period Look at Victorian portraits Look at the difference between classes Look at the legacy left by the Victorians on our life now 			<ul style="list-style-type: none"> Research the life of the Celts and the Icenii tribe Look at the weaponry and battle tactics Compare sources (primary and secondary) Map key events on timelines Compare this and link to previous learning on Roman and Greek soldiers (Y3) 			<ul style="list-style-type: none"> Look at primary and secondary resources Look at house structures linked to skills and knowledge vs cost (Y4 his Victorians) Use fieldwork to locate modern and older housing Map key developments over time linking to compass points (Geo) Give reasons for change- use own viewpoint and debate skills (Eng) Focus on school life 		
Vocabulary 'Juicy Jargon'	Documents Sources Primary Secondary Similarities Differences		Answer Extreme Imagine Increase Medicine Naughty Particular Remember Sentence	Culture Celtic vocabulary Warrior Boudicca Icenii Tribe Rights Roman Attack invade Defeat	Land Region Compass points Physical features	Appear Believe Continue Difficult Extreme Forward Guard Opposite Reign woman	Culture Development Changes Environment Locality Perspective Opinion Justify Construction	Map skills Compass points Area Location Human Physical Features construct	Address Build Describe Exercise Length Material Natural Notice Purpose Recent remember
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> know who ruled the Victorian period and when it was Know how the lives of the rich and poor compared Know what school was like then compared with now Identify several Victorian legacies that we have in the current day (houses, medicine, school, travel etc) 			<ul style="list-style-type: none"> Know that this period came before the Victorian period Understand the differences compared with Roman and Greek soldiers (Y3) Understand why Boudicca was so important and how she broke traditions Know what battle tactics are and how she made this work for her army in preparation for Y6. 			<ul style="list-style-type: none"> Know how parts of the village have been built, when and how Understand the changes in the architecture in the village and why this happened (to prepare for Y6) Share thoughts on the validity of sources Identify significant people who designed or shaped the village 		
Previous ←	YEAR 3 <ul style="list-style-type: none"> New Earswick the village (built in the Edwardian period) 			YEAR 3 <ul style="list-style-type: none"> Builds on the life of Roman and Greek soldiers and civilisation 			YEAR 3 <ul style="list-style-type: none"> New Earswick a changing village (people, jobs, size, amenities) 		
Next →	YEAR 5 <ul style="list-style-type: none"> Industrial revolution: inequality for children YEAR 6 <ul style="list-style-type: none"> Industrial revolution: industry (Titanic) and war 			YEAR 5 <ul style="list-style-type: none"> Leads onto Viking and Anglo Saxon invasions (Year 4 should know that this came before the Victorian period) YEAR 6 <ul style="list-style-type: none"> Famous leaders- war time 			YEAR 4 <ul style="list-style-type: none"> New Earswick- architecture YEAR 5 <ul style="list-style-type: none"> New Earswick and York- settlements YEAR 6 <ul style="list-style-type: none"> New Earswick during the war- social history and a non European Society. 		

YEAR 5

	A Step in Time			Me, Myself and I					
	Autumn 1			Summer 1			Summer 2		
	Year 5 Industrial Revolution: Inequality			Year 5 Viking invasion: Anglo nightmare			Year 5 New Earswick compared with Viking or Saxon settlements		
National Curriculum	Britain since 1066			Significant historical events			Local History		
Chronological understanding	<ul style="list-style-type: none"> I can place events from the time period studied on a timeline with increasing confidence I use relevant dates and terms related to the period of study 			<ul style="list-style-type: none"> I can place events from the time period studied on a timeline with increasing confidence I use relevant dates and terms related to the period of study 			<ul style="list-style-type: none"> I can place events from the time period studied on a timeline with increasing confident I use relevant dates and terms related to the period of study 		
Historical Knowledge	<ul style="list-style-type: none"> I can describe changes within and between periods and societies studied I can compare an aspect of life with the same aspect in another life 			<ul style="list-style-type: none"> I can examine causes and results of important events and the impact on people 			<ul style="list-style-type: none"> I can compare an aspect of life with the same aspect in another life 		
Interpretation <i>Compare, link, evaluate</i>	<ul style="list-style-type: none"> I can begin to compare accounts of events from different sources 			<ul style="list-style-type: none"> I can offer some reasons for different versions of events 					
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can use the library and internet for research with increasing confidence 			<ul style="list-style-type: none"> I can begin to discuss primary and secondary sources I can begin to discuss primary and secondary sources and rank their quality and reliability I can use the library and internet for research independently with a given brief 			<ul style="list-style-type: none"> I can begin to discuss primary and secondary sources I can use the library and internet for research independently with a given brief 		
Suggested tasks	<ul style="list-style-type: none"> Focus on work, food and education compared to modern Britain A comparative look at work and jobs Look at the lives of girls and boys Rate and rank jobs Look at death and accident rates Identify changes that have a modern day legacy Look at the life and work of Dr Barnardo 			<ul style="list-style-type: none"> An in depth study of the Vikings and their invasion, rating sources and drawing conclusions Identification of the Anglo-Saxon response to invasion A comparison of the two enemies Creation of timelines and cause and effect tables 			<ul style="list-style-type: none"> Create maps of settlements Create diagrams of the city walls, towers and castles Recall the story of King Arthur and his capture of York Look at the changing name of York over time (Eoferwic- Saxon) to Jorvik to York Compare settlements (building on Y4 knowledge of NEW) 		
Vocabulary 'Juicy Jargon'	Legacy Justify Evidence Employment Work house Industry Rights Equality Inequality Labour		Average Available Bruise Desperate Disastrous Leisure Privilege Profession	Mast Conquer Merchant Cloak Seafaring Norway Danes Long ship Hoard Settlement trade	Climate Zones Rivers Maps	Achieve Aggressive Ancient Equipment Harass Muscle Opportunity Occupy Physical Sacrifice Soldier	Thatched Site Cauldron Sword Brooch Agriculture Branches (hazel pegs) Settlers Communities	Climate Zones Rivers Maps Features Physical Human	Accommodate Accompany Ancient Community Environment Foreign Identity Language Variety Vegetable
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Know how life changed for children during the Victorian era Know how the changes have affected life for children now Know what impact Dr Barnardo had Know that equality was driven by significant people like Dr Barnardo Make justified comments on equality 			<ul style="list-style-type: none"> Know what a settlement is and what different settlements looked like Compare settlements with historical settlements that came before and after Understand the reasons for battle and invasion and explain these effectively Know the differences from Roman soldiers including developments in armour, weaponry etc 			<ul style="list-style-type: none"> Know and show that York changed over time due to invaders and settlers Know the changes in name for York from Anglo Saxon, Viking and modern eras Create a settlement in the village Justify choices for new settlements 		
Previous ←	YEAR 4 <ul style="list-style-type: none"> Victorian children- school 			YEAR 3 <ul style="list-style-type: none"> Builds on the life of Roman and Greek soldiers and civilisation YEAR 4 <ul style="list-style-type: none"> Boudicca and Iceni warriors 			YEAR 3 <ul style="list-style-type: none"> New Earswick- changing village YEAR 4 <ul style="list-style-type: none"> New Earswick- architecture 		
Next →	YEAR 6 <ul style="list-style-type: none"> Industrial revolution: industry (Titanic) and war 			YEAR 6 <ul style="list-style-type: none"> Famous leaders- war time 			YEAR 6 <ul style="list-style-type: none"> New Earswick during the war- social history and compared to a non European Society. 		

YEAR 6

	A Step in Time			Discovery			Me, Myself and I					
	Autumn 1			Spring 1			Summer 1			Summer 2		
	Year 6 Industrial Revolution: Titanic			Year 6 World War- leaders			Year 6 Non European Civilisation Mayan compared with British history			Year 6 New Earswick- In the war and now		
National Curriculum	British History since 1066			British History since 1066 Significant Historical Figures and events			Non European society that provides contrasts with British History			British History since 1066 Non- European Society		
Chronological understanding	<ul style="list-style-type: none"> I can position time periods studies to other time periods taught across the school in previous years I can make more considered comparisons between a growing range of different time periods 						<ul style="list-style-type: none"> I can position time periods studies to other time periods taught across the school I can make more considered comparisons between a growing range of different time periods 			<ul style="list-style-type: none"> I can position time periods studies to other time periods taught across the school in previous years I can make more considered comparisons between a growing range of different time periods 		
Historical Knowledge	<ul style="list-style-type: none"> I can give an explanation of past events in terms of cause and effect using evidence to support an explanation I can compare and contrast themes between different time periods 			<ul style="list-style-type: none"> I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings I can give an explanation of past events in terms of cause and effect using evidence to support an explanation 			<ul style="list-style-type: none"> I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings I can give an explanation of past events in terms of cause and effect using evidence to support an explanation I can compare and contrast themes between different time periods 			<ul style="list-style-type: none"> I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings I can compare and contrast themes between different time periods 		
Interpretation <i>Compare, link, evaluate</i>	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I am aware that different evidence will lead to different conclusions 			<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I am aware that different evidence will lead to different conclusions 			<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I am aware that different evidence will lead to different conclusions 			<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I am aware that different evidence will lead to different conclusions 		
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can discuss the relevance of primary and secondary sources I can bring knowledge gathered from several sources together in a fluent account 			<ul style="list-style-type: none"> I can discuss the relevance of primary and secondary sources I can bring knowledge gathered from several sources together in a fluent account 			<ul style="list-style-type: none"> I can discuss the relevance primary and secondary sources I can bring knowledge gathered from several sources together in a fluent account 			<ul style="list-style-type: none"> I can discuss the relevance of primary and secondary sources I can bring knowledge gathered from several sources together in a fluent account 		
Suggested tasks	<ul style="list-style-type: none"> Research and present key industrial revolution events on a time line Know without an industrial revolution there would be no Titanic Decide on and justify the benefits of the industrial revolution Understand the 'firsts' for the industrial revolution such as the Titanic and the flaws behind the progress made in industry Distinguish between industrial and handmade 			<ul style="list-style-type: none"> Make comparisons and links from previous learning (Y4 Boudicca, Y3 Tutankhamun, Y1-2 Kings and Queens) Sort events and rank causes of the war Explore life in the war and compare to soldiers from previous learning (Y4 Roman and Greek, Y5 Viking) Justify or argue war scenarios Write about events which reflect feelings and beliefs during the war 			<ul style="list-style-type: none"> Plot a timeline of Mayan key events/dates and work match to British History Make comparisons using sources of: food and farming, religion/ beliefs, housing, music and clothing Look at legacies left by the Mayans and Ancient Britain (Viking/Saxon history) 			<ul style="list-style-type: none"> Explain the impact of war on the village of NEW Compare NEW to a chosen non-European location Independently gather research, defining own brief and presenting the outcome Create questions and lines of enquiry to research 		
Vocabulary 'Juicy Jargon'	Vessel Industry Factories Craft Liberating Mass production Steel Iron works Labour Textiles Europe Ireland Docks Sources Primary secondary	Countries Trade Travel Ireland Europe America	Accommodate Achieve Average Desperate Determined Disastrous Exaggerate Equipped Excellent Guarantee Identity Marvellous Necessary Opportunity Privilege Queue Restaurant Sacrifice Sufficient temperature	Leadership Army Forces Troops Civilians Home counties Home county Tactics Propaganda Persecution Borders Camps Prisoners of war Sources Primary Secondary Account witness	Location Reign Leader Area Country Tone Personality Expression Persuasive Confident	Communicate Controversy Competition Definite Exaggerate Foreign Government Individual Neighbour occupy Parliament Sacrifice soldier	Civilisation Legacy Ahau Batab Bacabs (gods) Cacao Atlatl Temple Symbols Persecution Modern Ancient Day of dead Ancestors Sacrifice origin	Continent Southern hemisphere Thousands Farming Agriculture	Communicate Controversy Competition Definite Exaggerate Individual Neighbour occupy Parliament Sacrifice Soldier Symbol religion	Changes Consequences Environment Impact Legacy Development Sources Primary Secondary Account witness	Memorial Location Village Outskirts Community Families Impact	According Ancient Available Average Convenience Develop Familiar Language Physical Recognise Symbol Soldier
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Identify and explain the impact of the Industrial revolution (both positive and negative) Know that there were two revolutions (wool, textiles, cotton etc and a second for steel and mass production) Distinguish between man-made, hand- crafted and industry produced techniques and products Understand and plot a short timeline (the sinking of the Titanic) understanding that timelines can cover huge periods or time or shorter periods of time. 			<ul style="list-style-type: none"> Know about the events leading to war Know how developments in industry had a positive impact on the war outcome Know key facts about the chosen leader Know how the war affected the world from different perspectives Understand the main causes of the war 			<ul style="list-style-type: none"> Know that the Myans were from Central America and were well established at the same time that Vikings were in England Know that there are legacies left behind, just like in Britain, like celebrations such as Day of the Dead Show the differences and similarities between the two time periods Using resources justify own opinion of the origin of Day of the Dead celebrations 			<ul style="list-style-type: none"> Know how the war affected those close to home Know how NEW compares with other far away Show and use research to prove, explain or justify a point Evidence comparisons and differences with more than one source 		
Previous	YEAR 4 <ul style="list-style-type: none"> Victorian children- school 			YEAR 4 <ul style="list-style-type: none"> Boudicca and Icenii warriors YEAR 5 <ul style="list-style-type: none"> Leads on from Viking and Anglo Saxon invasions (Year 4 should know that this came before the Victorian period) 			YEAR 5 <ul style="list-style-type: none"> Leads on from Viking and Anglo Saxon invasions (Year 4 should know that this came before the Victorian period) 			YEAR 4 <ul style="list-style-type: none"> New Earswick- architecture YEAR 5 <ul style="list-style-type: none"> New Earswick and York- settlements 		

<p>Next</p> 	<p>KS3</p> <ul style="list-style-type: none"> 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>KS3</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 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>KS3</p> <ul style="list-style-type: none"> 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 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 <p>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>	<p>KS3</p> <ul style="list-style-type: none"> 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 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
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