

History

	Learning	Daily Dashboard	Visits
EYF S	<p>Nursery – Ongoing time language, days of the week / birthdays / Seasonal changes</p> <p>Reception - Ongoing time language, days of the week / birthdays Linear Timeline 0 Now and Next months, days of the month added each day – counting down to events – how near / how far</p> <p><u>Autumn</u> Significant events added to timeline display to show significant events in their lives birthdays / family celebrations / seasons Photo wall – months of the year – growing and changing Stories about the passing of time and changes Autumn Seasonal changes</p> <p><u>Spring</u> Seasonal changes – Winter Local area – homes from the past. Life in the past through a local person. Visit the house in Redcar. Find out about familiar occupations and how they were different long ago. Homes from the past Loan box Home from the past home corner – introduce artefacts and the mystery object</p> <p><u>Summer</u> Changes over time – Spring and summer. Plants growing Changes in ourselves – how have we changed since nursery. Creating simple timelines of their lives Simple family trees – interviewing parents / grandparents. What was it like when they were young. Local study – Redcar and Saltburn Seaside's in the past</p>	<p>Days of the week Daily Timetable Months of the year – through the timeline display Linear calendar (reception)</p>	<p>Local Area Walks Autumn / Spring</p> <p>Local Area – locating the homes of a person from the past. Kirkleatham Loan box</p> <p>Redcar Tuned In Saltburn – Victorian features</p>

	Key Concepts	Repeated Skills	Daily Dashboard	Trip / Experience
Year 1	<p><u>Significant events</u> Personal events – starting school, family, events, siblings The Gunpowder plot The Great Fire of London Moon Landings The opening of Stockton and Darlington Railway (Local History Study) The Development of Saltburn (Local History Link)</p> <p><u>Significant people</u> Grace Darling, George Stevenson, Neil Armstrong (Local Link Nicholas Patrick – Making a Mark resources) Jane Austin / Maya Angelou / Roald Dahl, Guy Fawkes, Henry Pease (Saltburn – Making a mark resources) Samuel Pepys.</p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Basic (Modelling / Explaining) Modelling / Explaining Name, describe follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</p>	<p>Language linked to the passing of time (days of the week, months of the year) Adding personal events to class timeline? Birthdays, bonfire night? Vocabulary bingo On this day in history if relevant Top trumps type activity famous people who would win and why?</p>	<p>Skinningrove Ironstone Museum</p> <p>Captain Cooks Birthplace Museum / Whitby</p> <p>Head of stream Railway Museum</p> <p>Saltburn landmarks & Kirkleatham workshops (Pease and development of Saltburn)</p> <p>Curators if contacted will come to work in school as historical</p>

<p>Year 2</p>	<p><u>Significant events</u> Exploration and Map Making WW1 and 2 Local History Making a Mark Skinningrove / bonbarment of Hartlepool The Coronation of Queen Elizabeth Votes for women and the impact on our lives today Developments in Medicine / Technology</p> <p><u>Significant people</u> Local War Hero WW1 Redcar – Historic England link Marie Curie Florence Nightingale Emily Pankhurst (Local link Alice Schofield – Making a Mark materials) Captain Cook (Marking a Mark materials Local link</p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Advancing (Practising) Apply skills to solve problems, explain methods, classify, infer, catagorise, identify patterns, organise, modify, predict, interpret, summerise, make observations, estimate, compare</p> <p>Deep (Deepening understanding) Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove</p>		<p>characters / looking at evidence.</p> <p>York Railway Museum</p> <p>Grace Darling Museum</p> <p>Mozaik 3D App – visits historical places – captain cook / space</p>
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<p>Year 3</p>	<p><u>Achievements and Legacy</u> Building on KS1 Famous people and events. What is the impact on us?</p> <p><u>The Roman Empire and its Impact on Britain</u> <i>Haiden's wall, Roman baths, Extended road systems, months of the year, standard measurement, rule of law, road systems,</i></p> <p><u>A local history study.</u> <i>Hadrian's wall (as above)</i> <i>Explorers – Tudor / Elizabethan – Link to Captain cook Check KS1 content)</i> <i>Joseph & Edward Pease (Stockton railway Check KS1 link)</i></p> <p><u>A study of a theme in British history.</u> <i>Explorers, tie in with captain cook Making a Mark local link, Moon landings (check KS1 previous learning)</i> <i>Inventions – Victorians</i> http://www.primaryhomeworkhelp.co.uk/victorians/inventiotimeline.html</p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Basic (Modelling / Explaining) Modelling / Explaining Name, describe follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</p>	<p>'Blockbuster' vocab activity teams or individual pick a letter get a word and explain the meaning – can they get across the board.</p> <p>Language linked to the passing of time.</p> <p>Class timeline – adding on this day in history when relevant.</p>	<p>Hadrian's wall</p> <p>Captain cook Museum / Middlesbrough / Whitby / Great Ayton Captain cooks Monument</p> <p>Head of Steam Museum</p> <p>Preston Park</p> <p>Mozaik 3D App – visits historical places- space</p>
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<p>Year 4</p>	<p><u>Rich and Poor (Social Structure)</u></p> <p>Who are today's richest & poorest people? How are some people controlled by others? Rich and poor in Britain.</p> <p>Changes in Britain from the Stone Age to the Iron Age. Evolving status – people not equal, skilled work leading to difference in status through to women having high status. (Chris Quigley doc to support)</p> <p>Romans (Build on Year 3 learning) look at the structure through the lives of emperors, senators, citizens, slaves.</p> <p>Anglo Saxons (develop the idea of Vikings civilizations running alongside each other) Concurrent time lines / periods</p> <p>Local Area Study – Ironstone Miners lifestyle in contrast to the Pease family (Year 3 / KS1 link) Link to the Ironstone Academy and why we might be named that.</p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Advancing (Practising) Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</p> <p>Deep (Deepening understanding) Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove</p>		<p>Skinningrove Museum</p> <p>Mozaik 3D App – visits historical places</p> <p>Danelaw living History Murton Park, York Stone Age www.murtonpark.co.uk (£15 per pupil 2019)</p>
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<p>Year 5</p>	<p><u>Beliefs</u></p> <p>The development of beliefs in British and wider world history.</p> <p><u>Romans - (Y3 & 4 Link check previous learning)</u> Gods and offerings, sacrifices, the underworld and the afterlife. Goods in human forms influenced by the Greek Mythology.</p> <p><u>Anglo-saxon</u> (paganism and Christianity)</p> <p><u>Egypt</u> - Pharaoh's status, Gods and Goddesses- the form of animals mumification, treatment of ancestors <u>Greece</u> – how the earth was formed out of chaos, Gods ruling an aspect of life Sacrifices & the afterlife.</p> <p><u>The Maya -</u> <i>Gods, power of magic, chocolate, sacrifices, mumifications.</i></p> <p>Ensure children build on the idea of concurrent time periods shown in chronology timelines and the idea of duration eg every time civilisation did not last for the same time period. Explore why the civilisations may have met – trade, war etc (geography links locating proximity on maps)</p> <p>Draw out similarities and differences between periods and relate to aspects of today.</p> <p><u>More modern:</u> eg Henry the 5th / Pope the reformation The Gunpowder Plot - Parliament The Jarrow March (Local Link)</p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Basic (Modelling / Explaining) Modelling / Explaining Name, describe follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</p>	<p>'Blockbuster' vocab activity teams or individual pick a letter get a word and explain the meaning – can they get across the board.</p> <p>Language linked to the passing of time.</p> <p>Class timeline – adding on this day in history when relevant.</p>	<p>Mozaik 3D App – visits historical places – Egypt</p>
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Year 6	<p><u>Conflict</u> Looking at major conflicts the world has seen.</p> <p>Stone, Bronze, Iron Age from peaceful into conflict. Romans 'a war machine' and Boudica (Significant women historical figure) Hadrian's wall (Year 3 link)</p> <p><u>The Vikings and Anglo saxons</u> <i>See Chris Quigly doc.</i></p> <p><u>1066 onwards:</u> eg Peasants revolt, War of the roses, Civil war, Reformation</p> <p><u>Mayans</u> (Year 5 Link check prior learning)</p> <p><u>WW1 /WW2</u> - Local History Link. Using Historic England and Ancestry research. Find out about the life of a local war hero. Visit where they lived / local war monument. Historic England Link Viki Angel</p>	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Advancing (Practising) Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</p> <p>Deep (Deepening understanding) Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove</p>	<p>Skinningrove Museum – Loan box of Stone Age bronze weapons.</p> <p>Vicki English – historic England contact</p> <p>Mozaik 3D App – visits historical places Stone Age Cave</p> <p>Danelaw living History Murton Park, York Stone Age www.murtonpark.co.uk (£15 per pupil 2019) Check Year 4 elements if visited previously)</p>
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