

History Long Term Plan

Subject: History

Our history curriculum is designed to help children think and act like historians. It aims to develop their ability to explore the past through key historical skills while fostering a strong understanding of their local area and its historical significance. We want pupils to broaden their awareness of the wider world and recognise the influence individuals and events have had both locally and globally. Through comparisons of local and international figures and achievements, children are encouraged to aspire to make their own mark on the world. Our curriculum meets the expectations of the National Curriculum through a broad, balanced, and engaging programme. Our aim is for our pupils to enjoy history and speak confidently about historical concepts, skills, and content. They develop a clear understanding of how the past shapes the future and are well-prepared for life as curious, reflective learners.

Foundation Stage		
	FS1	FS2
People, Cultures and Communities	<p>Begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> -Develop an understanding of their physical appearance and create an image of themselves. Draw themselves independently, revisiting the activity termly to ascertain progress made. Discuss similarities and differences between ourselves and our families. Share stories about family life and their experiences. Talk about their family history. Find out about famous people. Retell what their parents have told them about their life-story and family. Circle time sessions to get to know each other. Develop friendship groups and promote a sense of belonging. 	<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Use pictures, stories, artefacts and accounts from the past to look at similarities and differences. Understand how homes, daily life, and roles have changed over time. Explore the concept of discovery. Notice differences between now and the past through artefacts and images. Lives of both women and men – Focus on a variety of roles –historical and present day: Mary Anning. Look at images of familiar situations in the past, e.g, homes, schools, and transport. Comment on photos and artefacts from different eras. Sequence events in a basic timeline (e.g., baby, toddler, child). Use language such as “before I was born” and “when my grandparents were little” <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> Share texts, images, and tell oral stories and nursery rhymes about the past and present. Recognise that some characters and settings come from the past. Understand that life was different “a long time ago”. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. Singsongs, read poems, use puppets, develop role-play etc and other storytelling methods. Characters from the past and present: traditional stories, characters from stories by our author of the term. Compare and contrast characters in rhymes and stories Begin to understand simple chronology through nursery rhymes and daily routines. Sequence familiar events using time language (yesterday, tomorrow)- Know that some people in the past have done important things. Learn about familiar roles in society now and in the past. Understand how family and community shape identity. Describe people and their roles (past and present). Ask and answer questions about familiar figures. Use stories and images to explore ideas of past and present.

	ELG: Past and Present
	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Nursery 1 Through Provision and Play

Development Matters: Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.

Autumn 1: The introduction of time through daily routines and extending vocabulary

- Visual Timetable
- Days of the week

Singing Nursery Rhymes that give opportunities to discuss the past eg –Sing a song of sixpence – Kings and queens, are all queens the same, discuss diversity, Wind the Bobbin up. books about the past. Read books from the Big People Little dreams book series, introduce the idea of significant people and that they were real. Add pictures artefacts could be added to the 'I wonder table' / home corner

Development Matters: Begin to understand the need to respect and care for the natural environment and all living things

Autumn 2: Seasons and celebrations: Put birthday celebration resources in the home corner – plates, hats, cards add pictures of birthday celebrations to class timeline or birthday book.

Explore seasonal changes – Autumn

Vocabulary – Now, then, Grandma, Grandad, Mum, Dad

Discussion questions What could this be/how could we use it? What might we use now instead? Does it look like this? What happens at your birthday? Halloween / Christmas?

Development Matters: Explore how things work

Spring 1: A weekly mystery object can be added to the home corner or other provision areas eg a dial telephone, weights and scales, cameras, record player etc. Through play explore what the children think they for. Read fiction and non-fiction books about artefacts

Development Matters: Begin to make sense of their own life-story and family's history.

Spring 2: Play ring games eg Ring a ring a roses /the farmers in his den etc. Introduce some simple games and toys into the home corner / provision hopscotch / skittles / skipping / dominoes

Discussion questions What games do you like to play? Do you have any of these? Do you like them?

Development Matters: Understand the key features of the life cycle of a plant and an animal.

Summer 1: Growth: set up a babies activity zone. Include opportunities to dress and undress, bathe the babies, take the babies for a walk, prepare food for them. Through play, talk about when the children were babies and now.

Discussion questions: Why do we need to help babies? Can you do any of these things yourself now? Do you need any help still?

Development Matters: Begin to make sense of their own life-story and family's history.

Summer 2: Read Wilfred Gordan Macdonald Partridge or Paper dolls and discuss memories. Make a memory box over the summer to bring back in September linked to things they do in the Summer.(possibly talk to family memories about the memories or invite visitors in to talk about memories)

Year Group	Nursery 2 Theme 1	Nursery 2 Theme 2	Nursery 2 Theme 3	Nursery 2 Theme 4	Nursery 2 Theme 5
Learning Theme	I wonder what happens in my week?	I wonder what happens when the season change?	I wonder what toys were like for my family?	I wonder how things grow and change?	I wonder what is special about me and my family?
Substantive Knowledge	<ul style="list-style-type: none"> We have days of the week. Special events like birthdays happen every year. We can remember and talk about what we did yesterday. 	<ul style="list-style-type: none"> Seasons change, and so do the clothes we wear. Families celebrate different events every year. We add celebrations to a class pictorial timeline. The time line shows us when things happen. 	<ul style="list-style-type: none"> We can play with many kinds of toys. Toys work in different ways. Some toys move, light up, or make sounds. Teddies and dolls have changed over time. Our families played with different toys when they were little. Toys used to be made from different materials. 	<ul style="list-style-type: none"> Caterpillars change into butterflies. Plants grow from seeds. All living things grow and change. 	<ul style="list-style-type: none"> Everyone is unique and special. We all grow and change. Families are all different and have special stories.
Disciplinary Knowledge	<ul style="list-style-type: none"> Use chronology with simple time words yesterday or today. Begin sequencing daily events. Ask and answer simple questions to enquire about their own and others live. 	<ul style="list-style-type: none"> Notice and describe changes over time using the weather and seasons. Recognise and describe family or cultural celebrations and begin to know why these are significant. 	<ul style="list-style-type: none"> Investigate and talk to enquire about how toys work. Begin comparing toys they play with now and those used before to order now and then. Identify how toys have changed over time or stayed the same. Use photos and stories as sources to talk about toys from the past. 	<ul style="list-style-type: none"> Recognise and talk about life cycles and growing to recognise change over time. Begin to place pictures of life stages in chronological order. 	<ul style="list-style-type: none"> Talk about what makes them special and how our world is diverse. Begin to share and compare family experiences and enquire about history in my world.

Year Group	Reception Theme 1	Reception Theme 2	Reception Theme 3	Reception Theme 4	Reception Theme 5
Learning Theme	I wonder how we can tell the time?	I wonder where all the birds have gone?	I wonder what I will be when I grow up?	I wonder how my Mum and Dad lived?	I wonder why the stone girl was significant?
Substantive Knowledge	<ul style="list-style-type: none"> The nursery rhymes Wee Willy Winky, Jack and Jill and Polly put the kettle show how things were different long ago Routines, roles and language were different long ago Calendars tell us what day it is now what is happening next. Calendars help us to remember special times like birthdays There are seven days in a week. On weekdays we go to school on weekends we stay at home. There are 4 seasons, Autumn, spring, summer, winter. 	<ul style="list-style-type: none"> People celebrate in different ways at different times of year including Halloween, Christmas and Diwali. Families and communities can look different and have special stories. There are 4 seasons, Autumn, winter, spring and summer. The weather changes in each season and so does what we wear, what we see and what we do. 	<ul style="list-style-type: none"> Greta Thumburg is a real person Greta Thumberg wants to look after the planet and stop pollution Greta Thumberg has spoken to politicians all over the world People know Greta because she stands up for what is right. David Attenborough is a real person who teaches us about animals and nature. He cares about looking after animals, plants, and the Earth. David and Greta have helped people understand why nature is important. Real people make a difference. 	<ul style="list-style-type: none"> Families lived differently in the past compared to now, using fires to cook and heat water, candles instead of electricity, washing with tub and dolly peg. Peepo and Home's none-fiction book show how homes have changed 	<ul style="list-style-type: none"> Mary Anning is remembered because of what she discovered and did. In the past, girls and women weren't always allowed to do the same things as boys and men. Fossils can tell us about the past
Disciplinary Knowledge	<ul style="list-style-type: none"> Use timelines/calendars to tell us what happened first and last and understanding chronology by sequencing events. Identify things were the same and different in the past and now. Use rhymes as a source to interpret the past. 	<ul style="list-style-type: none"> Compare and contrast different celebrations to identify similarities and differences in cultural and historical traditions Identify similarities and differences in the seasons Explain how the world looks different at different times of the year to recognise changes across time. 	<ul style="list-style-type: none"> Describe and explain how people's roles and communities have evolved over time Understand the significance of historical / famous figures and how they made a difference to our world Interpret the significance of individuals and their ideas that helped change the world (Big Dreams Little people books) 	<ul style="list-style-type: none"> Observe and describe changes in everyday life such as Homes, clothes, and toys that were different in the past. Learn about change from a range of stories, pictures, and older people and answer questions. Our families have histories too and these can be sequenced in chronological order. 	<ul style="list-style-type: none"> Explore how Some people are remembered for their discoveries. Understand how Mary Anning's discoveries changed historical knowledge and what we know about the past. Artefacts such as fossils can be used as sources of historical evidence to help us learn about history.

Year Group	Year 1 Theme 1	Year 1 Theme 2	Year 1 Theme 3
Learning Theme	The Great Fire of London	Grace Darling	Seaside Holidays
Substantive Knowledge	<ul style="list-style-type: none"> The Great Fire of London began on September 2, 1666, in a bakery on Pudding Lane, owned by Thomas Farriner. A spark from Farriner's bakery oven started the fire. The life and conditions in London in 1666 led to the fire spreading quickly such as: buildings were made of wood, which easily caught fire, and the dense, crowded layout of the city, next, no organised fire service. Artefacts provide clues about the past and comparing them to modern-day objects. Samuel Pepys' diary is a source of historical evidence There were changes in fire safety and the design of buildings after the Great Fire and these changes improved safety. London was rebuilt, including the construction of the Monument, and how the fire is remembered today. 	<ul style="list-style-type: none"> Grace Darling was a Victorian-era lighthouse keeper's daughter known for her courageous rescue of survivors from a shipwreck in 1838, which gained widespread public admiration. Grace Darling is known for bravery and selflessness, inspiring changes in maritime safety and rescue awareness. Florence Nightingale was a nurse during the Crimean War who is remembered for significantly reducing death rates, and founding modern nursing practices. Grace Darling and Florence Nightingale, showed courage and care in dangerous situations. Nightingale reformed healthcare, Darling's contribution was focused on a heroic rescue event. 	<ul style="list-style-type: none"> Present-day seaside holidays are different to seaside holidays in the past. There are many seaside places in the UK such as Saltburn. Victorian seaside holidays involved activities like promenading, donkey rides, bathing (often in bathing machines), and entertainment like Punch and Judy shows. Seaside holidays became popular in Victorian times Travel was different in the past and that seaside holidays became popular due to railways and Queen Victoria's influence. Photographs and artefacts can tell us about the past
Disciplinary Knowledge	<p>Compare objects and artefacts from the past (1666) and present, noting differences and similarities in everyday life.</p> <p>Use a timeline to order key events in the Great Fire of London, recognising the sequence of events.</p> <p>Understand the concept of historical events and their progression over time.</p> <p>Use historical documents (Samuel Pepys' diary) as evidence to understand past events.</p> <p>Know how to order events in time.</p> <p>Explore how events like the Great Fire of London lead to changes in laws and building safety.</p>	<p>Compare the impact of different significant people. – Grace Darling and Florence Nightingale.</p> <p>Understanding the concept of chronology and placing pictures or facts of people/events in order based on when they lived.</p> <p>Identify similarities and differences between the contributions of significant people.</p> <p>Use historical artefacts and sources to understand what life was like for key figures and the challenges they faced.</p> <p>Sort old and new objects</p>	<p>Compare and contrast seaside holidays in the past and present</p> <p>Ask and answer questions about their own experiences</p> <p>Use photographs to ask and answer questions</p> <p>Place events in time order</p> <p>Use historical vocabulary (then, now, past, present)</p> <p>Use artefacts and images</p> <p>Sort old and new objects</p> <p>Understand cause and consequence by exploring what caused the seaside to be popular eg Queen Victorian</p> <p>Justify opinions using historical language</p>

Year Group	Year 2 Theme 1	Year 2 Theme 2	Year 2 Theme 3
Learning Theme	Remembrance and Local Heroes	People who changed the World	Explorers and Legacy
Substantive Knowledge	<ul style="list-style-type: none"> Key events in Redcar's history include industrial growth, war memorial construction, and community developments, showing the town's changing role over time. The Redcar War Memorial honors local soldiers who died in World Wars, symbolizing remembrance and the town's connection to national history. Redcar's history reflects broader themes of democracy, war, and peace, illustrating how local events relate to national struggles and societal change. Redcar's local history is important both to the community and as part of wider national events, showing how local stories fit into British history. 	<ul style="list-style-type: none"> Crimean War, transforming modern nursing and healthcare. Mary Seacole was a Jamaican-born nurse and healer who also cared for soldiers in the Crimean War, known for her bravery and use of traditional medicine. Both women challenged racial and gender barriers of their time, contributing to healthcare and social change. Civil rights are the rights guaranteeing individuals' freedom and equality under the law, including protection from discrimination. Suffrage is the right to vote in political elections, historically denied to many groups, including women and minorities. Societal change involves shifts in social structures, rights, and cultural norms over time. Similarities in societal change include the pursuit of justice, equality, and improved living conditions. Differences arise from varied historical contexts, cultures, and methods of activism or reform. 	<ul style="list-style-type: none"> Captain Cook was a British explorer whose voyages led to the discovery and mapping of new lands, including parts of Australia, New Zealand, and the Pacific Islands. Exploration and discovery expanded European knowledge of the world, enabling new trade routes, cultural exchanges, and colonization. Legacy refers to the lasting impact individuals or events have on history, culture, and society. Concepts of peace involve resolving conflicts and fostering harmony within and between civilizations. Civilisation represents complex societies characterized by organized governments, culture, technology, and social structures. Local historical contexts focus on events, people, and developments within a specific community or region. Global historical contexts consider worldwide interactions, influences, and changes across different societies and periods.
Disciplinary Knowledge	<p>Place artefacts/events on a timeline to understand change in Redcar over time.</p> <p>Use historical vocabulary (dates, nation) to support understanding of national and local themes</p> <p>Ask/answer simple historical questions</p> <p>Recognise reasons behind actions to understand why war memorials were built or why people went to war.</p> <p>Communicate ideas historically to explore Redcar's community identity and our national identity.</p>	<p>Use sources to gather information and explore the historical figure Mary Seacole and Emilie Pankhurst.</p> <p>Identify representations of the past and link to how these women are viewed then v's now. (Seacole's under representation)</p> <p>Describe key people/events to focus on individual contributions.</p> <p>Ask questions from evidence to explore complex topics of suffrage and civil rights.</p> <p>Compare figures, historical contexts, and types of change.</p>	<p>Interpret artefacts and representations through the analysis of exploration tools, maps and Cooks journals.</p> <p>Use timelines with dates/phrases to enhance understanding of Captain Cook as a figure and exploration journeys.</p> <p>Describe significant figures</p> <p>Use historical terms confidently.</p> <p>Focus on the global and local context to better understand broad v's narrow historical perspectives</p>

Year Group	Year 3 Theme 1	Year 3 Theme 2	Year 3 Theme 3
Learning Theme	Was it all banquets and fun for Tudor monarchs	How did transport change in Darlington and what impact did it have?	What was the Roman Empire and What was its impact on Britain?
Substantive Knowledge	<ul style="list-style-type: none"> The Tudor period (1485–1603) marks a transformative era in British history, beginning with Henry VII's reign and ending with Elizabeth I's death. Tudor monarchs, including Henry VIII and Elizabeth I, shaped religious reforms, notably the English Reformation, which established the Church of England and altered Britain's religious landscape. Daily life during the Tudor period was influenced by social hierarchy, emerging trade, and cultural changes such as the Renaissance. The Tudor monarchy centralized power, strengthening royal authority and influencing governance. Concepts of power during this time were tied to divine right, where monarchs claimed authority granted by God. Beliefs before the Tudors, especially in the Medieval period, were dominated by Catholicism and feudal systems, which evolved under Tudor influence. Society transitioned from Medieval structures to more modern institutions, with growing urban centres and shifts in social roles. 	<ul style="list-style-type: none"> The development of transport in Darlington, especially the early railways, played a crucial role in the Industrial Revolution by improving movement of goods and people. Darlington was central to railway history, with the Stockton and Darlington Railway (1825) being the world's first public railway to use steam locomotives. The Industrial Revolution transformed everyday life by shifting work from agriculture to industry, increasing urbanization, and introducing new technologies. Changes in local transport, like railways, boosted trade, created jobs, and connected communities more efficiently. Local transport developments in Darlington reflected and contributed to wider national progress in industry, commerce, and infrastructure. The growth of railways symbolised broader shifts in Britain's economy and society during the 18th and 19th centuries. 	<ul style="list-style-type: none"> The Roman Empire expanded across Europe, North Africa, and parts of Asia, establishing one of history's largest and most influential empires. Romans introduced advanced infrastructure in Britain, including roads, towns, baths, and forts, transforming local society. Latin influenced the English language and Roman law and culture impacted British governance and daily life. Roman Britain experienced urbanization and integration into a wider empire, changing trade, architecture, and social structures. Comparing Romans with Greeks shows similarities in engineering, governance, and culture, but Romans focused more on legal systems and road networks. Both civilizations contributed foundational ideas to Western civilization, but differed in political organization and cultural priorities.
Disciplinary Knowledge	<p>Understand chronology and change over time to understand historical change.</p> <p>Ask and answer questions using evidence. To explore more complex issues such as social hierarchy</p> <p>Use historical vocabulary: era, monarch, chronology, change.</p> <p>Identify beliefs, values, experiences and impact of religious change and governance</p>	<p>Place key events on a timeline using dates.</p> <p>Describe changes in the local area using primary and secondary sources.</p> <p>Identify causes and consequences of transport developments to explain the story of how railways changed Darlington.</p> <p>Recognise different interpretations of the past when comparing views on industrial progress (economic v's environmental/social)</p>	<p>Use and interpret historical sources and artefacts to understand Roman infrastructure and culture.</p> <p>Place Romans within a global timeline to understand their importance.</p> <p>Make comparisons between civilisations</p> <p>Describe diversity in Roman society and suggest suitable sources for enquiry to explore Britain's transformation.</p>

Year Group	Year 4 Theme 1	Year 4 Theme 2	Year 4 Theme 3
Learning Theme	Who lived in England first and how did life change through prehistory?	Did the Anglo-Saxons, Vikings and Scots make life in Britain better or worse?	Was ironstone mining a blessing or a curse for the people of Middlesbrough?
Substantive Knowledge	<ul style="list-style-type: none"> The Stone Age to Iron Age in Britain covers a long prehistoric period from around 800,000 BCE to 800 BCE, marked by major developments in human life. The Stone Age is divided into the Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age), each showing gradual changes in tools, lifestyle, and settlement. The Bronze Age (from around 2500 BCE) introduced metalworking, leading to improved tools, weapons, and trade. The Iron Age (from around 800 BCE) brought stronger iron tools and the rise of hillforts, tribal societies, and more complex social organization. Continuity is seen in ongoing human settlement and reliance on farming and tools, while change occurred in technology, beliefs, and community structures. Without written records, archaeologists study sites, artefacts, burial remains, and monuments (like Stonehenge) to understand life in prehistoric Britain. Over time, people moved from hunter-gatherer lifestyles to farming, built permanent settlements, and developed belief systems seen in burial practices and ritual sites 	<ul style="list-style-type: none"> The Anglo-Saxons came from Germany, Denmark, and the Netherlands after the Romans left Britain. The Vikings came from Scandinavia to raid and later settle in Britain between the 8th and 11th centuries. The Scots were Celtic people from Scotland and Ireland who influenced early medieval Britain. These groups came for land, power, and resources, often settling with or replacing local people. Anglo-Saxons and Vikings changed religion in Britain, both eventually becoming Christian. They added many words and place names to the English language. They introduced new rules and leaders, like kings and the Danelaw. Trade grew through local markets and links to other countries. Some people fought back, like King Alfred; others accepted new ways. Farming stayed the same, but religion, laws, and culture changed. Anglo-Saxons and Vikings lived in villages, but their lasting impact on language and traditions is still seen today. 	<ul style="list-style-type: none"> Middlesbrough grew rapidly in the 19th century due to ironstone mining, which supplied raw materials for the booming iron and steel industries. The discovery of ironstone in the nearby Eston Hills in the 1850s turned Middlesbrough into a major industrial town. Working conditions in mines and factories were harsh, with long hours, low pay, and dangerous environments. Industrial growth led to fast population increases, overcrowded housing, poor sanitation, and new urban communities. Social life included strong working-class communities, trade unions, and the rise of public buildings like churches and schools. The local environment was heavily affected, with pollution, deforestation, and landscape changes from mining and industry. Middlesbrough's growth was closely linked to the wider Industrial Revolution, contributing to Britain's position as a global industrial leader. The town's history of industry shaped its identity, economy, and urban development, leaving a lasting legacy seen today in its infrastructure and culture.
Disciplinary Knowledge	<p>Place events and periods on a timeline using AD/BC. Understand the concept of prehistory and evaluate evidence such as artefacts and structures (e.g. Stonehenge).</p> <p>Ask and answer questions about life in the distant past. Use historical vocabulary such as <i>era, change, continuity, archaeology, artefact</i></p>	<p>Use multiple sources of evidence to build a picture of the past. Compare and contrast different groups who lived in Britain. Recognise the diversity of early medieval society. Develop understanding of continuity and change over time. Use historically appropriate vocabulary such as <i>kingdom, raid, settlement, chronology</i>.</p>	<p>Understand changes over time in the locality using timelines. Suggest reasons for and results of historical developments (e.g. population growth, urbanisation).</p>

Year Group	Year 5 Theme 1	Year 5 Theme 2	Year 5 Theme 3
Learning Theme	<i>Can we see the Ancient Greeks in our lives today?</i>	<i>Can we trust evidence about the early settlers that existed 1000s of years ago?</i>	<i>What did the Egyptians believe and achieve?</i>
Substantive Knowledge	<ul style="list-style-type: none"> • Ancient Greece lasted from around 1200 BC to 146 BC. It overlaps with other studied civilisations (e.g. Romans, Egyptians) • In Ancient Athens, citizens voted on laws. This idea of democracy influenced British parliamentary systems over time • The Olympics originated in Olympia. Many modern sports and traditions (e.g. opening ceremonies) have their roots in Ancient Greece. • Alexander the Great created a vast empire by conquering land across Europe and Asia. His campaigns spread Greek culture and established trade routes. • Greek civilisation has influenced modern buildings, government, language, art and culture. 	<ul style="list-style-type: none"> • Anglo-Saxon era started in 410 AD after the Romans left Britain and ended in 1066 with the Norman Conquest. • The Anglo-Saxons came from northern Europe and settled in areas including Teesside. • Teesside's close proximity to the sea made it accessible to invaders from the north. • Anglo Saxons contributed to the development of Teesside through communities, farming, and local place names.. • Archaeological sites in Loftus show evidence how people lived. Artefacts tell us about their society. • Men, women, and children all had important jobs in Anglo-Saxon communities. • Anglo-Saxons improved farming methods, increasing food production. • Men, women and children each had important roles that contributed to their community The Anglo Saxons developed farming techniques and improved food production 	<ul style="list-style-type: none"> • Ancient Egypt began c.3100 BC and ended 30 BC. It existed alongside the Roman Empire and preceded Ancient Greece. • To understand the purpose and process of mummification • Egyptians believed in an afterlife. Mummification preserved bodies for the journey to the next life. • The hierarchy and different roles in Egyptian society: Pharaoh, priests, scribes, craftsmen, farmers, slaves. • Howard Carter discovered Tutankhamun's tomb in 1922. It revealed much about Ancient Egyptian life and beliefs. • Noble children had different experiences to farming children – education, clothes, work. • Ancient Egyptian achievements still influence modern life including: solar calendar, early astronomy, architecture, and body preservation methods.
Disciplinary Knowledge	<p>Use sources to deduce information about the past</p> <p>Use dates and terms accurately</p> <p>Identify cause and consequence</p> <p>Compare periods of history globally</p>	<p>Recognise that no single source tells the full story</p> <p>Refine and develop enquiry lines</p> <p>Use appropriate vocabulary: dates, period, decade</p> <p>Identify change and continuity in a local context</p>	<p>Select and justify historical sources</p> <p>Seek and analyse a wide range of evidence</p> <p>Use timelines to represent continuity and change</p> <p>Communicate historically with clarity and accuracy</p>

Year Group	Year 6 Theme 1	Year 6 Theme 2	
Learning Theme	<p><i>Conflict and Community</i></p> <p>Focus Questions: <i>How did WW1 affect where I live? How did WW1 look through the eyes of the North East? Why did Britain go to war again in 1939?</i></p>	<p><i>Knowledge and Power</i></p> <p>Focus Question: <i>How significant was the Early Islamic Civilisation?</i></p>	
Substantive Knowledge	<ul style="list-style-type: none"> World War I and II had major effects on local towns like Hartlepool, Middlesbrough, and Darlington through attacks, loss, and change. Hartlepool was bombed by German ships in 1914, causing deaths and damage—the first British town attacked in WWI. During WWII, Middlesbrough and surrounding areas were targeted due to steelworks and shipbuilding industries vital to the war effort. The Battle of Britain protected towns like Darlington, which were key for railway transport and wartime logistics. Local industries adapted to wartime needs, producing weapons, ships, and supplies, with more women joining the workforce. Communities faced rationing, blackouts, and evacuation, while showing strong unity and resilience. Some aspects of daily life stayed the same, such as farming and schooling, but many others changed quickly. Wartime brought long-term changes, including new roles for women, improved technology, and stronger local identity and remembrance. 	<ul style="list-style-type: none"> Early Islamic Civilisation (c. 750–1258 CE) made major achievements in science, medicine, maths, art, and architecture. Cities like Baghdad became centres of learning, where scholars translated texts and made new discoveries. The Islamic world was diverse, including people of different cultures, languages, and religions living together. Muslim scholars preserved and built on Greek, Roman, and Indian knowledge, helping it spread to Europe. Achievements included algebra, astronomy, surgical tools, and beautiful calligraphy and buildings like mosques. Compared to other periods like the Anglo-Saxons or Romans, the Islamic world was more advanced in science and learning at the time. This period showed how cooperation and curiosity can lead to major progress, influencing the modern world. 	
Disciplinary Knowledge	<p>Use dates and terms accurately</p> <p>Analyse a wide range of sources, understanding bias and propaganda</p> <p>Understand context of evidence</p> <p>Identify periods of rapid vs. slow change. Refine historical enquiries</p>	<p>Compare different civilisations and periods</p> <p>Select and justify historical sources. Describe beliefs, ideas, and experiences of people in the past</p> <p>Recognise diversity in historical contexts</p>	