



Our History Curriculum

From tiny seeds beautiful minds blossom and grow...



History Curriculum Intent

At East Herrington Primary Academy, we strongly believe in delivering a high quality history curriculum which inspires children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past, including that of the local area, as well as that of the wider world, and to be able to communicate historically. We develop children with the following essential characteristics to help them become historians: An excellent knowledge and understanding of people, events and contexts from a range of historical periods; the ability to think critically about history and communicate ideas confidently to a range of audiences; a respect for historical evidence and the ability to make critical use of it to support their learning; a developing sense of curiosity about the past and how and why people interpret the past in different ways.

History Curriculum Implementation

- In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the History curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year. Exceptions to this are those schemes of work which are a case study of a theme across historical periods or a specific historical period which looks at impact on the western world and modern life.
- The progression of skills is set out in order to build and develop the following:
 - i. Vocabulary
 - ii. Chronological Understanding Knowledge and understanding of events and changes in the past
 - iii. Historical interpretation and enquiry
 - iv. Significance
- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- Lessons will develop long term memory by allowing for retrieval of learning within the year and year on year.
- The ongoing development of knowledge organisers are to aid teachers in planning for knowledge and skills and for students in understanding the expectations by the end of the unit whilst helping to make knowledge stick..

History Curriculum Impact

- Children will become increasingly critical and analytical within their thinking, making informed and balanced judgements based on their knowledge of the past.
-
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
-
- They will also have a further understanding of History on a local level and on a small-scale.
-
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
-
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
-
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Talk like a Historian

Sentence Stems

- ... and ... are similar because...
- ... and ... are different because...
- ... has...happened/ changed because ...
- ... and ... are different because...and...
- I believe it is the same, due to....
- It is significant because...
- This source is reliable because...
- How do the sources suggest...?
- The most significant reason was...
- I believe the most important factor was...
- This is similar to...
- During this time, remained the same / different, therefore....
- In my opinion, ...has stayed the same. I know this because...
- The impact of this event on us now is...
- Based on..., I conclude that...
- The text stated..., from this we can infer that...
- There is evidence to suggest that...
- The most significant effect of... was...
- A further key event was...
- This demonstrates continuity because....
- To some extent, the event of... caused...
- It is important to understand how concepts/ ideas change over time because ...

EYFS



Our main link to History is within our ‘Understanding the World’ area of learning :

Understanding The World		3-4 year olds	Begin to make sense of their own life-story and family's history. Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends
		Reception	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talks about past and present events in their own life and in the lives of family members
Understanding The World	Past and Present	ELG	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Other areas of learning that may link to history:

Communication and Interaction		3-4 year olds	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Maths		3-4 year olds	Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

How we do this in our provision...

Discover and discuss homes, holidays, toys and transport from the past.

Discuss what happened 'next' in our stories and talk about the routine of our day.

Look at changes over time eg to seasons or to a life cycle.

Begin to develop an understanding of chronology when discussing the past

Talk about families and memories within our memory.

Compare and contrast characters in stories, including figures from the past.

Comment on images of familiar situations in the past.

Talk about significant people eg Florence Nightingale.

Talk about how things might look old or new.

Talk about our family and family tree.

Year 1



History: Transport Through Time



Learning Objectives	Vocabulary	Skills
How has transport changed? To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. • I can find out the different ways in which travel and transport has changed from past to present.	Old, new, a long time ago	To know what a time line is. To understand that some objects are from the past.
To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing sources to show that they know and understand key features of events in the context of finding out about transport. To put methods of transport in chronological order.		To put four (or more) objects in chronological order.
A History of Cars To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. • I can find out about how cars have changed since they were invented.		Identify the main differences between old and new objects and identify how objects have changed over time.
George Stephenson and Trains To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century. • I can find out about George Stephenson's life and inventions. • I can understand how trains changed people's lives in the 19th century.		Find answers to simple questions about the past from sources.
A History of Flight To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane. • I can find out about the different ways that humans have tried to fly throughout history. • I can find out about the Wright brothers and the invention of the aeroplane.		Ask questions about old and new. Look at books/internet to find out about the past.
A History of Flight To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane. • I can find out about the different ways that humans have tried to fly throughout history. • I can find out about the Wright brothers and the invention of the aeroplane.		Recognise and make simple observations about this historical event and why it was important.

History: The Moon Landing



Learning Objectives	Vocabulary	Skills
Has man ever been to the moon and how can we know for sure? *Pupils are able to make links between the astronauts and other pioneers of flight. *Pupils can place the First Moon Landing approximately on a timeline of the last 100 years. *Pupils are able to consider the type of evidence available to historians studying the Moon landing of 1969. *They can match statements to specific pieces of evidence. *Pupils understand that people are sceptical as to whether it ever happened and know some reasons why (flag, footprint etc)	Old, new, a long time ago Astronaut Command module	To make links Consider evidence Use chronology
Why did astronauts risk their lives going to the moon? *Pupils are able to consider characteristics of an astronaut, drawing on earlier experience of pioneers within this flight topic *They can raise valid questions to ask teacher-in-role as Neil Armstrong. *They can give at least 3 reasons that motivated him and reject spurious ones. Some of the more able can place the Moon Landing in the context of the Space Race with Russia.	Gravity Lunar	Consider viewpoints and motivations Ask questions
How were they able to get to the moon and back safely? *Pupils are able to sequence images of the journey there and back: launch *They can list some of the hazards facing the astronauts.	Module Orbit	Sequence images of the journey
What did they do on the moon? *Pupils can analyse an image and find 5-8 significant features *Pupils are able to find evidence from range of images and text to prove that statements historians make are correct *They extract from a range of text the key information that tells them what took place on the moon's surface.	Satellite Visor	Extract information from sources
Would you travel to the moon? *Pupils can give at least 2 reasons FOR and AGAINST further moon travel *They are able to work in groups making effective contributions whilst listening to the views of others.		Consider viewpoints and give evidence
How should we commemorate the first man on the moon? *Pupils can draw on previous work on famous people and on sources seen in this topic to offer valid ideas. *They show ability to recognise that some ideas would be more effective than others.		Draw on previous learning and sources

History: Scott of the Antarctic



Learning Objectives	Vocabulary	Skills
Who was this famous person? L.O.children are able to make simple inferences from clues shown in a photograph, they can make connections between clues, they can speculate as to likely reasons why a person was famous, based on the clues given	Old, new, a long time ago Explorer, expedition Antarctica, South Pole	Find answers to simple questions about the past from sources.
How did Scott get to the South Pole and what happened then? L.O. to place events in chronological order		Put events in chronological order.
Why did Scott risk his life going to the South Pole? L.O. to empathise with a person from the past. How do we know what happened on Scott's last journey? L.O. to use a range of sources for historical evidence		Use stories to distinguish between fact and fiction.
How do we know What happened on Scott's Journey?		Use secondary sources to learn about the past.
Why did Scott not get to the South Pole first? L.O. children understand at least two reasons why Scott was unsuccessful and can articulate them with confidence; they understand that some of the reasons are to do with Scott and some with Amundsen or 'other factors' such as luck and the change in weather		Recognise and make simple observations.
How should Scott be remembered today? L.O. Pupils are aware of how Scott was viewed in 1912 and can contrast that with his image 100 or so years later; they are able to offer appropriate ideas as to how.		To understand the significance of an individual to our lives today.

Year 2



History: Grace Darling



Learning Objectives	Vocabulary	Skills
Who was Grace Darling L.O. To infer information from pictures of the past, to recognise similarities and differences between what people wear today and what people wore a long time ago, to recognise similarities and differences between people's everyday lives today and life a long time ago.	Long time ago, recently, past, present	Identify differences between lives in the past and our own lives. Compare pictures/photographs of people and events in the past.
What was Grace Darling's everyday life like? L.O. To recognise similarities and differences between people's everyday lives today and life a long time ago, to learn about the life of a famous person from the past, to infer information from a written account of a person's life.		Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why. Sequence photographs from different periods in a person's life.
What did Grace Darling do to make her famous? L.O. To learn about the life of a famous person from the past, to explore the feelings of historical characters in role.		Understand why people did things, why events happened and what happened as a result. Recount events from a historical period
How did Grace Darling become famous? L.O. To learn about the life of a famous person from the past, to explore the feelings of historical characters in role.		Discuss the reliability of photographs/ accounts/stories etc Observe and handle sources of information to answer questions. To ask and answer questions about the past. Answer questions by using a specific source such as a book, photograph or research. Research an aspect of the past using different sources.
To understand how and why Grace Darling became famous. L.O. To learn about the life of a famous person from the past, to identify people from the present and past who are famous, to identify how people became famous.		
To understand why the story of Grace Darling is still important L.O. To understand why Grace Darling is still remembered today, to learn about modern heroes who have rescued people		Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why.

History: Great Fire of London (1)



Learning Objectives	Vocabulary	Skills
L.O. to understand when the great Plague and great Fire of London happened a long time ago and place it on a timeline.	Long time ago, recently, past, present	Sequence a few events or related objects on a timeline and give reasons for their order. Recount events from a historical period
L.O. to use historical sources of evidence to find out about the Great Plague and make comparisons with the events of more recent pandemics.		Begin to recognise there are different ways of representing the past.
L.O. to recall and sequence the events of the Great Fire of London and place these on the timeline considering the link between the end of the Great Plague and the great Fire of London.		Sequence a few events or related objects on a timeline and give reasons for their order. Recount events from a historical period
L.O. to understand how we know about the great fire of London (sources including Samuel Pepys Diary)		Compare pictures/photographs of people and events in the past. Discuss the reliability of photographs/ accounts/stories etc Observe and handle sources of information to answer questions. To ask and answer questions about the past. Answer questions by using a specific source such as a book, photograph or research. Research an aspect of the past using different sources.
L.O. to use historical sources (including the diary of Samuel Pepys, paintings) to describe what houses were like in London in 1666.		

History: Great Fire of London/Newcastle (2)



Learning Objectives	Vocabulary	Skills
L.O. to use historical sources (including Samuel Pepys Diary), find out why the fire spread so quickly.	Long time ago, recently, past, present	Understand why people did things, why events happened and what happened as a result.
L.O. to identify significant changes between London then and London now which were influenced by the events of the Great Fire of London.		Identify differences between lives in the past and our own lives.
L.O. to use historical sources (including Samuel Pepys Diary), find out why the fire spread so quickly		Compare pictures/photographs of people and events in the past. Discuss the reliability of photographs/ accounts/stories etc Observe and handle sources of information to answer questions. To ask and answer questions about the past. Answer questions by using a specific source such as a book, photograph or research. Research an aspect of the past using different sources.
L.O. to know about the Great Fire of Newcastle and how it compares to the Great Fire of London? Historical Sources		Sequence a few events or related objects on a timeline and give reasons for their order.
L.O. to know about the Great Fire of Newcastle and how it compares to the Great Fire of London? Chronology		Recount events from a historical period
L.O. to know about the Great Fire of Newcastle and how it compares to the Great Fire of London? Comparison		

Year 3



History: The Stone Age



Learning Objectives	Vocabulary	Skills
To look at the chronology of events in the Stone Age.	Use words such as: 'decades', 'centuries', 'BC', 'AD', 'ancient', 'chronological'.	Sequence several events or artefacts. Use mathematical knowledge to begin to work out how long ago events happened.
To describe changes across this time period.		Describe events from the past using dates when things happened related to the unit of study. Use a timeline within a specific period of history to set out the order that things might have happened.
To explain what Stone Age people ate and how they got their food. (Consider change from hunter gatherer to farming communities and make comparison with rainforest tribes)		Begin to identify some of the ways the past is represented. Suggest why certain people acted as they did in history.
To use retrieval to sort true and false statements based on an archaeological case study. (Use of historical source)		Use sources of information that go beyond a simple observation to answer questions about the past. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To use a range of sources to gather information about Skara Brae.		

History: Stone Age to Iron Age



Learning Objectives	Vocabulary	Skills
Skara Brae To use a range of sources to gather information about Skara Brae	Use words such as: 'decades', 'centuries', 'BC', 'AD', 'ancient', 'chronological'.	Use sources of information that go beyond a simple observation to answer questions about the past. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past. Suggest why certain events happened as they did in history.
Bronze Age/Iron Age To compare and describe changes across a time period.		Describe events from the past using dates when things happened related to the unit of study. Recognise that there are reasons why people in the past acted the way they did.
Bronze Age/Iron Age To compare and describe changes across a time period.		
L.O. to use research skills to find out about hunter gatherer life moving to farming communities		Identify the achievements of the earliest civilisations. Begin to show knowledge and understanding of a period of history beyond living memory.
L.O. to use research to write a persuasive text to become hunter gatherers		

History: Ancient Egypt



Learning Objectives	Vocabulary	Skills
Pre Assess - What do you already know? What do you want to find out? L.O. to understanding chronological order and the terms BC and AD (map alongside Stone Age)	Use words such as: 'decades', 'centuries', 'BC', 'AD', 'ancient', 'chronological'.	Describe events from the past using dates when things happened related to the unit of study. Use a timeline within a specific period of history to set out the order that things might have happened. Sequence several events or artefacts. Use mathematical knowledge to begin to work out how long ago events happened.
L.O. to understand why the Nile was important to Ancient Egypt.		Begin to show knowledge and understanding of a period of history beyond living memory. Recognise that there are reasons why people in the past acted the way they did.
L.O. to understand the importance of the Rosetta Stone and how writing was used in Ancient Egypt.		Identify the achievements of the earliest civilisations. Begin to identify some of the ways the past is represented.
L.O. to understand social order and find out about the different jobs in Ancient Egypt.		Begin to show knowledge and understanding of a period of history beyond living memory.
L.O. to understand the role of the Pharaoh in Ancient Egyptian society and the significance of pyramids.		Identify and begin to describe historically significant people and events in situations. Suggest why certain people acted as they did in history.
L.O. to compare life in Stone Age Britain to Life in Ancient Egypt		Describe events from the past using dates when things happened related to the unit of study. Use a timeline within a specific period of history to set out the order that things might have happened. Sequence several events or artefacts. Use mathematical knowledge to begin to work out how long ago events happened.

Year 4



History: The Roman Empire (1)



Learning Objectives	Vocabulary	Skills
Who were the Romans? Identify Romans in historical chronology. Compare location and dates to previous historical periods studied.	Use some “historical period” terms, ‘in comparison’ and previous years vocabulary.	Plot events, people and changes on a timeline using centuries. Use mathematical knowledge to work out how long ago events happened. Begin to recognise and quantify the different periods that exist between different groups that invaded Britain.
To explain the spread of the Roman empire and recall key facts about the invasion of Britain. (The Roman Empire and its impact on Britain)		Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied.
To use research skills to find out about Julius Caesar (Julius Caesar's attempted invasion in 55-54BC)		Identify and begin to describe historically significant people and events in situations. Identify different ways the past is represented.
To use research skills to find out what a Roman Soldier wore and why. (The Roman Empire by AD42 and the power of its army)		Look at evidence that is available and begin to evaluate the usefulness of different sources. Begin to combine evidence from different sources. Ask a variety of questions about a period of time. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To establish a chronological understanding of the Roman Invasion of Britain. (Successful invasions by Claudius and conquest.)		Plot events, people and changes on a timeline using centuries.
To describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. (Can link with numeracy)		Identify and begin to describe historically significant people and events in situations.

History: The Roman Empire (2)



Learning Objectives	Vocabulary	Skills
To understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. (Boudicca's rebellion)	Use some "historical period" terms, 'in comparison' and previous years vocabulary.	Identify and begin to describe historically significant people and events in situations.
To understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. (Impact of technology, culture and beliefs)		Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied.
To explain what the Roman baths were and know about the different amenities they contained. (Impact of technology, culture and beliefs)		Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied.
To explore Roman mosaics and create a mosaic. (Impact of technology, culture and beliefs - Roman Mosaics)		Identify different ways the past is represented. Look at evidence that is available and begin to evaluate the usefulness of different sources. Begin to combine evidence from different sources.
To understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.		Ask a variety of questions about a period of time. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
Case Study Emperor Septimus Severus - Rome's African emperor		Identify and begin to describe historically significant people and events in situations.

History: Anglo Saxons



Learning Objectives	Vocabulary	Skills
To understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.	Use some "historical period" terms, 'in comparison' and previous years vocabulary.	Demonstrate knowledge and understanding of some of the main events, people and changes from the period studied. Identify the impact this has had on Britain. Begin to give a few reasons for and the results of the main events and changes in the period studied. Identify different ways the past is represented. Look at evidence that is available and begin to evaluate the usefulness of different sources. Begin to combine evidence from different sources. Ask a variety of questions about a period of time. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To describe a typical Anglo-Saxon village and explain what jobs the people did.		Identify and begin to describe historically significant people and events in situations.
To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.		
To explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.		
To explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and to know about some of the important Christian buildings that they founded. (Links to the local area)		

Year 5



History: Ancient Greece



Learning Objectives	Vocabulary	Skills
Who were the Ancient Greeks?	Use words and phrases to indicate talking about decades, centuries and millennium etc	Draw a timeline with different historical periods showing key historical events or lives of significant people.
Identify Ancient Greeks in historical chronology.		Use mathematical skills to round up time differences into centuries and decades.
-compare location and dates to Ancient Egyptians. To understand how Empires grow.		Relate current studies to previous studies.
(Reflect on Roman Empire and revisit Empires in the context of Ancient Greece)		Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history.
To understand the difference between Athens and Sparta.		Use knowledge to understand and describe the characteristics of past societies and periods.
To use historical sources to make comparisons.	Understand words related to history in general as well as periods of history eg 'parliament', 'empire', 'civilisation' etc	Identify their achievements and influences on the western world.
To understand how the Greeks affected the development of the Olympics.		Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this.
(Impact of sport and leisure on the Western World)		Compare accounts of events from different sources and work out how conclusions are arrived at.
Ancient Greek Democracy		Evaluate sources of information and identify those that are useful for a task.
To understand how the political system in Ancient Greece has influenced modern life in the Western World)		Give more than one reason to support a historical argument.
		Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.

History: The Anglo Saxon and Viking Struggle



Learning Objectives	Vocabulary	Skills
To explore what Britain was like before the first Viking invasions. To find out about the Viking invasions of Britain.	Use words and phrases to indicate talking about decades, centuries and millennium etc Understand words related to history in general as well as periods of history eg 'parliament', 'empire', 'civilisation' etc	Draw a timeline with different historical periods showing key historical events or lives of significant people. Use mathematical skills to round up time differences into centuries and decades. Relate current studies to previous studies.
To find out about the Viking settlement of Britain and how this affected the Anglo Saxons. To explore what life was like for Vikings living in Britain.		Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods.
To find out why King Alfred was dubbed 'Alfred the Great'.		Give reasons why some events, people or developments are seen as more significant than others.
To find out how and when England became a unified country.		Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Compare accounts of events from different sources and work out how conclusions are arrived at. Evaluate sources of information and identify those that are useful for a task. Give more than one reason to support a historical argument. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To find out about the end of the Anglo-Saxon and Viking era in Britain.		

History: Mining (Local Study)



Learning Objectives	Vocabulary	Skills
L.O. to know coal mining started in Britain and when people first started using coal and why?	Use words and phrases to indicate talking about decades, centuries and millennium etc	Draw a timeline with different historical periods showing key historical events or lives of significant people. Use mathematical skills to round up time differences into centuries and decades. Relate current studies to previous studies.
L.O. to know what mining was like in the Victorian Era	Understand words related to history in general as well as periods of history eg 'parliament', 'empire', 'civilisation' etc	Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods.
L.O. to know about the history of miners lamps (link to Stadium of Light)		Give reasons why some events, people or developments are seen as more significant than others.
L.O. to know where coal mines were originally located in Sunderland and why they began to close (link to Herrington Park)		Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Evaluate sources of information and identify those that are useful for a task. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
L.O. to know what a day in the life of a North East Miner was like.		Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods. Compare accounts of events from different sources and work out how conclusions are arrived at.
L.O. to understand what can we learn from the history of mining that has changed life today and/or may change life in the future?		Identify their achievements and influences on the western world.

Year 6



History: Crime and Punishment



Learning Objectives	Vocabulary	Skills
To understand some terms used in crime and punishment and know what the Romans believed about it.	Remember and use a range of names and words from the areas they have studied over the years. Use a wide range of words and phrases to indicate time.	Show increasing depth of knowledge and understanding of the history of Britain. Link changes in Britain to changes in the world. Describe how and why events occurred and the results of these on Britain and the wider world.
To compare both the modern British and Roman justice system with that of the Anglo-Saxons.		Show increasing depth of knowledge and understanding of the history of Britain. Link changes in Britain to changes in the world. Describe how and why events occurred and the results of these on Britain and the wider world.
To understand different punishment methods that were popular during Tudor times.		Show increasing depth of knowledge and understanding of the history of Britain. Link changes in Britain to changes in the world. Describe how and why events occurred and the results of these on Britain and the wider world.
To find out about the life of Dick Turpin based on historical sources.		Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Describe and begin to analyse why there are different historical interpretations of events, people and changes. Check the accuracy of interpretations. Identify and evaluate sources of information which they use critically to reach and support conclusions. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To understand the experiences of Victorian prisoners.		
To compare modern methods of crime and punishment and compare these with what existed in the past.		Show increasing depth of knowledge and understanding of the history of Britain.

History: Maya



Learning Objectives	Vocabulary	Skills
To explain who the Maya people were and when and where in the world they lived. (Compare with other civilisations in Britain at that time)	Remember and use a range of names and words from the areas they have studied over the years. Use a wide range of words and phrases to indicate time.	Place features of historical events and people from past societies and periods in a chronological framework. Show how factual knowledge and understanding of the history of Britain and the wider world. Describe changes within and across periods of history
To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people and to compare this with the religious beliefs of other ancient civilisations in Britain at that time)		Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods. Relate current studies to previous studies.
To understand how the Maya number system works and compare this with other ancient civilisations. in Britain at that time.		Identify their achievements and influences on the western world.
To explain what the Maya writing system consists of, how words are constructed and what codices are and compare these methods of recording with those used in Britain at that time..		Give reasons why some events, people or developments are seen as more significant than others.
To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant. To identify foods of significance from Britain at that time and why they were significant.		

History: Local Study (Herrington/Sunderland)



Learning Objectives	Vocabulary	Skills
LO: To use documents, printed sources, the internet, photographs, buildings etc to collect information about the history of Sunderland. Rope making, Glass, Ship building, Mining	Remember and use a range of names and words from the areas they have studied over the years. Use a wide range of words and phrases to indicate time.	Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Describe and begin to analyse why there are different historical interpretations of events, people and changes. Check the accuracy of interpretations. Identify and evaluate sources of information which they use critically to reach and support conclusions. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
LO: to use printed and digital sources to collect information about the development of East Herrington.		
LO: to Compare then to now - industry in Sunderland		
LO: to check the accuracy of interpretations (newspapers/historical documents).		
LO: to show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this		
L.O. to identify the most important/significant developments for Sunderland and explain the impact of these on modern life.		Give reasons why some events, people or developments are seen as more significant than others.