

HISTORY CURRICULUM COHESION

	Autumn	Spring	Summer
Nursery	<p>Every day we will identify the day, date and month. We will use key date related vocabulary such as 'yesterday', 'today', 'tomorrow', 'the weekend' and 'soon'.</p> <p>Children will begin to make sense of their own life-story and family history by photos and mementos that their family send in via Tapestry or physically. We will add photographs to our Nursery Photograph Album which can always be found in our home corner. We will encourage children to talk about and share their photographs and experiences with friends.</p>		
	<p><b>Let's Celebrate:</b>  <b>Harvest, Black History Month, Diwali, Halloween, Bonfire Night, Hanukkah, Christmas, Autumn</b></p> <p><b>All about me!</b></p> <p>Families will be asked to send in an initial family photograph that we can add to the Nursery Photograph Album and discuss as a group to help children understand their own family history.</p>	<p><b>Let's Celebrate:</b>  <b>New Year, Chinese New Year, Valentines and the people we love, World Book Day, Mother's Day, Easter, Winter, Spring,</b></p> <p><b>Traditional Tales</b></p> <p>Families will be asked to send in photographs of their Christmas / New Year celebrations along with a photograph of their parent's/carer's family Christmas. Children will discuss their family traditions. This will help children to understand their family's history and know that there was a time before they were here.</p>	<p><b>Let's Celebrate:</b>  <b>Eid, Gypsy, Roma and Traveller History Month, Father's Day, Pride, Summer</b></p> <p><b>Let's Grow</b></p> <p>Families will be asked to send in a photograph of their child as a baby to add to the photograph album. This will help children to understand that they too have grown and there was a time before they were here.</p>

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Reception	<b>Marvellous Me! Celebrations</b>	<b>The Big Freeze/Chinese New Year Superfood</b>	<b>Me and My Universe- Out and About</b>
	<p>Throughout the term, children will observe and comment on weather and seasonality linked to daily calendar. The passing of time will be observed and discussed daily- at the start of each month notable dates will be added to the calendar including birthdays.</p> <p>Children will observe and comment on growth and changes over time- sharing baby photos and through story. Staff, parents, carers and grandparents to share childhood photos and oral stories.</p> <p>Sharing celebrations from their past and the past of their family members- Halloween, Bonfire Night, Diwali, birthdays, Christmas, Remembrance Day. Guy Fawkes- Story of the Gunpowder Plot. The Nativity story.</p> <p>Exploring artefacts- skeletons, gas mask and old toys curiosity box.</p>	<p>Throughout the term, children will observe and comment on weather and seasonality linked to daily calendar. The passing of time will be observed and discussed daily- at the start of each month notable dates will be added to the calendar including birthdays.</p> <p>Exploring artefacts- Durham Learning Resources- Victorian washing equipment- Peepo story (set in Victorian times) and Mrs Mopple's Washing Line story. Ernest Shackleton- Little People, Big Dreams book series.</p> <p>Story- The Chinese Zodiac and the Chinese Calendar.</p> <p>Children will begin to investigate growth in order to plant seeds in the garden. Lifecycles-timelapse videos.</p>	<p>Throughout the term, children will observe and comment on weather and seasonality linked to daily calendar. The passing of time will be observed and discussed daily- at the start of each month notable dates will be added to the calendar including birthdays. The first man on the moon story 'One Giant Leap' comparison to Tim Peake.</p> <p>Ferryhill in the past. Memories- photos and oral stories from parents and grandparents. The story of the Wild Boar.</p> <p>Visit to Beamish- family member able to accompany. Talking about their own holidays and visits from the past. Observing growth and lifecycles e.g. caterpillar.</p> <p>Exploring artefacts-old photo of the seaside. Grace Darling story- linked to seaside visit.</p>

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Year 1	<b>How do our favourite toys and games compare to our parents' and grandparents' toys (1960s, 1980s/1990s)?</b>	<b>Who was George Stephenson and why should we remember him?</b> (George Stephenson – rail transport and the Rain Hill Trials) <a href="#">NC Ref: significant historical events,</a>	<b>How was the way that the Great Fire of London fought different to the Great Fire of Newcastle?</b> <a href="#">NC Ref: events beyond living memory that are significant nationally or globally e.g. GFoL</a> Children will learn about events beyond living memory

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	<p>NC Ref: changes within living memory. Reveal aspects of change in national life</p> <p>Children will learn about popular toys used in the last century. They will think about their favourite toy from today before moving on to look at toys which we had through the 20th century and the early 21<sup>st</sup> that were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. A range of learning activities will be used which include: drawing discussions, role play and games as well as writing tasks to encourage the children to fully engage in lessons.</p>	<p>people and places <b>in their own locality</b></p> <p>Lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Children will name a famous person from the past and explain why they are significant. Know the name of a significant person, or a significant place, close to where they live (George Stephenson). Children will learn about events beyond living memory that are significant nationally (Rain Hill Trials). They will see where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will ask relevant questions to extend their understanding and knowledge. They will maintain attention and participate actively in collaborative conversations, staying on topic. They will write about real events. They will find answers to questions by reading non-fiction books.</p>	<p>that are significant nationally and make comparisons to those more locally. They will see where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing and contrasting with the 1854 Great Fire of Newcastle (Victorian Period). They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will ask relevant questions to extend their understanding and knowledge. They will maintain attention and participate actively in collaborative conversations, staying on topic. They will write about real events. They will find answers to questions by reading non-fiction books. Discovery Museum- Great Fire of Newcastle and Gateshead workshop</p>
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<p>Year 2</p>		<p><b>Why should we remember Captain Cook, Amelia Earhart and Neil Armstrong?</b>  <b>How is exploration different for Cook, Earhart and Armstrong?</b>          NC Ref: Lives of significant individuals in the past who have contributed to national and international achievements          NC Ref: events beyond living memory that are significant nationally or globally e.g. - Neil Armstrong – first man on the moon. Some should be used to compare aspects of life in different periods (Cook/Armstrong)          Inspired by their exploring topic, children will look at a number of significant figures including: Captain Cook, Amelia Earhart, and Neil Armstrong).          Children will develop their understanding of chronology by thinking about when these different explorations occurred and use dates where appropriate to describe the events.          They will think about what the explorers had in common and compare their achievements.</p>	<p><b>How do our holidays compare to our parents' and grandparents' holidays (1960s, 1980s/1990s)?</b>          NC Ref: changes within living memory. Reveal aspects of change in national life          Using the Summer holidays as a stimulus and making links to the railways taught in Year 1 and their influence on holidays, children will be comparing holidays that we go on now to holidays of the past.          Children will use a range of sources, including videos, photos and artefacts to help them find out about the past. They will build on their knowledge from Year 1 and be able to discuss how the present is different now compared to the past and look at some similarities and differences.          Children will be encouraged to ask more detailed questions about what they can see from evidence presented to them.</p>
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<p><b>Year 3</b></p>	<p><b>How did the lives of Ancient Britons change from the Stone-Age to Iron Age?</b>          NC Ref: changes in Britain from the Stone Age to the Iron Age          Children will begin looking at the chronology of Ancient Britain. Asking questions about what objects from the past were used for and using evidence to support answers. They will be able to summarise the main events from a period in history, using their characteristics and place some dates on a timeline. Children will research the stone age to iron age era and discover what their civilisations were like compared to modern day.          -Stone Age residential          -Link to literacy texts</p>	<p><b>What was it like for my ancestors here in Ferryhill?</b>          NC Ref: a local history study e.g. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Social and economic history of the mining industry)          Following from the previous chronology, children will research their local history. Looking at local history children will understand that some events of the past affect people's lives today. They will begin to use more complex sources of primary and secondary information to understand that events from the past are represented and interpreted in different ways. Looking at the local mining culture, lifestyles, infrastructure, jobs, economy and historical events will be used to support learning.          -Visit to the mining museum – Ferryhill          -Durham University Outreach– Our own Backyard</p>	<p><b>Early civilisation –What were some of the achievements of Ancient Egypt? Including an overview of where and when early civilisations began: What did the earliest civilisations have in common?</b>          NC Ref: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt          Continuing the chronology, children delving into the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and then a depth study of Ancient Egypt. We will research artefacts and begin to question why items were made in this era and explore their purpose in history. Researching the civilisation of Ancient Egypt they will use evidence to describe changes within a time period.          -Durham University – Oriental museum ancient Egypt visit</p>
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<p><b>Year 4</b></p>	<p><b>How did the arrival of the Romans change Britain?</b>  <a href="#">NC Ref: the Roman Empire and its impact on Britain</a>          Children will first consider the concept of invasion and consider why the Romans wanted to invade Britain. Following this, the children will interpret primary sources of physical evidence to investigate understand the important role Bouddicca played during this time. Children will then use the evidence the Romans left behind (ruins) to study how life changed e.g. moving from rural living to towns and consider what these ruins suggest about the way such towns were designed and for what purpose.</p>	<p><b>Who were the Anglo-Saxons and how do we know what was important to them?</b>  <a href="#">NC Ref: Britain's settlement by Anglo-Saxons and Scots</a>          Children will continue to look at how Britain was affected by invasions picking up after the Romans and considering life in Anglo-Saxon Britain. Pupils will explore who the so-called Anglo-Saxons were, from where they originated and why their invasion and settlement was a relatively straightforward affair. Being mostly farmers (and therefore used to rural rather than urban living) meant that the Anglo-Saxons laid down the pattern of farmsteads, hamlets and villages that still exists in the countryside of many parts of</p>	<p><b>What was Durham Market place like in the past?</b>          (An additional local study using sources – see Durham University link)  <a href="#">NC Ref: a local history study</a>          (A local study using sources – see Durham University link)          (An additional unit expanding pupils' knowledge of the local area)          Linking to the Anglo-Saxons, children will expand their local history study to our nearest city – Durham. Children will focus on the market-place and use primary sources of evidence to answer a range of questions such as: What did it look like? Why did it develop? Who lived there and what could you buy? Children will also focus on St Nicholas' Church which is part of the market-place, and investigate why and how it changed.           Children will then compare the market-place to what it is like now.</p>

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	<p>Could go to Binchester/Arbaeia</p>	<p>Britain. Pupils will explore the evidence that suggests what their homes might have been like as well as the structure of the villages in which they lived.          Could book a workshop with Durham University or visit Jarrow Hall</p>	<p><a href="https://community.dur.ac.uk/4schools/resources/locality/default.html">https://community.dur.ac.uk/4schools/resources/locality/default.html</a></p>
<p>Year 5</p>		<p><b>Why did the Vikings raid then invade Britain? Does Alfred deserve to be known as the Great?</b>          NC Ref: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor</p>	<p><b>Why did the Ancient Maya change their way of life?</b>          NC Ref: a non-European society that provides contrasts with British history – Mayan civilisation          In this unit, children will focus on the ancient and non-European civilisation of the Maya and compare/contrast the lives and practices of the</p>

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Children will build on their knowledge of the Anglo-Saxons and consider how the Viking settlements affected the Anglo-Saxon settlers. They will investigate why the North East was raided first (Holy Island, Jarrow raids) and focus their study on Lindisfarne. Children will find out why King Alfred is called Alfred The Great. They will find out what life was like for the Vikings in Britain and when England became united country. Finally, children will find out the end of the Viking era.

modern-day Maya. They will identify and describe the lost jungle cities of the Maya- describing the system of terraced farming used by the Maya in mountainous areas; They will infer the purpose of a range of ancient Maya artefacts- justifying their conclusions. Children will explain the social and religious importance of the Maya ball game pok-a-tok and finally, suggest the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions.

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<p>Year 6</p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>  <b>How was life different in the Greek City States?</b>  <b>How did the Greeks influence our world today?</b>          NC Ref: Ancient Greece – a study of Greek life and achievements and their influence on the western world          Create a sequence of learning to cover life, achievements and influence on western world.          Greek life should include what it was like for a child living in Ancient Greece.</p>	<p><b>How significant were the first railways to life in Britain and Ferryhill?</b>          NC Ref: a study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066          In this unit, pupils will begin to understand the significance of changes that occurred within the Victorian period noting connections over time and their impact. Pupils will look specifically at the invention of the railways and their impact, with particular links to the core industry of mining, which brought lots of wealth to the North East, and devise historically valid questions about change, cause, similarity and difference.          Beamish trip – Worth 5 Guineas.          Discussing the impact of the railways.</p> <p><b>Industrial revolution and changes to society</b></p>	<p><b>How has the British monarchy changed over time?</b>  <b>Governance – Pharaohs, Kings and Queens, Emperors, Democracy from 1066</b></p> <p><b>In the summer term – could look at a theme/concept that runs through all periods and look at sources.</b>  <b>Governance – Pharaohs, Kings and Queens, Emperors, Democracy</b></p> <p><b>Notes from Stuart: From 1066 to make it more achievable.</b>  <b>Recap what we already know but the majority of the time new teaching.</b></p> <p>This webinar will show how the monarchy has changed over time and how and why real power was gradually transferred from the crown to Parliament. In particular it will feature how his barons' challenge to the absolute power of King John lead to the sealing of Magna Carta in 1215, with the development of a constitutional monarchy by the reign of the last Stuart, Queen Anne. It will also show that although Queen Victoria reigned over a quarter of the globe through the British Empire, her actual power was very limited.</p>
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