History
Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections	Concepts
EYFS	**N/A**	Throughout EYFS, children will have opportunity to explore books, both fiction and non-fiction, to support with their knowledge and understanding of the wider word. Through celebration of birthdays and key events, the children will begin to understand the concept of time and the past. Through discussion, the children will have an opportunity to share and make simple comparisons between lives. Children can discuss and share ideas about how their grown-ups' lives compare to their own, beginning to embed the key skills that will be developed in Year 1.		Disciplinary Concept Change and Continuity Substantive Concept Society
Year 1	**Autumn**	**All about me (My Family Album)** Focus: What is my past? National Curriculum Link: Changes within living memory Following on from their Historical exploration in EYFS, the children will develop an awareness of their own lives and events within this. They will develop a basic understanding of how their life compares with the lives of family members. Children will be introduced to the skill concept of chronology by creating a timeline of significant events within their own lives. Throughout this unit, children will have an opportunity to ask questions about their lives in the past, comment on how they have changed over time and make comparisons between their lives at different times. A key element of this topic is for children to gain a secure understanding of the past and begin to understand what we can learn from sources. This will create a link to their Spring topic of exploring how toys have changed in the past.	Reception: Introduction to History and events that happen throughout their lives (Christmas, birthdays etc)	Disciplinary Concept Change and continuity Substantive Concepts Society Chronology

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	Spring	**Changes in living memory** Focus: How have toys changed since my grandparents were born? National Curriculum Link: Changes within living memory This topic builds on to further develop the concept skill of chronology in a context in and beyond their own lives. Using a familiar and interesting subject matter, the children will begin to describe the differences between ways of life at different times using a range of sources including stories, pictures, photographs, and artefacts. Explore toys of different genders and colour. With support, children will create a timeline outlining how toys have changed from the past up to now. This will allow children to make comments and suggestions about how and why toys have changed, building on a comparison between toys in their lives and toys from their Grandparents' era. The topic will conclude with an exploration of how toys have changed in the past – introducing the concept of continuity and change.	Reception: Introduction to History and events that happen throughout their lives (Christmas, birthdays etc) Year 1 Autumn: introduction to chronology and how things have changed within their own lifetime.	<u>Disciplinary Concept</u> Change and continuity <u>Substantive Concepts</u> Society Technology Chronology
	Summer	**Rosa Parks** Focus: Why do we remember Rosa Parks? National Curriculum Link: significant individuals who have contributed to national and international achievements This unit introduces the term 'significance' and allows the children to begin to consider the impact an individual made on the lives of people at the time, and as a result, in today's world. This unit will also touch on the concept of cause and consequence, something that the children will further develop in Autum Term of Year 2. They will consider the impact of the Mongomery Bus Boycott and the consequences that it brought, including how people were affected. By teaching this unit in Summer Term, the children have been able to explore ideas as a whole throughout Year 1 and are now more able to apply their skills to consider a significant individual. This unit allows children to consider the diversity of life and how different people were affected by decisions in the past, and in life today. The unit will be concluded with a decision on why and how we remember Rosa Parks, considering the impact and significance of her life and achievements.	/	<u>Disciplinary Concept</u> Historical Significance <u>Substantive Concept</u> Society Chronology

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Year 2	**Autumn**	**Great Fire of London and Gateshead** Focus: How did the Great Fire change London? National Curriculum Link: Event beyond living memory that are significant nationally or globally// significant historical events in their own locality. At the end of Year 1, the children were introduced to the concept of 'Significance'. This unit allows children to further develop their understanding of significance in relation to events in the more distant past, both locally and elsewhere in Britain. Children will expand their source use and begin to extract evidence from maps, eye-witness accounts, and written sources. They will use the sources to explore why events happened and what the results of the events were. This topic provides them with a new opportunity to explore different versions of the past and begin to explore how sources of information may not be as reliable as they seem.	Year 1: explored significant individuals and significant event in the distant past; explored a range of sources including stories, pictures, photographs, and artefacts.	<u>Disciplinary Concept</u> Cause and Consequence <u>Substantive Concepts</u> Society Settlement Technology Chronology
	Spring	**Grace Darling** Focus: Why is Grace Darling remembered today? National Curriculum Link: The lives of significant individuals in the past/A local history study This unit allows children to explore the impact of a significant individual, whilst also comparing this with a local event, the George Elmy lifeboat disaster (1962). Learning will begin with an insight into the early life of Grace Darling and allow children to create a timeline highlighting key events leading up to and after the disaster. The children will have an opportunity to explore significant events within her life and compare her life to modern day, focusing on the similarities and differences. There are opportunities to explore how sources of evidence can result in varying interpretations of the past. This unit allows children to use sources as evidence to reconstruct the past and make comparisons between the two events. The unit will conclude with an enquiry into how she is remembered today.	Year 1 Summer: Exploring a key individual and exploring the significance that events surrounding her work.	<u>Disciplinary Concept</u> Historical Significance <u>Substantive Concepts</u> Society Technology Travel and Exploration Chronology

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	Summer	**Florence Nightingale and Mary Seacole** Focus: Why do people remember Florence and not Mary? National Curriculum Link: the lives of significant individuals in the past who have contributed to national and international achievements. This unit will allow children to research the significance of two individuals, both of which have work that relates to today's society, during the global pandemic. The children will comment and compare the work of the two individuals to reach a conclusion as to why Florence Nightingale is remembered as more favourable than Mary Seacole. The purpose of this unit is to allow the children to compare the similarities and differences of their work over a similar timescale. As the children have previously studied significance when learning about Rosa Parks in Year 1, the children can build on the skills of that unit and apply them deeper to consider the work and impact of two individuals. This unit will prompt the children to think about the wider life and impact of their work, as well as considering how life was different during that timescale. As the children begin to consider this, they can apply this to compare and contrast with their own lives and the nursing industry.	Year 1 Summer Term: Rosa Parks as a significant individual	<u>Disciplinary Concept</u> Similarity and Difference <u>Substantive Concepts</u> Society Conflict Chronology

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Year 3	**Autumn**	**Stone Age** Focus: How did life change from the Stone Age to Iron Age? National Curriculum Link: Changes in Britain from the Stone Age to the Iron Age Children will develop their skills in comparison; there is a heavy focus on change and continuity from the Stone to Iron Age and on how we can know about life 9,000 years ago. Timelines will be used to build upon children's understanding and use of chronology-related language and develop the children's strategies in describing how long ago an event was. Strong links with thinking and problem-solving skills, as children begin to understand how evidence is used to make historical claims. Children will learn about each of the periods throughout the period, making comparisons relating to food, tools and homes. Skara Brae and Stonehenge give the children a chance to use visual sources and artefacts, linking to the built environment, to identify and describe reasons for, and results of, situations and changes.	Year 1: Autumn and Spring: Change and continuity as a disciplinary concept.	<u>Disciplinary Concept</u> Change and Continuity <u>Substantive Concepts</u> Society Settlement and Civilisation Farming Belief Technology Chronology
	Spring	**Ancient Greece** Focus: Were all people treated the same in Ancient Greece? National Curriculum Link: Ancient Greece – a study of Greek life and achievements and their influence on the western world This unit is placed to allow children to build a chronological sequence into early history. It allows children to make a comparison and link between the Bronze Age in Britain and Ancient Greece. To develop the skill of comparison through exploring similarities and differences, the children will use sources to investigate and interpret how people were treated in Ancient Greece, including making comparisons to life in Britain. They will conclude the unit with their own enquiry into whether people in Ancient Greece were treated differently. This unit enables children to understand the characteristic ideas, beliefs and attitudes of Ancient Greece and explore the theme of diversity – the role of women, religion, and democracy on daily life - using evidence from wide-ranging sources.	Year 2: Summer – concept of similarity and difference Year 3: Stone Age to Iron Age (life in Britain)	<u>Disciplinary Concept</u> Similarity and Difference <u>Substantive Concepts</u> Settlement and Civilisation Society Power Beliefs Chronology

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Year	Term	Rationale	Prior Knowledge/ Connections	Concepts
	Summer	**Roman Empire** Focus: What influence did Julius Caesar and the Roman Army have on the Roman Empire? National Curriculum Link: The Roman Empire and its impact on Britain The purpose of this unit is to allow the children to build a chronological sequence of time periods. This unit will then be followed by an in-depth study into Roman Britain during Autumn Term of Year 4. In order to focus on the concept of cause and consequence, this unit allows children to relate their learning to the Roman Army and the changes that it brought to Britain. The children will study the influence of Julius Caesar as a leader, his rise to power and describe the impact of his leadership on the people of his land. This enquiry is the first exploration into the Romans, exploring the nature of the early Roman Empire and the reason for its strength and early growth. Children develop their KS1 skills in understanding differences between ways of life at different times, exploring the characteristic ideas, beliefs, and attitudes of the early Romans. Children will explore the life of a typical Roman soldier, using evidence to explore historical claims about them and understanding their significance. The unit will conclude with an enquiry into the consequences, both positive and negative, of Juluis Caesar and the Roman Army.	Y2: Great Fire of London with the concept of cause and consequence. Year 3: Stone Age to Iron Age (life in Britain) Year 3: Ancient Greece	<u>Disciplinary Concept</u> Cause and Consequence <u>Substantive Concepts</u> Settlement and Civilisation Conflict Power Chronology

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Year	Term	Rationale	Prior Knowledge/ Connections	Concepts
Year 4	**Autumn**	**Roman Britain** Focus: Is Hadrian's Wall the only thing the Roman's left behind? National Curriculum Link: The Roman Empire and its impact on Britain This unit focuses on the concept of significance in relation to the legacy that the Roman's left behind. This unit builds on the learning from Summer Term in Year 3 with a focus on the Roman Army and the rise of Julius Caesar. The children will study a range of Roman achievements such as sanitation and baths, roads and architecture alongside Hadrian's Wall. This will then allow the children to independently conclude, using evidence from the unit, as to which legacy they believe was the most significant achievement that the Roman's left behind. By teaching this unit here, the children are able to use their knowledge and understanding from Summer Term in Year 3 to conclude the significance of Hadrian's Wall, now they have a solid understanding of Roman life.	Year 3: Roman Empire Focus: What influence did Julius Caesar and the Roman Army have on the Roman Empire? There are direct links to the Celts, Greeks and Egyptians because the Romans would often adapt and improve the achievements of those civilizations –	<u>Disciplinary Concept</u> Historical Significance <u>Substantive Concepts</u> Settlement and Civilisation Technology Trade Chronology
	Spring	**Anglo- Saxons** Focus: How were the Anglo-Saxons influenced by Christianity? National Curriculum Link: Britain's settlement by Anglo-Saxons The enquiry will begin in understanding the connection to the Romans - in the years after their departure from Britain, Angles and Saxons from Germany and Jutes from Denmark settled in various places across what is now England. This unit allows the children to gain an understanding of how religion has impacted life for Anglo-Saxons. As children have already studied a significant individual, this unit allows the children to focus on the influence of Christianity and the changes that it brought. The children will investigate the change in religious belief from paganism to Christianity; they will describe the reasons and results of this change by exploring St Augustine's arrival in 597, and how Christianity spread widely over the following centuries. By considering the impact of this, children will be able to conclude the extent of which Christianity influenced the Anglo-Saxons.	Year 3: Romans – knowledge of their power and the spread of their Empire. Year 4: Romans – legacy of the Roman Empire	<u>Disciplinary Concept</u> Cause and Consequence <u>Substantive Concepts</u> Settlement and Civilisation Conflict Society Belief Chronology

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Year	Term	Rationale	Prior Knowledge/ Connections	Concepts
	Summer	**Vikings** Focus: How well did the Anglo-Saxons and the Vikings get along? National Curriculum Link: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The purpose of this unit is to allow the children to compare the Anglo-Saxon and Viking life. As this unit follows the Anglo-Saxons taught in Spring Term, the children can use and apply their knowledge to this unit which will allow them to make predictions and begin to independently enquire. As the timescale of the settlements overlap, it allows for a comparison in similarities and differences to be built. The children will draw comparisons, analyse trends between the two in order to answer the enquiry question. This unit allows children to securely understand the two civilisations and their varying ways of life. It also allows children to use abstract concepts such as religion and conflict to relate to previous studies. The children will investigate the Lindisfarne Raid in 793. They will then use this knowledge to explain how the peace treaty was signed and what lead to the Viking control of Britain. This unit will conclude with an outline of this era and the impact that both civilisations had on Britain.	Year 3 – Stone Age to Iron Age (for timeline reference) Year 3 – Romans Year 3 – Ancient Greece Year 4 – Romans (timeline) Year 4 – Spring Term – Anglo-Saxons	<u>Disciplinary Concept</u> Similarity and Difference <u>Substantive Concepts</u> Settlement and Civilisation Conflict Society Monarchy Power Chronology

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Year	Term	Rationale	Prior Knowledge/ Connections	Concepts
Year 5	Autumn	**Ancient Egypt** Focus: What do we know about Ancient Egyptian civilisation? National Curriculum Link: The achievements of the earliest civilisations The focus of this learning will be to develop a sound understanding of life in Ancient Egypt. They will begin by exploring the societal structure. The children will make connections, draw contrasts, and analyse trends in the daily lives and treatments of slaves, farmers, and the upper classes. The children will make comparisons between the lives of slaves and women in Britain and Ancient Egypt; women had more rights than those in Britain, including the right to own land and property, and to trade and make contracts. Sources of information will vary, but the use of evidence from the pyramids and other tombs as burial places means that there is lots of evidence about the lives and riches of the most powerful people in the empire for the children to draw on. Continuing with a key focus of trade, the children will investigate the impact that the River Nile and trade had on the Egyptians, allowing a conclusion of its significance to be formed.	Year 3: Stone Age to Iron Age (time period) Year 3: Ancient Greece Celts in Britain	<u>Disciplinary Concept</u> Similarity and Difference <u>Substantive Concepts</u> Settlement and Civilisation Society Belief Trade Farming Chronology
	Spring	**Coal Mining** Focus: How important was coal mining in Murton in the 19th Century? National Curriculum Link: a local history study This local history unit allows the children to investigate their own locality and history of Murton. As Murton is a Colliery Village, the purpose of this study is for children to understand the significance of coal mining and the Murton pit, a place where past generations of their family may have worked. The children can compare the site against how it looks today and how life has changed since the closure of the pit. This unit also allows children to build a comparison of the life of a child working in the mines compared to their life today. During this unit, the children will study data from a previous census to reach conclusions and analyse trends about how mining impacted population in Murton. As the children explore their locality and reach the conclusion that the pit closed, they can comment on this impact and how the changes that it brought. This unit will also link to their Summer topic when they study the Victorian Era which will allow a continuation of comparison between lives of people at different times.	Previously covered the concept of 'significance' in Years 1, 2 and 6. Victorians in Summer Term.	<u>Disciplinary Concept</u> Historical Significance <u>Substantive Concepts</u> Society Technology Trade Chronology

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	Summer	**Victorians** Focus: How do education and leisure of Victorian children compare to today? National Curriculum Link: *Significant historical events, people and places in their own locality* This unit allows children to make comparisons with life today. They will focus on aspects of children's life such as education and leisure during the Victorian Era; elements that the children can relate to and make comparisons with their life today. The purpose of this unit is to allow children to develop their understanding of continuity and change within the lives of children. They will learn about the industrial developments in the Victorian Era by developing an understanding of the impact that it had on society and the population, particularly children. Children will relate this learning to their own locality to gain an understanding of life for Victorian children within County Durham and the North East. The children will consider why so many families left the countryside for Victorian towns, the influence of manipulated images, and the impact it had on the lives of children in the 1840s. Children will discern how and why contrasting arguments and interpretations of the past in relation to Victorian children have come about. The children will use evidence to make historical claims and reflect on the changes for children within the period, through the introduction of the Child Labour Act and the work of Rowntree & Barnardo's.	Y2 – Florence Nightingale and Mary Seacole during the Crimean War. Y5 – Coal Mining during the time period	<u>Disciplinary Concept</u> Continuity and Change <u>Concepts</u> Settlement and Civilisation Society Monarchy Trade Chronology

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Year 6	**Autumn**	**WWII** Focus: What was life like during WWII on the Home Front? National Curriculum Link: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The unit will begin with a study into the evacuation of children. The children will study graphs of evacuation data to show how numbers fluctuated. They will then move on to study the effectiveness that propaganda had on the lives of people during the war, both positively and negatively. The purpose of this is to allow the children to evaluate sources and depict how different aspects can be viewed, allowing the children to interpret this information as their own enquiry. In order to develop the skill of comparison, they will then identify the similarities and differences between the lives and work of men and women. Whilst learning about rationing, children will relate this to consider the changes and continuity that the war had on food supplies in Britain. This unit allows the children to develop their own skill of interpretation to conclude how people were affected by the war. It also allows the children to consolidate the skills required to develop historical concepts such as change and continuity, similarity and difference as well as cause and consequence.	Year 5 – Summer Term – life and work of children. (Victorian Era) Year 1 – Rosa Parks (timescale)	<u>Disciplinary Concept</u> Interpretation and Evidence <u>Concepts</u> Conflict Power Society Chronology

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	Spring	**Medicine and Disease** Focus: How has medicine changed people's lives? National Curriculum Link: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This unit allows children to build on their previous learning of a number of studied time periods to compare and contrast the developments in medicine over time. Due to current circumstances in Britain today, children can compare the spread of disease to the speed of the spread of cholera. Children will explore a range of sources and evidence to develop their understanding of disease and how the introduction of health and medicine began to control this. Children will begin this unit by relating back to previous learning to develop an understanding of medical practices in prehistoric civilisations and Ancient Egypt. There will then be an opportunity for children to study the Roman attitude towards health and explore how this was influenced by the Greeks. Children will conclude the enquiry by exploring medical advances in the 20th and 21st century to reach a conclusion on the developments of medicine over time. The purpose of this unit is to provide children with a thematic study that they can independently interpret to conclude how medicine has changed over time. This allows children to constantly make connections with previously studied time periods. As children are studying medicine over a longer period, they will be able to interpret how discoveries and inventions have been changed or continued over time and how this compares between time periods.	Year 3 – Pre-historic and Ancient Greek Year 4 – Romans and Anglo-Saxons Year 5 – Ancient Egyptians and Victorians Year 2 – Florence Nightingale and Mary Seacole as Nurses	<u>Disciplinary Concept</u> Change and Continuity <u>Concepts</u> Settlement and Civilisation Society Beliefs Technology Chronology

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	Summer	**Mayan Civilisation** Focus: What do I know about Mayan Civilisation? National Curriculum Link: A non-European society that provides contrasts with British history Children will begin this unit by identifying the chronological context of the Ancient Maya, allowing an exploration into the identification of ways that the past is constructed. Children will continue their enquiry by investigating ancient cities where conclusions can be reached around the life of the Maya. In order to develop the concept of continuity and change, children will explore the religious beliefs of the Mayas. In order to allow a comparison, the children will identify Mayan achievements and compare to the Vikings. Children will continue to investigate the significance of farming on the Mayan civilisation, which will allow reference to the Stone Age developments. The unit will conclude with an investigation to explore how life of a Mayan then compares with those today.	Year 4 – Summer: The life and advances of the Vikings. Year 3: Stone Age to Iron Age Year 5: Ancient Egypt Year 3: Ancient Greece Romans	<u>Disciplinary Concept</u> Change and Continuity <u>Concepts</u> Settlement and Civilisation Society Beliefs Chronologyy