History

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	Guidance Areas	Autumn	Spring	Summer
EYFS	In EYFS, History is covered through topics of interest and key themes. This consists of learning and resources in continuous provision, taught sessions and incidental learning. Wider events such as Remembrance and Day and Bonfire Night provide opportunities for children to explore History. Within Continuous Provision, the children constantly reflect on what they have been doing and how this differs from what they have previously been doing, including what they can do now that they could not before. In Summer Term, the children have an opportunity to reflect on their year in Reception, drawing on their own past experiences.			
	Nursery	**Understanding the world (People and Communities)** Is curious about people and shows an interest in stories about people, animals and objects that they are familiar with, or which fascinate them Shows an interest in photographs of themselves and other familiar people and objects Enjoys stories about people and nature and is interested in photographs of themselves with these. Has a sense of own immediate family and relations and pets. Learns that they have similarities and differences that connect them to, and distinguish them from others		
	Reception	**Understanding the world (People and Communities)** Shows an interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experiences Recognises and describes special times or events for family and friends Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to family or friends. Talks about past and present events in their own lives and in the lives of family members **ELG: Past and Present** Talks about the lives of the people around them and their roles in society Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understands the past through settings, characters and events encountered in books read in class and storytelling		
	Continuous Provision	Artefacts and objects from the past for children to explore Objects to provoke investigation or prompt questioning of key themes (Remembrance, Bonfire Night, transition etc) Stories from the past, including key themes and events Photographs of the children in the past and now Photographs of familiar family members and friends Opportunities for children to share experiences and knowledge from different parts of their lives with each other Preserving memories of special events (drawing pictures, collecting photographs, video recording) Encouraging children to share their news and family events/ routines Investigation area – What do you think this is? Where has it come from? Role play dressing up Displays of events children have participated in throughout their learning journey Storytelling area – puppets, stories, fiction books, dolls		
Year 1	**Topic/Focus**	**All about me** Focus: What is my past?	**Changes within living memory** Focus: How have toys changed since my grandparents were born?	**Rosa Parks** Focus: Why do we remember Rosa Parks?
	Key knowledge	Big Ideas **History** is past events connected to a person, place or thing. **Timeline** is a line to order events from then to now. **Then** something that happened in the past. **Now** something that is happening in the present. **Past** is something that has already happened. **Difference** is something that is not the same. **Similarities** are things that are the same. **Grandparents** are people who are older than us and include our Grandma and Grandad.	**Big ideas** **Trade –** With advances in technology being made, new and developed toys can be bought. **Civilisation –** Considering favourite toys at different times (parents, grandparents and us) and how society has influenced new toys. **Industry** - Toys reflect developments in **technology.** **Old** is something from a long time ago. **New** is something that has not been there a long time. **Chronology** is in time order. **Timeline** is the order of events from then to now. **Toys** are things we play with. **Clothes** are the thigs we wear. **Comparison** is where you look at two or more pictures and say what is	**Rosa Parks** 1913- Born 1955: Arrested in Montgomery, Alabama 1956: Law changed in Montgomery 1964 – Civil Rights Act became law 2005 – Died Big Ideas **Society** – the civil rights movement in the US began during the 1950s and was a struggle for race equality. People went on peaceful protests to give people equal rights. Rosa Parks refused to give up her seat on the bus, and it started a huge protest. They Boycott eventually brought a change to the law

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			the same and what is not the same. **Recent** is something that happened not long ago. **Photographs** are pictures taken as an event happens. **Change** is a difference over time. **Past** is something that has already happened **Present** is something that is happening now.	and segregation on buses was stopped. **Evidence** – Her actions were shared in newspapers and reports across the world. Sources of evidence like this help us to understand what life for black people in America was like in the 1950s and 1960s.
	Key skills	**Use** artefacts to find out about the past **Remember** three important things from their life **Sequence** people in a family **Use** source to explore continuity and change **Create** a timeline of their life **Share** change in lives over time	**Describe** a favourite toy **Sort** toys into categories **Use** sources to find out about Grandparents' toys **Sort** old and new toys and compare them **Place** toys on a timeline **Create** an old toy museum	**Place** Rosa Parks on a timeline **Investigate** early life for Rosa Parks **Create** a timeline of Rosa Parks' life **Compare** 1955 to now **Discuss** the influence of Rosa's actions **Explain** the significance of Rosa Parks
Year 2	**Topic/Focus**	**Great Fire of London and Gateshead** Focus: How did the Great Fire change London?	**Grace Darling** Focus: Why is Grace Darling remembered today?	**Florence Nightingale and Mary Seacole** Focus: Why do people remember Florence and not Mary?
	Key knowledge	**Big ideas** **Settlements** over many decades, the city of London became very busy with houses close together. There were many flammable wood buildings. King Charles II ordered the city to be rebuilt with brick and stone. Christopher Wren designed St Paul's Cathedral. **Artefacts** eye-witness Samuel Pepys wrote a recount in his diary. **Samuel Pepys** **Date:** 1666 He kept a diary during the Great Fire of London and recorded lots of facts. **King Charles II** He was the King at the time of the fire and ordered for the buildings to be pulled down. **The Great Fire of London** **Date**: 1666 This was the biggest disaster to happen in London. Following the fire, the whole of London was rebuilt. **The Great Fire of Gateshead** **Date:** 1854 A local fire which destroyed substantial amounts of property in the local area.	Big Ideas **Society** – With the news spreading in papers, Grace Darling soon became known as a local heroine. She received medals and awards including the Royal National Lifeboat Institution's Silver medal for Gallantry. She was congratulated by Queen Victoria. Many people during Victorian Era did not believe that women could achieve something so courageous. **Travel and Exploration –** People often travelled by ship for trade and to move between different towns and cities. **Key vocab** **History** is a series of past events connected to a person, a place or a thing. **Significant individual** is someone important who made a change to world History. **Evidence** is something that we use to prove that something happened. **Sources** are pieces of evidence that we use to find out about the past. Sources include photographs, videos, pictures, newspapers, and letters. **Reliability** is how much trust we can place in a source. **Historian** is somebody that collects information to find out about the past. **Grace Darling** **Date:** 1838 She became a national heroine after risking her life to save the stranded survivors of the wrecked steamship Forfarshire in 1838. **Northumberland** is a county in the North of England. **Victorian** is someone who was alive during the Victorian times. **Lighthouse** is a tower to warn guards of ships at sea. **Artefacts** are objects made or shaped by a human which tells us or gives us clues about what happened in the past.	Big ideas - **Monarchy –** Queen Victoria, during the Victorian Era **Chronology -** **Florence Nightingale** 1820 – born 1851 – Trained in nursing 1854 – Britain joined the Crimean War 1860 – Published notes on nursing 1910 – Died **Mary Seacole** 1805 – born in Jamaica 1850 – travelled to Panama and dealt with a cholera epidemic. 1853 – cared for victims of a yellow fever epidemic in Jamaica. 1853 – War breaks out in Crimea 1854 – Arrived in England and offered her services to join Florence Nightingale who was based in Scutari. Mary was rejected several times. 1855 – Mary raised funds and travelled to Crimea where she set up the British Hotel. Mary was the first woman to enter Sevastopol from the English lines. 1881 – died 1915 – Crimean War Memorial erected in London with a statue of Florence Nightingale. 1954 - Jamaica formally recognised Mary Seacole. The Jamaican General Trained Nurses' Association named their proposed Kingston headquarters Mary Seacole House. **Society –** Florence was born into a wealthy family in Italy. She trained in Germany and moved to England, before travelling

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			George Elmy Lifeboat Disaster The lifeboat, 'George Elmy' was capsized by two huge waves only 30 yards from Seaham Harbour's South Pier, in East Durham. They had just saved the lives of the crew members of the fishing boat, Economy, which had foundered in stormy seas off Dawdon Colliery.	to Crimea. When she returned, she published a book called, 'Notes on Nursing'. By 1818, aged 12, Mary helped run the boarding house, where many of the guests were sick or injured soldiers. Mary dedicated most of her life to helping soldiers and nursing victims of epidemic outbreaks. **Conflict – 1853 - 1856** War broke out between the Russian and Ottoman Empires. Great Britain and France were allies of the Ottoman Empire and sent the soldiers to help them fight against Russia in an area called Crimea. Both women were nursing during this time period but lead very different lives. **Significance–** Florence dedicated her life to nursing. She travelled to Crimea in the 1850s where there was a war taking place. She found wounded soldiers, insanitary conditions. She improved the conditions for soldiers by training nurses and showing them how to prevent infections. Mary Seacole worked through two epidemics in her early life. She then went to support the soldiers during the Crimean War, but she was treated very differently to Florence Nightingale. Despite both women nursing soldiers back to health, Mary was remembered less favourably than Florence; statues and memorials supported this.
	Key skills	**Plot** events on a timeline **Use** picture sources to describe what life was like before the fire **Use** sources to find out about the spread of the fire **Comment** on the reliability of sources **State** three causes and two consequences of the fire **Use** video sources to find about the Gateshead Fire **State** the similarities and differences to the Quayside before and after the fire	**Place** Grace Darling on a timeline **Use** sources to investigate the life and work of Grace Darling **Compare** Grace Darling's life to modern day **Make** comparisons between this event and the George Elmy lifeboat disaster **Explain** why Grace Darling is considered significant today	**Place** Florence Nightingale and Mary Seacole on a timeline **Use** sources to find out about the life and work of Florence Nightingale **Investigate** the evidence of Mary Seacole's nursing life **Investigate** similarities and differences between the two nurses and their work during the Crimean War **Compare** nurses then to nurses now **Conclude** who made the most significant contribution to nursing
Year 3	**Topic/Focus**	**Stone Age** Focus: How did life change from the Stone Age to Iron Age?	**Ancient Greece** Focus: Were all people treated the same in Ancient Greece?	**Roman Empire** Focus: What influence did Julius Caesar and the Roman Army have on the Roman Empire?
	Key knowledge	Big Ideas The introduction of **farming** resulted in a less nomadic lifestyle as people could build and prepare their own food. In early times, the used stone tools to hunt for large mammals and gathered plants, fruits and berries. Tools and their usage (crops and ploughs) Iron Age, iron ploughs were more efficient than bronze ploughs and could be used on heavier soils. Nomadic **lifestyle** decreased and they became more settled with the introduction of farming. The Bronze Age saw the rise of kingdoms where larger groups of people joined together to live under the rule of a powerful leader. Iron Age was mostly rural and agricultural. Lives were dependent on	Big Ideas **Society** – Ancient Greece was not one single nation; it was a group of hundreds of city states. Some cities were small, some were much larger like Athens and Sparta. They developed different forms of government. The Athenians invented democracy. However, women, children and slaves were not allowed to vote. **Education** was very different for boys and girls. Boys were educated to become good citizens and take part in the public life. Girls were educated in housekeeping and how to look after the family. Most Greek children never went to school, especially the girls. Greek girls were not allowed to go to school and were often educated at home.	**Society –** Rome was ruled by a dictator. It had a government, which collected taxes, and a very organised army, which had conquered many different countries. There were lots of grand buildings in Rome where people could gather, including temples and public baths. In 45BC Juluis Caesar declared himself as the supreme ruler and dictator for life of Rome. He was assassinated the following year by political rivals who wanted a return to the Republic. Caesar's heir, Octavian took power and was given the title Emperor of Rome – this marked the beginning of the Roman Empire. **Conflict –** The Roman Army first tried to invade Britain in 55 and 54BC. Their first attempt failed because of bad weather. A

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Year 4		seasons to grow crops. They were able to store grain and **trade** surplus. **Settlements** Skara Brae is a well preserved Stone Age village in Scotland. It is made up of several one-room dwellings with a communal room for cooking and working. Last changes to Stonehenge were made during Bronze Age. Wealthier people built their homes from mud brick to keep houses warm in winter and cool in summer. Iron Age, weapons made conflict more common, so hill forts were built. Farmers relied on iron tools. **Conflict** Stone Age humans became much better at hunting using spears, bows and arrows. Population density was so low; it was unlikely they bumped into each other during Stone Age. Iron Age brought new farming technology but also new weapons. Fighting was more common and farmers and villagers were often attacked. **Beliefs** developing religious beliefs during Stone Age to help them understand the world around them. Stonehenge was first built in Neolithic period and was probably used for religious beliefs and burial ceremonies. The Bronze Age saw custom of burying people in single graves. By the end of the Bronze Age, people had begun cremating the dead and saving their ashes. Bronze Age belies brought significant change. Burial mounds. Iron Age Celts believed in many different gods.	**Legacy** - Many words stem from the Ancient Greeks, our political system today was first seen in the Ancient Greek city of Athens, Olympics, Libraries, banks, museums and public buildings, sporting arenas, town squares and places of worship all share some of the characteristic features of Ancient Greek buildings. **Beliefs** – They believed in three generations of gods. The first generation – the sky, the earth, the heavens, mountains and other physical things – came into existence from nothing. The second generation were called the Titans and were the children of Uranus. The Olympians were the third generation. **Monarchy** – a leader ruling the land **Ancient Greece** Formed approximately 4000 years ago Greece was split into City states E.g. Athens and Sparta. The Ancient Greeks had many Gods. The head of the Gods was Zeus. Gods lived on Mount Olympus. Ancient Greece were the first to form a government and introduce democracy. Women had no say. The Olympic Games were held in Ancient Greece. **Democracy** is a system of government where the people vote for a leader. **Civilisation** is a group of people living in a well-organised place. **Golden Age** is the period when a specified art or activity is at its peak. **Pantheons** are groups of particularly respected, famous, or important people. **Olympics** is a festival that was held every four years to honour the god. Zeus. The first recorded version of this was in 776BC in a place called Olympia.	year later, they succeeded only in conquering Southern Celtic tribes. They collected taxes, but they made no major attempts to expand their territory. Women could not join the Roman army, only men could. There were two types of soldiers: legionaries and auxiliaries. **Settlement** - The Romans were a group of people who lived in Rome, a city in Italy. Around 2000 years ago, the Romans invaded Britain mainly because they wanted Britain's precious metals. However, for about a century before this, the Roman army had been invading countries all across Europe building a large empire. At the time that the Romans invaded Britain, the Celts lived there. The Celts were the most powerful people in central and northern Europe. They lived in Britain during the Iron Age which occurred from about 750 BC to AD 43 when the Romans took over. Caesar did not want to be defeated so the next year he went back with 50,000 soldiers. They defeated many Celtic tribes and made it all the way to the River Thames. **Democracy and Monarchy** – Not present as it was an Emperor Rule. **Power - Julius Caesar Date:** 100BC – 44BC **Facts:** He invaded Britain twice. He was the dictator of Roman and put an end to Roman Republic. He was the leader of the Roman army and conquered many lands. He fought in a civil war and became the leader in Rome. He was assassinated.
	Key skills	**Order** the Stone Age chronologically on a timeline **Compare** life during the Palaeolithic and Mesolithic periods **Investigate** developments in the Neolithic period **Explain** how life changed during the Bronze Age **Use** Stonehenge to find out about religious beliefs in the Bronze Age **Investigate** how life changed from Stone Age to Iron Age	**Place** Ancient Greece on a timeline **Explain** democracy in Ancient Greece and **make** comparisons to Britain today **Compare** how men and women were treated in Ancient Greece **Identify** the similarities and differences between life in Athens and Sparta **Use** sources of evidence to compare lives of children	**Place** the Romans on a timeline **Use** sources to explain how Roman army uniform was powerful and protective **Describe** who Julius Caesar was and how he became a dictator **Use** sources to understand the cause of Boudicca's rebellion and the consequence on the Roman Empire **Use** sources of evidence to infer how the Roman Army protected their land **Investigate** the fall of the Roman Empire
	Topic/Focus	**Roman Britain** Focus: Is Hadrian's Wall the only thing the Roman's left behind?	**Anglo- Saxons** Focus: How were the Anglo-Saxons influenced by Christianity?	**Vikings** Focus: How well did the Anglo-Saxons and the Vikings get along?
	Key knowledge	**Big ideas** **Settlements** – the Romans brought significant changes to Britain. They build over 10000 miles of road as well as houses, forts and temples from stone rather than wood. Before the Romans arrived, most Britons lived in the countryside. The	Big ideas **Belief –** Christianity spread as monks from Rome came to England. Christianity first arrived in Britain during the time of the Romans, but it was several hundred years before it became the main religion of England. Monks came from Rome to persuade Anglo-Saxon kings to	**Conflict**- The 10th and 11th centuries saw Vikings and Anglo-Saxon armies fighting many significant battles for control of Britain. The longship was an essential part of the Vikings' ability to travel and explore. They were also perfect for raiding. The design allowed them to reverse rather than turn around. They

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		Romans also brought bathhouses, sanitation and built Hadrian's Wall. **Trade** – The goods brought to Britain by the Romans **Achievements and Legacy –** Hadrian's Wall, roads, sanitation etc . Britain had no proper roads before the Romans - they were just muddy tracks. The Romans built new roads all across the landscape. The Romans knew that the shortest distance from one place to another is a straight line. So they made all their roads as straight as possible to get around quickly. They built their roads on foundations of clay, chalk and gravel. They laid bigger flat stones on top. Roman roads bulged in the middle and had ditches either side, to help the rainwater drain off. The Romans built magnificent public bath houses in towns across their empire. Rich villa owners would have their own baths in their homes. **Culture** – The Colosseum was built as a vast arena for the people of Roman. It is made from concrete, which the Romans perfected, and is the largest amphitheatre ever built. **Beliefs** - Religion was an important part of Roman daily life. The Romans believed in many different gods and goddesses. If the gods were angry, terrible things could happen. To keep the gods happy, animals were sacrificed (killed) as offerings. Romans sacrificed animals such as bulls, sheep and pigs. **Hadrian's Wall** was the north-west frontier of the Roman Empire for nearly 300 years. It was built by the Roman army on the orders of the emperor Hadrian following his visit to Britain in AD 122. The wall was built between Roman Britain and Scotland. It took about 14 years to complete Hadrian's Wall. The largest structure ever made by the Romans. Hadrian's Wall was important in protecting the northern border of Roman Britain. Since Hadrian was unwilling to supply more troops to overtake the entire island of Britain, he decided to build a wall to protect the Roman Empire and firmly established the northern border of the Roman Empire.	convert to Christianity. They played a vital part in England becoming a Christian country. They arrived in England in the early fifth century with pagan beliefs. In 597, Saint Augustine arrived from Rome and started to convert the Anglo-Saxon kings and their people. From the departure of the Roman army in 410 to the defeat by William the Conqueror in 1066, the Anglo-Saxons built a lasting legacy of culture and beliefs that still influence us today. They played a significant role in the Christianisation of England by Saint Augustine of Canterbury. **Society** - The Anglo-Saxons wrote some of England's earliest literature. Beowulf gives examples of the importance of truth, bravery, honour, loyalty, duty, hospitality and perseverance – all essential values in society and everyday life. **Conflict** - After years of stability and peace under Roman rule, the collapse of the Roman Empire brought chaos and conflict to Britain. The Celtic tribes who had lived in harmony with the Romans found themselves under attack from Northern tribes. They asked the Anglo-Saxons to protect them from these fierce warriors. They agreed if they could have land in return that they could settle on. **The Anglo-Saxons** **Date:** 410AD- 1066 **Significance:** They came after the Romans. **Facts:** Britain no longer had a strong Roman army to help defend so it was an easy target for the Anglo-Saxons to invade. **Saint Augustine** is the first Archbishop of Canterbury and the founder of the English Church. **Bede** **Date:** 673AD – 735AD **Facts:** A monk who wrote about life in Anglo-Saxon Britain. **Alfred the Great** an Anglo-Saxon King who fought back against the Vikings and managed to control most of England. **Monks** are people who work and live in a Christian Church or monastery and serves God by writing, performing chores and spreading the word of Christianity. **Sutton-Hoo** is an archaeological site in Suffolk, England where a ship-burial was discovered. **Lindisfarne Raid** was a Viking attack in 793 on the island of Lindisfarne.	were also big in size which allowed them to hold a large group of warriors. The Anglo-Saxons faced consequences of the Viking invasion. By the ninth century, when three of the four main kingdoms fell to the Vikings, only the Kingdom of Wessex remained to resist them. In 878, Alfred the Great won a battle at Edington. This marked the beginning of the fight back against the Vikings, which ended with their defeat 954 when their king was killed. **Travel and Exploration** – The Vikings were excellent sailors, traders and explorers who travelled as far as North America to search for lands to colonise and trade with. Scandanavian countries were rich in timber, iron and fur and the Vikings sold these materials across western Europe. They would fight and raid as they explored new lands. They were excellent sailors and good at navigation. They invented a type of sunstone that helped them find their way in open water. The Vikings' ability to defend themselves and their goods meant that they were able to maintain a trading empire that stretched across northern and western Europe. **Beliefs** – the Vikings worshipped many Gods. Each god had different human strengths and weaknesses. Churches and monasteries were prime targets for Vikings raids. They had lots of gold and silver ornaments. Anglo-Saxons – Christianity arrived in Britain during the time of the Romans. Monks came from Rome to persuade the Anglo-Saxon kings to convert to Christianity. **Settlements** – Vikings began to colonise places they sailed to. They brought their language and customs and changed the culture of colonised societies forever. In the late eighth century, after many successful raids, the Vikings settled across Britain and Ireland. However, the successful colonisation marked the beginning of the struggle between them and the Anglo-Saxons. **Society** - Saxons and Vikings were two different tribes of people who are believed to have been dominant in what was later to become the United Kingdom. There were many interesting similarities between Saxons and the Vikings, but also many differences. For the everyday people living under both Anglo-Saxon and Viking control, life was similar in many respects. Farmers worked the land, growing crops and raising animals for meat, leather, wool and other products. Viking society was structured in a similar way to that of the Anglo-Saxons. There was a king who was the most important and powerful person. Instead of nobles there were chieftains who were often landowners and leaders in battles. Both

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				Anglo-Saxons and Vikings had both freemen and slaves. For both Anglo-Saxons and Vikings, the women worked in the home, preparing food, looking after the children and making the clothes. Some Vikings learnt to read and write using runes. Homes were very similar for both Anglo-Saxons and Vikings. They were made from wood and mud with thatched roofs. Some Viking houses in the northeast were covered with turf instead of thatch. **Monarchy** - By the year AD 600, there were seven separate kingdoms in England, each ruled by an independent king. The kings in each kingdom were advised by a group of powerful nobles called the Witan. The seven kingdoms were constantly battling to try and become the most powerful kingdom. **Trade-** the Vikings traded with other countries. Longships helped the Vikings hold treasure and resources they took from a raid. The Vikings held markets in their main towns where people came to buy and sell goods. The Vikings were great traders and skilled seafarers. They were skilled at farming, fishing, craft work and hunting.
	Key skills	Chronologically **sequence** events on a timeline **Understand** continuity and change within society from the Iron Age to Roman Britain **Use** sources to extract information **Use** sources to describe the importance of Hadrian's' Wall **Recall** the significance of sanitation **Explain** the legacy of the Romans on Britain	**Plot** the chronology of the Anglo-Saxon era **Understand** the everyday life of the Anglo-Saxons **Explain** the reasons for the settlement of the Anglo-Saxons **Describe** how life changed when Christianity and St Augustine came to Britain **Compare** the early beliefs of the Anglo-Saxons to their Christian conversation	**Place** the Anglo-Saxons and Vikings on a timeline **Use** sources of evidence to investigate whether the Vikings were raiders or traders **Extract and interpret** sources of evidence on the Saxon view of the Vikings **Compare** the similarities and differences between the Vikings and Anglo-Saxons I**nvestigate** the changes that Alfred the Great brought **Describe** the causes and consequences of the Anglo-Saxon and Viking Era in Britain
Year 5	**Topic/Focus**	**Ancient Egypt** Focus: What do we know about Ancient Egyptian civilisation?	**Coal Mining** Focus: How important was coal mining in Murton in the 19th Century?	**Victorians** Focus: How do education and leisure of Victorian children compare to today?
	Key knowledge	**Big ideas** **Beliefs** – Egyptians believed in immortality and developed complex burial rituals, including mummification. The pyramids were built as tombs for their dead kings (Pharaohs) When a person of wealth died; their body was embalmed to prevent it from decaying. Egyptians believed that after the souls of the dead were ferried across the river to the afterlife, they were called the Land of Two Fields. Ancient Egyptians built lots of small obelisks to commemorate the achievements of kings, queens and wealthy Egyptians or to worship the gods. They are covered in Egyptian writing offering dedication to the gods. Compare to beliefs of Romans. **Food and farming** – Ancient Egyptians settled in permanent	**Big ideas** **Society** - The discovery of coal beneath Murton's fields in the 19th century transformed it into an industrial community. Fewer than 100 people lived in the village of Murton before 1830 but, following the sinking of the mine in 1838, the population grew to 1,387 by 1851. Miners came to Murton from across County Durham and Northumberland in the early years, with people later uprooting from Devon, Cornwall and Ireland too. Many of the road and place names reflected the original roots of these pitmen. Just five years after the colliery opened, there was an explosion on 15 August 1848, near the Polka East shaft, which killed 14 miners. Nearly 2,000 worked underground in the mine. Working age was lower. Mining created jobs	**Big ideas** **Society** – Cities increased in size as people came to work in the factories, leaving small villages behind. This increase meant there was more need for food, goods and housing. Consequently, urban centres became overcrowded with factories and housing. Very young children had to work, and it was only towards the end of the Victorian Era those laws changed to stop children working in those conditions. The lives of the rich and poor were very different. Wealthy landowners became factory owners and continued to control political life and the economy. Poor people, including children, lived and worked in terrible conditions. Children worked in factories. In 1870 the government decided that all children should be

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		homes near the Rive Nile, where they could grow crops in fertile land. They were skilled farmed who invented tools and technology to allow them to produce the food that they would need. They invented methods of irrigation, using large canals to supply fresh water to their crops. **Artefacts** – One of the most significant artefacts is the Rosetta Stone, which was found in 1799. The same text appears on this in three different types of writing, which helped historians to decipher hieroglyphics. Tutankhamun was a boy-king whose burial tomb had gone untouched for thousands of years until it was opened by a famous archaeologist. Although he wasn't king for long, Tutankhamun is considered significant. The opening of his tomb allowed historians to explore the life of an Egyptian Pharoah. **Significant Buildings** – the pyramids were built to bury Ancient Egyptian kings and queens. They were designed to be a comfortable place to enjoy the afterlife, and also acted as a display of power and wealth. Pyramids were made by peasant farmers who provided labour in return for food, oil and cloth. **Society** – Only Pharaohs were buried in pyramids and tombs. Poorer people were buried in the sand, so they could still go to the afterlife. Hierarchy – Pharoah with the power, Believed to be a God the Pharaoh held absolute power. Nobles and Priests who also had some form of power. Slaves and farmers provided the work and manual labour for the people of power. **Trade** – The River Nile provided Ancient Egypt with fertile soil and water for irrigation. It provided a means of transporting materials for building objects. Invented methods of irrigation to supply water to their crops.	for men and boys. Increase in houses, jobs and families as many men brought their families into Murton for work. **Trade** – Railroads built to allow Murton more central access. Murton production of coal at the mine. **Industry** – Lots of terraced houses had been built to house the miners and the village had three pubs, a new school, plus gas works. As prospective miners continued to flood in, the number of tradesmen grew, with Murton Colliery Co-operative Society helping to serve the village by 1890. Electricity and gas were used for lighting. The daily output was over 3000 tons, and included steam, gas and household coal in the production of which nearly 2000 men and boys were employed. The coals from this colliery were shipped principally at Seaham Harbour and Sunderland.	made to go to school up to the age of ten. They tried to make sure that local authorities had schools for the children to attend. There were also 'Dame schools' run by elderly women of the village who would teach basic skills like reading and writing, usually in the women's own homes and attended by working class children. 'Ragged schools' were set up by the side of the road for the poorest of children and would try to teach very basic skills like counting. The children of richer families might have their own tutor or governess until they were ten or eleven when they would be sent away to boarding school. 'Elementary schools' were not free until 1891 so parents had to pay a few pence a week to keep their children in school. Books and equipment also had to be provided by the children themselves and some families found this very difficult. It was often the girls who missed out on school as they would have to help with the housework and looking after the younger children. Children learned by reciting information off by heart and lessons were very repetitive. Punishments were hard and children would be caned if they got into trouble. Classes could also be very large with up to 80 children in some classes. **Settlements –** the change in industry brought people from rural parts to urban centres. Without access to education, the new working class had long hours to work in difficult conditions. Children made up a large part of the workforce in factories, mills, mines and workshops. These new towns and cities became overcrowded, and pollution created significant problems for health and wellbeing. Rich Victorian children would have had plenty of toys in their nurseries, children from poorer families would have had very few. They were often handmade, and children would share toys like marbles, whip and tops, skipping ropes and dolls with their brothers and sisters and friends. **Monarchy** – In 1837 Victoria became Queen. 1838: slavery was abolished in the British Empire. 1880: Education became compulsory for children under the age of ten. 1901: Queen Victoria died. **Industry** – The Industrial Revolution saw significant growth in steam-powered machinery. The number of large factories making products to **trade** across the world also grew rapidly. This period marked significant change in technology and trade. The Industrial Revolution led to new inventions such as the steam engine. Agriculture was no longer the main source of work. Skilled workers then became part of the middle classes who played an essential role in political and social developments.
	Key skills	**Identify** the Ancient Egyptian civilisation on a timeline **Discuss** chronology of history **Describe** the societal structure of Ancient Egypt and make	**Create** a timeline of mining in Murton **Use** sources to interpret the history of Murton **Compare** the life of a pit miner to my own	**Place** the Victorian Era on a timeline **Use** sources to find out what life was like for poor children in

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	Guidance Areas	Autumn	Spring	Summer
		comparisons **Compare** beliefs between two time periods **Use** sources of evidence to reach conclusions **Explain** how life was different for women in Ancient Egypt **Explain** how trade and the Rive Nile influenced the Ancient Egyptians	**Use** a census to interpret the Murton population **Use** a video source to analyse the significance of coal and miners during the 19th Century **Conclude** why mining is significant in County Durham	Victorian Britain **Investigate** the changes that took place for children in the 19th Century **Compare** the education of children then to modern day **Use** sources to find the similarities and differences of the daily lives of children **Conclude** whether life was better for children in the Victorian Era or modern day
Year 6	**Topic/Focus**	**WWII** Focus: What was life like during WWII on the Home Front?	**Medicine and Disease** Focus: How has medicine changed people's lives?	**Mayan Civilisation** Focus: What do I know about Mayan Civilisation?
	Key knowledge	**Big ideas** **Beliefs –** A difference in beliefs caused conflict between leaders. **Society-** In Britain, daily life changed as a result of the war. Rationing began in 1940 and didn't end until 1954. Major towns and cities had to rebuild after the German bombing raids. The post-war years saw the introduction of the NHS. Rationing caused many problems as food was limited which caused many families to struggle. Many children were also evacuated out of their family homes. Women were also affected by war as new laws meant that women could be called up for work. This saw a reduce in the differences between the jobs that men and women could temporarily do. **Education -** Nearly two million children were evacuated from their homes at the start of World War Two; children had to endure rationing, gas mask lessons, living with strangers etc. Children accounted for one in ten of the deaths during the Blitz of London from 1940 to 1941. Many children also had to take care of themselves and their siblings whilst a growing number of mothers were called up to work. Children had to leave their homes and their families to move to the countryside to escape the bombings. Children experienced a restricted diet because of rationing. Children lived in fear from the constant threat of air raids. They spent some nights living in air raid shelters just in case German planes dropped bombs on their houses. Children had to take regular gas drills at school. Gas masks were also issued to children. During the warmer months lessons could even be held outdoors. Children's education suffered during the war. One in five of the country's schools were damaged by bombing and many others were requisitioned by the government. Children were	**Big ideas** **Settlements** - During Prehistoric times, civilisations were nomadic and moved around a lot. It was important for individuals to be fit and healthy, so they could hunt or gather food. They did not have any trained doctors, but they had witch doctors and medicine men. Ancient Egyptians used hieroglyphics to record medical theories and ideas. The Romans were some of the first to realise the importance of public health in their towns and cities. Towns included sewers and public toilets. This meant that the streets and houses were cleaner. Romans thought carefully about where they built their towns. Most of them were built where there was clean water, and if not, they had huge aqueducts and conduits to transport water. **Society** - Ancient Egyptians began to record ideas and theories. They also had experienced and wise people to help treat and heal the sick. Like prehistoric people, the Egyptians had experienced and wise people to help treat and heal the sick. Most of Hippocrates teachings and theories were recorded in books to allow others to learn from him. In the late Medieval period, the living conditions declined in towns and cities. People would empty their chamber pots into the street, animals were allowed to roam freely in the streets and many people relied on the polluted rivers for drinking water. The Black Plague had devastated the population of Britain. A third of the population had been killed in the first two years, meaning there were fewer fit and healthy people to work and farm. During the Medieval period, monasteries became places to care for the sick. When Queen Victorian came to the throne in 1837, the population was rising rapidly, growing from 13.8 million in 1831 to 32.5 million in 1901. Cholera, typhoid and tuberculosis were spread even more quickly than before. There was a divide between the rich and the poor. **Beliefs** - Prehistoric people believed that illness and death were causes by evil spirits. Medicine Men usually aimed to treat the illness by banishing evil spirits. The Egyptians believed that evil spirits caused illnesses. The channel theory was based on the River Nile. They thought	**Big Ideas** **Beliefs –** The Maya worshipped different nature Gods, including gods of the Sun, the Moon, rain and corn. The rulers of Maya society were kings or holy lords, who claimed to be related to gods. They performed many rituals, including human sacrifice, to pay respect to their gods. **Settlements –** By 200CE the Maya had moved from their smaller villages into larger cities. Each city was designed with characteristic features including large temples, stone pyramids, palaces and ball courts. Each city-state was ruled by an Ajaw (king) and became a centre for **trade,** religious worship and entertainment. Population in largest settlements were about 60,000. Most homes were small stones or thatched homes, the palaces and temples in the cities were decorated with beautiful murals and sculptures. They built sewer systems and there was running water in the wealthiest people's homes. **Farming –** A large population of farmers growing corn, maize and squash surrounded Maya cities. The Maya created farmland by cutting away the trees and vines of the surrounding rainforest. They used more advanced farming methods such as irrigation and terracing, to help produce food. They used a slash and burn method of farming, which meant cutting down trees and plants to make room for their crops. The soil they farmed was not very fertile so they used ash fertiliser and rotated their crops. Terracing increased the amount of land that could be farmed. **Culture –** The Maya were skilful mathematicians and astronomers. They used their knowledge to build an accurate calendar system. It told them when to plant crops, when to harvest and when to sacrifice to the gods. These skills also influenced their architecture as temples and public buildings were built so that sunlight would hit certain places at particular times of the year, often in time for a religious

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		crammed into large classes and stationery and books were often in short supply. **Conflict/War -** The war caused a vast number of deaths of civilians as well as those fighting in the military. The war did result in some positive legacies such as the creation of the United Nations and the Universal Declaration of Human Rights. The war involved the Battle of Britain between the German and British air forces. WWII also saw the introduction of a new weapon, an atomic bomb. **Propaganda –** lots of posters were created by the Government during WWII. The messages that they shared persuaded people to think and behave in a certain manner. For example, Dig for Victory encouraged people to grow their own vegetables. However, the Government had to be very careful to publish messages that had a positive image, so they didn't upset people (censorship.) Propaganda is a type of communication used to influence the opinions of people to support a cause or belief. It was used by Adolf Hitler and Joseph Goebbels as a weapon of war and included artwork, posters, speeches and films. **Power –** Hitler, the leader of the Nazi party in Germany, had come to power and promised to rebuild the German army. Britain and France agreed to help Poland if it was invaded, but that didn't stop Hitler. 1938 - Neville Chamberlain and Adolf Hitler sign the Munich Agreement. There was hope that there won't be a war. Hitler's army moved into Poland and the Second World War begun. Hitler planned an invasion of Great Britain which would give him control over the whole of Western Europe. In September 1939, Neville Chamberlain (Prime Minister of Britain) declared war on Germany. In 194, Winston Churchill became the new Prime Minister.	that the body was made up of 46 different tubes or 'channels'. If these got blocked (by the evil spirits) the person would become ill. Many people would wear talismans of the Eye of Horus or an ankh to bring good luck and ward off evil. The Romans believed that good hygiene helped people heal, so encouraged poorly people to take a bath. Romans believed that a good diet, exercise and bathing were key to keeping healthy. Most often the head of each household was responsible for treating the sick. There would usually be a healing shrine dedicated to a particular god which people would pray to, to help cure sicknesses. **Discovery and Invention** - During Prehistoric times, people did not write things down. A process called trepanning was used to cut a hole into the patient's skull to release the trapped evil spirit. Prehistoric people were able to mend broken bones by setting them in mud or clay and allowing it to harden. It is also believed that they used ants to treat and heal open wounds. Honey was a very popular ingredient in Egyptian medicine. Most often it was used to keep open wounds from becoming infected. One of the major progressions in medical knowledge during the Ancient Egyptian period was a theory that a person's heart rate was linked to their health. The Ancient Egyptians discovered the process of mummification of their dead. Ancient Greece – Hippocrates, the father of modern medicine. He believed that the observation and recording of a patient's symptoms was vital to medical care. This process is now called 'clinical observation'. He encouraged doctors to record symptoms in the order that they appeared. Galen was a famous Greek physician, surgeon and philosopher in the Roman Empire. His work followed closely behind that of Hippocrates and influenced medical practices for the next 1,300 years. Galen was also interested in human anatomy and dissected animals to gain ideas about the human body. In 1738, Edward Jenner found a prevention for smallpox. NHS founded in 1948.	ceremony. They developed a writing system that represented their spoken language in symbol form. Only the most educated could use this writing system, so scribes became important. Symbols can be found in stone carvings, temples and palaces. There is evidence that the Maya used a form of paper made from tree bark. **Society –** only the most powerful and privileged were taught how to use the writing system. Artefacts like Maya pottery have been found to show priests teaching scribes how to write.
	Key skills	**Place** WWII on a timeline of previously studied topics **Outline** significant events during WWII **Use** sources of evidence to investigate how WWII affected children in Britain **Evaluate** the effectiveness of propaganda? **Identify** the similarities and differences between men and women during WWII? **Investigate** the impact that WWII and propaganda had on food **Analyse** how the people on the Home Front prepared for D-Day **Investigate** how families living on the Home Front were affected by war.	**Plot** a timeline of medical advances and developments **Use** sources of evidence to compare pre-historic and Ancient Egyptian medical practices **Identify** the similarities and differences between the Greek and Roman attitudes towards health **Use** picture sources and graphs to interpret the spread of the Black Plague **Reach** a conclusion about the significance of key individuals on medical advances during the Victorian Period **Conclude** how medicine has changed people's lives	**Place** the Maya on a scaled chronological timeline and **make** connections **Investigate** ancient cities to reach conclusions about the Maya **Summarise** the main beliefs of the Maya **Identify** the major Mayan achievements and **compare** them to the Vikings **Investigate** the positive impact that farming had on the Maya **Compare** Mayan life from then to now