

HISTORY

Vision – ‘all things are possible’

At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly. We want our children to develop as **historians, developing historical knowledge and skills.**

Characteristics of Historians:

- A knowledge and understanding of people, events, and contexts from a range of historical periods
- The ability to communicate ideas confidently in a range of ways
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past
- An understanding of how and why people behaved in the past in different ways.
- The ability to make use of sources of evidence to support their explanations and judgments.
- A desire to undertake high-quality research across a range of history topics.

Our pupils begin their History journey at Benedict Biscop in our Early Years environment. Our provision has been carefully created, to provide a range of opportunities and experiences both indoor and outdoor to help develop History knowledge and skills. Our pupils are also taken ‘beyond’ our school environment into the local area experiencing both forest school and beach school provision.

We continue this creative approach within Key Stage 1 and 2, where we actively encourage cross-curricular learning, to give pupils maximum opportunity to transfer skills and knowledge. Year groups are taught through predominately Historic themes, which inspire and motivate our pupils. Themes in KS2 are arranged in chronological order to further aid pupils understanding of chronology. In every year group, one theme is inspired by the United Nations Rights of a Child, pupils think about ‘What I believe?’ and learn about how events in History have helped to shape our lives today. Where possible, we link learning to our local context so that pupils gain an awareness of where they are from and how this links to their lives today enabling them to become active Global Citizens.

EYFS Statutory Framework – Knowledge and understanding of the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals:

Knowledge and understanding of the world	Additional Benedict Biscop stepping stones to challenge:
Children at the expected level of development will: Past and Present -Talk about the lives of the people around them and their roles in society -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class -Understand the past through settings, characters and events encountered in books read in class and storytelling	Children at the expected level of development will: -To be prepared to ask questions using 'what' and 'how' -Be exposed to subject specific vocabulary where possible (have displayed) -To start to write simple sentences including the use of vocabulary such as past, present, older and newer. -Begin to explore important figures/significant people from the past -Have a simple understanding of chronology including their own chronology (DOB etc.)

Development Matters progression related to History:

Birth to Three	Three to Four	Reception
	Understanding the World -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and family's history.	Understanding the World -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past.

NURSERY

Autumn Term	Spring Term	Summer Term
-To know significant people in their own family and how families differ. -To know key events that are celebrated by families and why they are significant.	-To know that families have similar special events and occur at specific times -To name a significant artist from the past e.g. Van Gogh.	-To know that memories that create history can change in and between a period of time -To know the significance of special events that occur throughout the year.

-To know symbols and items people have when celebrating.	-To know that significant events happen over time and that this creates history.	-To know that significant events and celebrations are different for different cultures.
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RECEPTION

Autumn Term	Spring Term	Summer Term
-To know that there are significant events throughout the year -To know who Guy Fawkes was and the consequences of his actions -To know the significance of poppies and the consequence of the World War.	-To know that there are building in Sunderland which show our history e.g. Penshaw Monument, Hadrian's Wall, Wheel at Silkworth [from the mine] -To know these were built a long time ago and still stand today -To know that China and Britain have different types of rulers/monarchs -To name and describe a significant artist from the past e.g. Van Gogh.	-To know how the earth was different when dinosaurs were alive -To know that the earth has evolved and changed since the time of the dinosaur era. -To know that art styles have changed over time.

National Curriculum Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Content:

Key Stage 1 History looks at:

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements e.g. Florence Nightingale, L.S. Lowry, Queen Victoria.
- Key events in the past that are significant nationally or globally.
- Significant historical events, people and places in their own locality e.g. Grace Darling, Robert Stephenson.

Key Stage 2 History looks at:

- Changes in Britain from the Stone Age to the Iron Age [Skara Brae].
- The Roman Empire and its Impact on Britain [Boudica, Hadrian's Wall].
- Britain's settlement by Anglo Saxons and Scots [Lindisfarne].
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study [coal mining in Sunderland].
- A study of a theme in British history [WWII, Tudors].
- Early Civilizations achievements and an in-depth study of Ancient Egypt
- Ancient Greece.
- A non- European society [Mayan Civilization] that contrasts with British history
- History of interest to pupils [Linked to their lives/current affairs – Rights of a Child – What I Believe]*

SKILLS PROGRESSION

To meet our curriculum aims, we have identified core strands of learning [generic learning objectives] which run throughout our curriculum. We have identified what this should look like at the end of key phases within the school [key skills demonstrated].

The curriculum is taught in a spiral design where learning is revisited and embedded – deepening learning and developing Mastery.

Key generic learning objectives	EYFS working at the EXPECTED STANDARD	EYFS working ABOVE the expected standard	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard	Upper KS2 working at the EXPECTED STANDARD	Upper KS2 working ABOVE the expected standard
To investigate and interpret the past	- Begin to ask questions about objects from our past -To talk about objects from the past during exploration	- Know how to find out about aspects of the past - Answer questions about objects from our past - Record observations appropriately [when looking at objects from the past] - Recognise common features of our own life and other people in our local area [e.g. family member jobs and jobs associated with the local area]	• Ask questions using 'what?' and 'how?' • Use a variety of sources. • Observe or handle evidence to ask questions. • Identify some of the different ways the past has been represented.	• As expected <u>and find answers to questions.</u> • As expected <u>and use this to form writing or other evidence when identifying.</u>	•Ask questions and find answers to questions about the past. •Use one source of evidence for historical enquiry. •Describe different accounts of a historical event.	•As expected <u>and use evidence to find answers.</u> •As expected <u>but using more than one source for historical enquiry.</u> •As expected and <u>explaining some of the reasons why the accounts may differ.</u>	• Use sources of evidence to gather information. • Select suitable sources of evidence, giving reasons for choices. • Use sources to form testable hypotheses about the past. • Show an awareness of the concept of propaganda. • Refine lines of enquiry as appropriate. • Seek out a range of evidence in order to justify claims. • Understand that no single source of evidence gives the full answer to questions.	•As expected <u>and deduce information gathered.</u> •As expected <u>using more advanced sources of evidence.</u> •As expected, <u>analysing a wide range of evidence.</u> •As expected <u>showing how historians must understand the social context of evidence studied.</u> •As expected <u>and interpreting lines of enquiry clearly.</u>
To build an overview of world history	- Understand the past through settings, characters and events encountered in books read in class and storytelling.	- Begin to talk about and describe historical events and significant people from the past through settings, characters and events encountered in books read in class and storytelling.	•Describe historical events. •Describe significant people from the past. •Recognise that there are reasons why people in the past acted as they did.	•As expected <u>using evidence.</u>	• Compare some of the times studied with those of other areas around the world. • Describe the characteristic features of the past. • Describe changes in the local area throughout history. • Give an overview of life in Britain from ancient until medieval times • Begin to describe ideas, beliefs, attitudes and experiences of men, women and children from the past. •Suggest causes and consequences of some	• As expected <u>and explain in detail comparisons from other times</u> • <u>Describe ideas, beliefs, attitudes and experiences of men, women and children from the past.</u>	•Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Describe the main changes in a period of history (using terms such as: religious, political, technological and cultural). • Use dates and terms accurately in describing events.	• As expected, <u>plotting onto a timeline the main changes in history using key vocabulary.</u> • As expected <u>and including explanation of change in history.</u>

					of the main events and changes in history.			
To understand chronology	- Talk about the lives of the people around them and their roles in society	- Know and talk about different events in our families history	• Place events and artefacts in order on a simple time line. • Label time lines with words such as: past, present, older and newer. • Use dates where appropriate.	• As expected <u>with extra detail.</u>	• Understand the concept of change over time. • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.	• As expected <u>using evidence on a time line.</u>	• Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, using evidence on a timeline.	• As expected <u>and plotting on a timeline using key vocabulary.</u> • As expected <u>including explanation of change.</u>
To communicate historically	- Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	- Know and talk about different events in our families history - Answer questions about our family history - Describe a family member from the past/ or an older family member - Talk about our life using appropriate vocabulary	• Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	• As expected <u>but using these independently.</u> • As expected <u>and be able to transfer this orally and written.</u>	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Begin to show an understanding of concepts such as civilisation	• As expected, <u>using these skills to a good standard.</u>	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and decade • Use original ways to present information and ideas. • Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.	• As expected, <u>using these skills to an exceptional standard.</u>

YEAR 1

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Me, My family, My World	To investigate and interpret the past	• To know how to find out about aspects of the past • To answer questions about objects from our past • To begin to ask questions about objects from our past • To record our observations appropriately [when looking at objects from the past] • To know about different events in our families history	• Ask questions using 'what?' and 'how?' • Use a variety of sources. • Observe or handle evidence to ask questions. • Identify some of the different ways the past has been represented.	• As expected <u>and find answers to questions.</u> • As expected <u>and use this to form writing or other evidence when identifying.</u>

	To build an overview of world history	• To begin to recognise common features of our own life and other people in our local area [e.g. family member jobs and jobs associated with the local area]	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• As expected <u>using evidence.</u>
	To understand chronology	• To describe the characteristics of objects from a long time ago and compare them with objects now. [e.g. items from the family home] • To order comparative items on a timeline.	• Recount changes that have occurred in their own lives. • Place events and artefacts in order on a time line. • Label time lines with words such as: past, present, older and newer. • Use dates where appropriate.	• As expected <u>with extra detail.</u>
	To communicate historically	• To create a simple family tree to communicate in a variety of ways • To answer questions about our family history • To describe a family member from the past/ or an older family member • To talk about our life using appropriate vocabulary	• Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	• As expected <u>but using these independently.</u> • As expected <u>and be able to transfer this orally and written.</u>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Light and Dark: Living in Victorian Sunderland	To investigate and interpret the past	• To know how to find out about aspects of the past • To describe an artefact from the past • To identify similarities and differences between old and new • To learn about the Victorian way of life – home [including lighting technology], education, clothing and work	• Ask questions using 'what?' and 'how?' • Use a variety of sources. • Observe or handle evidence to ask questions. • Identify some of the different ways the past has been represented.	• As expected <u>and find answers to questions.</u> • As expected <u>and use this to form writing or other evidence when identifying.</u>
	To build an overview of world history	• To study the life and effect of Florence Nightingale • To think about life before electricity	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• As expected <u>using evidence.</u>
	To understand chronology	• To sequence objects on a timeline to show changes over time e.g. light sources • To label time lines with vocabulary which shows the passing of time	• Place events and artefacts in order on a time line. • Label time lines with words such as: past, present, older and newer. • Use dates where appropriate.	• As expected <u>with extra detail.</u>

	To communicate historically	- To speak about everyday objects in the past - To use everyday words and phrases to describe an artefact - To communicate what they have learned about Florence Nightingale in a variety of ways	- Recount changes that have occurred in their own lives. - Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	- As expected <u>but using these independently.</u> - As expected <u>and be able to transfer this orally and written.</u>
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SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
The Seaside: Sunderland's History	To investigate and interpret the past	- To find out about the Victorian seaside in the past [travel, entertainment, costumes] - To know who Grace Darling was and why she is remembered - To identify features associated with Sunderland and the seaside	- Ask questions using 'what?' and 'how?' - Use a variety of sources. - Observe or handle evidence to ask questions. - Identify some of the different ways the past has been represented.	- As expected <u>and find answers to questions.</u> - As expected <u>and use this to form writing or other evidence when identifying.</u>
	To build an overview of world history	- To know why it became common for Victorians to holiday at the seaside [Bank holiday act] - To know how the RNLI support our safety	- Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	As expected <u>using evidence.</u>
	To understand chronology	To sequence photographs into a time series of three time periods by identifying differences between present and past times	- Place events and artefacts in order on a time line. - Label time lines with words such as: past, present, older and newer. - Use dates where appropriate.	As expected <u>with extra detail.</u>
	To communicate historically	- To use time-related vocabulary - To record what they have learned by drawing and writing	- Recount changes that have occurred in their own lives. - Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	- As expected <u>but using these independently.</u> - As expected <u>and be able to transfer this orally and written.</u>

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Homes in Tudor times and the Great Fire of London	To investigate and interpret the past	• To find out about the Great Fire of London by studying Samuel Pepys' observations • To look at the part played by artists in recording the events of the Great Fire and Tudor times • To know that people lived in different sorts of homes during the Tudor period to now • To know about the results of the fire and understand why the fire spread so far for so long	• Ask questions using 'what?' and 'how?' • Use a variety of sources. • Observe or handle evidence to ask questions. • Identify some of the different ways the past has been represented.	• As expected <u>and find answers to questions.</u> • As expected <u>and use this to form writing or other evidence when identifying.</u>
	To build an overview of world history	• To learn about the changes to London following the fire to make the city safe. • To learn about what makes cities safer from fires today	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• As expected <u>using evidence.</u>
	To understand chronology	• To know when the Tudor period was and to place the event on a time line showing periods in the history of England	• Place events and artefacts in order on a time line • Label time lines with words such as: past, present, older and newer. • Use dates where appropriate.	• As expected <u>with extra detail.</u>
	To communicate historically	• To talk about Great Fire of London in our Nation's history using appropriate historical vocabulary • To use their knowledge and understanding of the Great Fire to make an artistic representation of it	• Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	• As expected <u>but using these independently.</u> • As expected <u>and be able to transfer this orally and written.</u>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
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What I Believe: I have the right to a safe place to live.	To investigate and interpret the past	• To use pictures and information to help them ask and answer questions about Dr Barnardo's life • To identify similarities and differences between life today and a long time ago	• Ask questions using 'what?' and 'how?' • Use a variety of sources. • Observe or handle evidence to ask questions. • Identify some of the different ways the past has been represented.	• As expected <u>and find answers to questions.</u> • As expected <u>and use this to form writing or other evidence when identifying.</u>
	To build an overview of world history	• To identify how Dr Barnardo became famous and why he acted as he did • To understand how his work has influenced today's society e.g. care of children	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• As expected <u>using evidence.</u>
	To understand chronology	• To use dates appropriately when describing events in Dr Barnardo's life.	• Place events and artefacts in order on a time line. • Label time lines with words such as: past, present, older and newer. • Use dates where appropriate.	• As expected <u>with extra detail.</u>
	To communicate historically	• To recount the main events in the life of Dr Barnardo using appropriate dates and vocabulary	• Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	• As expected <u>but using these independently.</u> • As expected <u>and be able to transfer this orally and written.</u>

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Transport: Planes, trains and automobiles	To investigate and interpret the past	• To find out about transport from the past using various methods • To identify similarities and differences between old transport and new transport • To research who Amelia Earhart was. • To learn about Robert Stephenson and how he was a pioneer of transport invention	• Ask questions using 'what?' and 'how?' • Use a variety of sources. • Observe or handle evidence to ask questions. • Identify some of the different ways the past has been represented.	• As expected <u>and find answers to questions.</u> • As expected <u>and use this to form writing or other evidence when identifying.</u>
	To build an overview of world history	• To learn about how Robert Stephenson's inventions had an impact on our lives today.	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• As expected <u>using evidence.</u>

	To understand chronology	• To sequence objects in time on a time line with dates [e.g. forms of transport invented].	• Recount changes that have occurred in their own lives. • Place events and artefacts in order on a time line. • Label time lines with words such as: past, present, older and newer. • Use dates where appropriate.	• As expected <u>with extra detail.</u>
	To communicate historically	• To communicate what they have learned about transport in a variety of ways, describing transport in the past and present.	• Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	• As expected <u>but using these independently.</u> • As expected <u>and be able to transfer this orally and written.</u>

YEAR 3

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Over 2000 years ago... Stone, Bronze and Iron Age	To investigate and interpret the past	• To explore artefacts and sources to build up a picture of life in the past. • To learn about Skara Brae and what it tells us about life in the past [building homes, what people did and the tools they used].	• Ask questions and find answers to questions about the past. • Use one source of evidence for historical enquiry. • Describe different accounts of a historical event.	• As expected <u>and use evidence to find answers.</u> • As expected <u>but using more than one source for historical enquiry.</u> • As expected and <u>explaining some of the reasons why the accounts may differ.</u>
	To build an overview of world history	• To understand how life changed during the Iron Age [specifically linked to farming] • To understand what primitive means and debate if the Stone Age man was as primitive as we may think.	• Compare some of the times studied with those of other areas around the world. • Describe the characteristic features of the past. • Describe changes in the local area throughout history. • Give an overview of life in Britain from ancient until medieval times • Begin to describe ideas, beliefs, attitudes and experiences of men, women and children from the past. • Suggest causes and consequences of some of the main events and changes in history.	• As expected <u>and explain in detail comparisons from other times</u> • <u>Describe ideas, beliefs, attitudes and experiences of men, women and children from the past.</u>
	To understand chronology	• To understand the chronological order of the stone, bronze and Iron Age and place it on a timeline.	• Understand the concept of change over time. • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.	• As expected <u>using evidence on a time line.</u>

	To communicate historically	• To understand the term 'civilisation' • To compare past and present.	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Begin to show an understanding of concepts such as civilisation	• As expected, <u>using these skills to a good standard.</u>
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SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Along the river	To investigate and interpret the past	• To make inferences and deductions about life in the Ancient Egypt from pictures of the landscape, objects and other pictures • To know that what we know about the past is dependent on what has survived • To learn that there are different accounts of the discovery of Tutankhamun's tomb	• Ask questions and find answers to questions about the past. • Use one source of evidence for historical enquiry. • Describe different accounts of a historical event.	• As expected <u>and use evidence to find answers.</u> • As expected <u>but using more than one source for historical enquiry.</u> • As expected and <u>explaining some of the reasons why the accounts may differ.</u>
	To build an overview of world history	• To know how much of the life of Egypt depended on the Nile and compare this to how other settlements are located around rivers. • To know how some of the Egyptian inventions influenced life around the world.	• Compare some of the times studied with those of other areas around the world. • Describe the characteristic features of the past. • Describe changes in the local area throughout history. • Give an overview of life in Britain from ancient until medieval times • Begin to describe ideas, beliefs, attitudes and experiences of men, women and children from the past. • Suggest causes and consequences of some of the main events and changes in history.	• As expected <u>and explain in detail comparisons from other times</u> • <u>Describe ideas, beliefs, attitudes and experiences of men, women and children from the past.</u>
	To understand chronology	• To locate ancient Egypt in time and place on a time line using dates.	• Understand the concept of change over time. • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.	• As expected <u>using evidence on a time line.</u>
	To communicate historically	• To record information accurately, using appropriate vocabulary.	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Begin to show an understanding of concepts such as civilisation	• As expected, <u>using these skills to a good standard.</u>

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
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What I Believe: The right to choose religion and beliefs [exploring religion around the world]	To investigate and interpret the past	• To research a religion different to Christianity • To find out about religions from different written sources • To know that different kinds of written sources provide different information • To develop skills of accurate observation and recording e.g. pictures and artefacts	• Ask questions and find answers to questions about the past. • Use one source of evidence for historical enquiry. • Describe different accounts of a historical event.	• As expected <u>and use evidence to find answers.</u> • As expected <u>but using more than one source for historical enquiry.</u> • As expected and <u>explaining some of the reasons why the accounts may differ.</u>
	To build an overview of world history	• To know if location in the world effects beliefs	• Compare some of the times studied with those of other areas around the world. • Describe the characteristic features of the past. • Describe changes in the local area throughout history. • Give an overview of life in Britain from ancient until medieval times • Begin to describe ideas, beliefs, attitudes and experiences of men, women and children from the past. • Suggest causes and consequences of some of the main events and changes in history.	• As expected <u>and explain in detail comparisons from other times</u> • <u>Describe ideas, beliefs, attitudes and experiences of men, women and children from the past.</u>
	To understand chronology	• To put their findings into chronological context using dates and appropriate terms.	• Understand the concept of change over time. • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.	• As expected <u>using evidence on a time line.</u>
	To communicate historically	• To compare religions and beliefs • To organise information and communicate it in a variety of ways	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Begin to show an understanding of concepts such as civilisation	• As expected, <u>using these skills to a good standard.</u>

YEAR 4

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
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The Ancient Greeks	To investigate and interpret the past	• To deduce information about Greek beliefs and religious practices from sources • To infer information about Greek wars and warfare • To know that that the battle may be interpreted in different ways and why this is so • To learn about the location, climate and terrain of Ancient Greece	• Ask questions and find answers to questions about the past. • Use one source of evidence for historical enquiry. • Describe different accounts of a historical event.	• As expected <u>and use evidence to find answers.</u> • As expected <u>but using more than one source for historical enquiry.</u> • As expected and <u>explaining some of the reasons why the accounts may differ.</u>
	To build an overview of world history	• To realise the influence of Ancient Greece on the Western World [democracy, theatre and Olympic games]	• Compare some of the times studied with those of other areas around the world. • Describe the characteristic features of the past. • Describe changes in the local area throughout history. • Give an overview of life in Britain from ancient until medieval times • Begin to describe ideas, beliefs, attitudes and experiences of men, women and children from the past. • Suggest causes and consequences of some of the main events and changes in history.	• As expected <u>and explain in detail comparisons from other times</u> • <u>Describe ideas, beliefs, attitudes and experiences of men, women and children from the past.</u>
	To understand chronology	• To place the ancient Greek civilisation in time • To know that the ancient Greek civilisation occurred 'Before Christ'	• Understand the concept of change over time. • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.	• As expected <u>using evidence on a time line.</u>
	To communicate historically	• To know what is meant by democracy • To compare the beliefs of the ancient Greeks with those of other cultures • To combine information from several sources about the role of the theatre in the way of life of the Greeks	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Begin to show an understanding of concepts such as civilisation	• As expected, <u>using these skills to a good standard.</u>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What did the Roman's do for us?	To investigate and interpret the past	• To know about aspects of life in Roman Britain, using a variety of resources • To know that sources about Boudicca contradict each other and that there are different opinions about Boudicca • To know the reason for why there are different interpretations of Boudicca's revolt • To ask and answer questions about what survived from the Roman settlement of Britain	• Ask questions and find answers to questions about the past. • Use one source of evidence for historical enquiry. • Describe different accounts of a historical event.	• As expected <u>and use evidence to find answers.</u> • As expected <u>but using more than one source for historical enquiry.</u> • As expected and <u>explaining some of the reasons why the accounts may differ.</u>

	To build an overview of world history	- To recognise that people have been moving between different areas for a long time To know that Romans invaded Britain and that the period of conquest was followed by a period of settlement [looking specifically at Hadrian's Wall and why it was built] - To investigate Roman inventions/ways of life and how it effects life today, specifically in Britain.	- Compare some of the times studied with those of other areas around the world. - Describe the characteristic features of the past. - Describe changes in the local area throughout history. - Give an overview of life in Britain from ancient until medieval times - Begin to describe ideas, beliefs, attitudes and experiences of men, women and children from the past. - Suggest causes and consequences of some of the main events and changes in history.	- As expected <u>and explain in detail comparisons from other times</u> <u>Describe ideas, beliefs, attitudes and experiences of men, women and children from the past.</u>
	To understand chronology	To place the Roman period in a chronological framework [on a timeline using appropriate dates]	- Understand the concept of change over time. - Place events, artefacts and historical figures on a time line using dates. - Use dates and terms to describe events.	As expected <u>using evidence on a time line.</u>
	To communicate historically	To use the terms 'invade' and 'settle' To know what is meant by the term 'empire' - To select and record information about Roman ways of life and to make comparisons between these lifestyles	- Use literacy, numeracy and computing skills in order to communicate information about the past. - Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. - Begin to show an understanding of concepts such as civilisation	As expected, <u>using these skills to a good standard.</u>

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What I believe: Everyone and everything has the right to be alive.	To investigate and interpret the past	To use a variety of resources to find out about Mayan civilization [looking at education, punishment and homes] - To ask and answer questions, recording information in various ways - To identify where Mayans lived and what it was like.	- Ask questions and find answers to questions about the past. - Use one source of evidence for historical enquiry. - Describe different accounts of a historical event.	- As expected <u>and use evidence to find answers.</u> - As expected <u>but using more than one source for historical enquiry.</u> - As expected and <u>explaining some of the reasons why the accounts may differ.</u>
Life in the rainforest.	To build an overview of world history	To contrast Mayan civilisation with another civilization from the past [Ancient Egypt]. - To compare the ancient civilization with modern Britain.	- Compare some of the times studied with those of other areas around the world. - Describe the characteristic features of the past. - Describe changes in the local area throughout history. - Give an overview of life in Britain from ancient until medieval times - Begin to describe ideas, beliefs, attitudes and experiences of men, women and children from the past. - Suggest causes and consequences of some of the main events and changes in history.	- As expected <u>and explain in detail comparisons from other times</u> <u>Describe ideas, beliefs, attitudes and experiences of men, women and children from the past.</u>

	To understand chronology	To place the period in a chronological framework using key dates.	- Understand the concept of change over time. - Place events, artefacts and historical figures on a time line using dates. - Use dates and terms to describe events.	As expected <u>using evidence on a time line.</u>
	To communicate historically	To understand the meaning of Mesoamerica - Mexico and central America	- Use literacy, numeracy and computing skills in order to communicate information about the past. - Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. - Begin to show an understanding of concepts such as civilisation	As expected, <u>using these skills to a good standard.</u>

YEAR 5

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Settlers and Settlements Anglo-Saxon, Vikings and Scots	To investigate and interpret the past	- To make inferences from archaeological evidence [looking specifically at Sutton Hoo] - To make connections between information provided in more than one source - To study Anglo-Saxon invasions, settlements and kingdoms: place names and village life - To learn about Anglo-Saxon art and culture - To learn about Viking raids [e.g. Battle of Edington] and invasion and place these on a map, giving reasons for where they took place	- Use sources of evidence to gather information. - Select suitable sources of evidence, giving reasons for choices. - Use sources to form testable hypotheses about the past. - Show an awareness of the concept of propaganda. - Refine lines of enquiry as appropriate. - Seek out a range of evidence in order to justify claims. - Understand that no single source of evidence gives the full answer to questions.	- As expected <u>and deduce information gathered.</u> - As expected <u>using more advanced sources of evidence.</u> - As expected, <u>analysing a wide range of evidence.</u> - As expected <u>showing how historians must understand the social context of evidence studied.</u> - As expected <u>and interpreting lines of enquiry clearly.</u>
	To build an overview of world history	- To understand how the Anglo-Saxon's settled in the North of England as a result of the withdrawal of the Romans and the invasion of the Scots and Irish. - To understand about what was discovered at Sutton Hoo and its importance in History	- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Describe the main changes in a period of history (using terms such as: religious, political, technological and cultural). - Use dates and terms accurately in describing events.	- As expected, <u>plotting onto a timeline the main changes in history using key vocabulary.</u> - As expected <u>and including explanation of change in history.</u>

	To understand chronology	• To locate the period on a time line • To describe the period using appropriate vocabulary.	• Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, using evidence on a timeline.	• As expected <u>and plotting on a timeline using key vocabulary.</u> • As expected <u>including explanation of change.</u>
	To communicate historically	• To use the terms 'invade' and 'settle' appropriately • To draw on a variety of sources and present information appropriately	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and decade • Use original ways to present information and ideas. • Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.	• As expected, <u>using these skills to an exceptional standard.</u>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What happened after 1066? Tudors and Stuarts	To investigate and interpret the past	• To study the changing power of monarchs [Tudors and Stuarts] • To find out answers to specific questions using sources of information • To know about the types of evidence for the Tudor period e.g. portraits • To draw conclusions about life in Tudor times from different sources of information • To learn about the difference between wealth and poverty in Tudor times	• Use sources of evidence to gather information. • Select suitable sources of evidence, giving reasons for choices. • Use sources to form testable hypotheses about the past. • Show an awareness of the concept of propaganda. • Refine lines of enquiry as appropriate. • Seek out a range of evidence in order to justify claims. • Understand that no single source of evidence gives the full answer to questions.	•As expected <u>and deduce information gathered.</u> •As expected <u>using more advanced sources of evidence.</u> •As expected, <u>analysing a wide range of evidence.</u> •As expected <u>showing how historians must understand the social context of evidence studied.</u> •As expected <u>and interpreting lines of enquiry clearly.</u>
	To build an overview of world history	• To know that building alliances through marriage was important in the Tudor period [linking to Royal Families in other countries]	•Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Describe the main changes in a period of history (using terms such as: religious, political, technological and cultural). • Use dates and terms accurately in describing events.	• As expected, <u>plotting onto a timeline the main changes in history using key vocabulary.</u> • As expected <u>and including explanation of change in history.</u>
	To understand chronology	• To locate the Tudors and Stuarts within the context of the history of Britain	• Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, using evidence on a timeline.	• As expected <u>and plotting on a timeline using key vocabulary.</u> • As expected <u>including explanation of change.</u>

	To communicate historically	- To summarise all they have learnt To select, organise and structure information to answer a key question	- Use literacy, numeracy and computing skills in order to communicate information about the past. - Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and decade - Use original ways to present information and ideas. - Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.	• As expected, <u>using these skills to an exceptional standard.</u>
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SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What I believe: No one is allowed to punish you in a cruel or harmful way. Exploring crime and punishment.	To investigate and interpret the past	To use a wide range of sources to learn about crime and punishment in Tudor and modern history - To give reasons for points of view - To answer questions about a given topic using a range of sources - To understand 'reliable and unreliable' sources	- Use sources of evidence to gather information. - Select suitable sources of evidence, giving reasons for choices. - Use sources to form testable hypotheses about the past. - Show an awareness of the concept of propaganda. - Refine lines of enquiry as appropriate. - Seek out a range of evidence in order to justify claims. - Understand that no single source of evidence gives the full answer to questions.	- As expected <u>and deduce information gathered.</u> - As expected <u>using more advanced sources of evidence.</u> - As expected, <u>analysing a wide range of evidence.</u> - As expected <u>showing how historians must understand the social context of evidence studied.</u> - As expected <u>and interpreting lines of enquiry clearly.</u>
	To build an overview of world history	- To investigate if historic crimes were worthy of given punishments. To think about punishments today and how society has changed	- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Describe the main changes in a period of history (using terms such as: religious, political, technological and cultural). - Use dates and terms accurately in describing events.	- As expected, <u>plotting onto a timeline the main changes in history using key vocabulary.</u> - As expected <u>and including explanation of change in history.</u>
	To understand chronology	To look at different types of punishment across time periods and describe changes using appropriate terminology.	- Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, using evidence on a timeline.	- As expected <u>and plotting on a timeline using key vocabulary.</u> - As expected <u>including explanation of change.</u>
	To communicate historically	To understand what is meant by the term 'crime and punishment.' - To participate in a debate about crime and punishment in a given scenario - to select, organise and structure information to answer a key question	- Use literacy, numeracy and computing skills in order to communicate information about the past. - Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and decade - Use original ways to present information and ideas. - Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.	• As expected, <u>using these skills to an exceptional standard.</u>

YEAR 6

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Children in WWII in Sunderland	To investigate and interpret the past	• To find out about the experiences and feelings of evacuees, from a wide range of information sources • To know why rationing was necessary • To understand about the impact of rationing on the way of life of people living in England during WWII • To know when and where WWII took place • To know the characteristic features of the Blitz • To locate where bombing raids took place	• Use sources of evidence to gather information. • Select suitable sources of evidence, giving reasons for choices. • Use sources to form testable hypotheses about the past. • Show an awareness of the concept of propaganda. • Refine lines of enquiry as appropriate. • Seek out a range of evidence in order to justify claims. • Understand that no single source of evidence gives the full answer to questions.	• As expected <u>and deduce information gathered.</u> • As expected <u>using more advanced sources of evidence.</u> • As expected, <u>analysing a wide range of evidence.</u> • As expected <u>showing how historians must understand the social context of evidence studied.</u> • As expected <u>and interpreting lines of enquiry clearly.</u>
	To build an overview of world history	• To have an overview of how the war affected people's everyday lives • To understand about the treatment of Jewish people during the war • To know about the effects of WWII on their locality	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: religious, political, technological and cultural). • Use dates and terms accurately in describing events.	• As expected, <u>plotting onto a timeline the main changes in history using key vocabulary.</u> • As expected <u>and including explanation of change in history.</u>
	To understand chronology	• To understand about the leaders and key events and dates of the war • To plot the key events of the Second World War on a time line	• Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, using evidence on a timeline.	• As expected <u>and plotting on a timeline using key vocabulary.</u> • As expected <u>including explanation of change.</u>
	To communicate historically	• To communicate their learning in an organised and structured way, using appropriate terminology	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and decade • Use original ways to present information and ideas. • Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.	• As expected, <u>using these skills to an exceptional standard.</u>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Sunderland's Heritage: Coalmining	To investigate and interpret the past	- To find out about the past from census returns - To select and record information relevant using a range of sources To identify and record characteristic features of coal mines	- Use sources of evidence to gather information. - Select suitable sources of evidence, giving reasons for choices. - Use sources to form testable hypotheses about the past. - Show an awareness of the concept of propaganda. - Refine lines of enquiry as appropriate. - Seek out a range of evidence in order to justify claims. - Understand that no single source of evidence gives the full answer to questions.	- As expected and deduce information gathered. - As expected using more advanced sources of evidence. - As expected, analysing a wide range of evidence. - As expected showing how historians must understand the social context of evidence studied. - As expected and interpreting lines of enquiry clearly.
	To build an overview of world history	To make comparisons that illustrate change within the coal mining industry, giving reasons for changes	- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Describe the main changes in a period of history (using terms such as: religious, political, technological and cultural). - Use dates and terms accurately in describing events.	- As expected, plotting onto a timeline the main changes in history using key vocabulary. - As expected and including explanation of change in history.
	To understand chronology	To identify where there have been periods of rapid change in coal mining compared to relatively little change.	- Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, using evidence on a timeline.	- As expected and plotting on a timeline using key vocabulary. - As expected including explanation of change.
	To communicate historically	- To communicate their understanding of benefits and disadvantages of the coal mining industry To organise their knowledge and use it to summaries their learning about the changes in coal mining throughout history - To describe the attitudes of some different people working in the mines in the locality	- Use literacy, numeracy and computing skills in order to communicate information about the past. - Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and decade - Use original ways to present information and ideas. - Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.	As expected, using these skills to an exceptional standard.

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
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What I believe: I have the right to protection from any kind of exploitation. I have the right to give my opinion.	To investigate and interpret the past	• To use a wide range of sources to find out about slavery • To compare and contrast very different perspectives of the same event • To differentiate between fact and opinion • To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities • To think about segregation in modern History (America, South Africa) • To study people who stood up for their beliefs – Martin Luther King Jr, Rosa Parks, Nelson Mandela.	• Use sources of evidence to gather information. • Select suitable sources of evidence, giving reasons for choices. • Use sources to form testable hypotheses about the past. • Show an awareness of the concept of propaganda. • Refine lines of enquiry as appropriate. • Seek out a range of evidence in order to justify claims. • Understand that no single source of evidence gives the full answer to questions.	• As expected <u>and deduce information gathered.</u> • As expected <u>using more advanced sources of evidence.</u> • As expected, <u>analysing a wide range of evidence.</u> • As expected <u>showing how historians must understand the social context of evidence studied.</u> • As expected <u>and interpreting lines of enquiry clearly.</u>
	To build an overview of world history	• To understand that slavery still exists today; where, why and who it effects • To study William Wilberforce's life and impact he had	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: religious, political, technological and cultural). • Use dates and terms accurately in describing events.	• As expected, <u>plotting onto a timeline the main changes in history using key vocabulary.</u> • As expected <u>and including explanation of change in history.</u>
	To understand chronology	• To describe political changes in history	• Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, using evidence on a timeline.	• As expected <u>and plotting on a timeline using key vocabulary.</u> • As expected <u>including explanation of change.</u>
	To communicate historically	• To know what is meant by the term 'slavery' • To debate the topic with given scenario as a stimulus.	• Use literacy, numeracy and computing skills in order to communicate information about the past. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and decade • Use original ways to present information and ideas. • Show an understanding of concepts such as monarchy, parliament, democracy, and war and peace.	• As expected, <u>using these skills to an exceptional standard.</u>