EYFS		
Development matters age range	**ELG framework**	**Programme of Study**
EYFS Three and Four-Year-Olds	Understanding the World	Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World Past and Present	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key stage 1 National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Year 1			
Unit	Can I be a history detective?	Who helped make history?	All change? Holidays now and then.
Concept	Technological Advancement and Societal and Cultural Change	Technological Advancement, Legacy	Technological Advancement and Societal and Cultural Change
Overview	Comparing toys from the past with the ones we have now. We will consider the materials they were and are now made from and make links to our science learning. Next, we will compare school life using Barnes local Victorian school building as a starting point and compare it with our own local school built in the last decade to look for similarities and differences. Through this unit we will begin to appreciate how different life was in the past and imagine how it might change in the future. Finally, we will Study of the local High Street and how shopping has changed over time (Thorndale shops, Pallion Road, High Street West) Beamish	To further develop our historical understanding, we will be learning about the experiences of some famous historical figures: • Mary Anning, • Grace Darling • Florence Nightingale • Samuel Pepys (Great Fire of London)	A local study considering how Roker and Seaburn have changed and how they were used for holidays in the past
Historical skills	**Chronology**: Recount past changes from their own lives. Sequence some events in chronological order. **Investigating and interpreting:** Begin to use sources to identify some details and answer simple questions.	**Developing Historical Knowledge**: ranging over the chronology, knowledge of events and inventions of national/ global significance beyond living memory. **Explaining/ Analyse** : nature of change, consequences/ effects of changes, significance of events and/or people. **Use of primary sources**: use of artefacts, photographs, basic written sources where available **Interpretations/ representations** of the past: identifying differences between primary source and a modern representation of an event.	**Chronology:** Place historical figures, events and artefacts in order on a timeline **Investigating and interpreting:** Begin to use sources to identify some details and answer simple questions
Vocabulary	Sixties, Fifties, Pre-War, Edwardian, Victorian, century, decade, technology, architecture, The past, clues, Timeline, Date, Before, After, Memory, Photograph, Story, Source, Interview	Century, Inventor, invention, significance Timeline	Holiday, Bank holiday, Leisure, Coast, Transport/ travel, Victorian/ Edwardian, 1950s, Past, present

Year 2			
Unit	What inventions have changed our world? Great Northern Inventors	Were explorers searching for treasure?	Who would live in a castle?
Concept	Technological Advancement	Exploration and Technological Advancement	Settlement, legacy
Overview	To further develop our historical understanding, we will be learning about the famous historical figures and the part they played in a changing world: • George Stephenson • Lord Armstrong • Joseph Swan Cragside	As a result of our previous learning, we have begun to understand that history is the study of everything that has happened in the past to people and things. To further develop our historical understanding, we will be learning about the experiences of some famous explorers: • Neil Armstrong • Christopher Columbus • James Cook Captain Cook Museum - Middlesbrough	We will consider the purpose of castles and who would live there. Compare and contrast castles at Hylton, Durham, Lumley, Bamburgh
Historical skills	**Developing Historical Knowledge**: ranging over the chronology, knowledge of events and inventions of national/ global significance beyond living memory. **Explaining/ Analyse**: nature of change, consequences/ effects of changes, significance of events and/or people. **Use of primary sources**: use of artefacts, photographs, basic written sources where available **Interpretations/ representations** of the past: identifying differences between primary source and a modern representation of an event.	**Chronology**: Sequence some events in chronological order. Match objects to people of different ages. **Investigating and interpreting**: Begins to use sources to identify some details and answer simple questions. Investigating and interpreting: Begins to use sources to identify some details and answer simple questions.	**Chronology**, develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework. **Explain/ analyse key concepts**: significance – talk about important places and why they were built **Use of primary sources for an enquiry** – ask questions about events, begin to understand some ways we find out about the past, use a wider range of sources, communicate findings and use the historic environment
Vocabulary	Century, Inventor, invention, significance	Century, significance, explorer, discover	Timeline, Place, Century, Recent, Church, Cathedral, Castle, Mine recently, younger, years, decade, century, long ago

Key stage 2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 3			
Unit	**Would you rather live in the Stone, Bronze or Iron Age?**	**What can be learn for ancient Egyptian hieroglyphics?**	**Why do I love Sunderland?**
Concept	Technological advancement	Legacy, Beliefs and Technological advancement	Legacy, beliefs, settlement
Overview	We will learn that people have been living in Britain for a very long time. We will learn about the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. Copper, then bronze and finally iron started to be used to make weapons and tools. By the Iron Age, the Celts built hill forts for protection from their enemies. Visit Penshaw monument (Iron Age Hill)	We will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. We will use our geographical skills to map the area inhabited by the civilization to understand the importance of the River Nile as a water supply and for providing fertile farming lands. We will uncover the beliefs of the Egyptian people and the purpose of the pyramids. Our learning will be brought to life by a trip to the Great North Museum to study primary sources archaeologists have discovered that give us so much information about what daily life was like in the period.	History of the locality and famous historical people and places. Considering when St Peter's was built in it's current location and what key figures brought to the area– • Benedict Biscop, • St Peter's • Bede Durham cathedral, St. Peter's
Key knowledge and Historical skills	**Chronology**: Use dates and terms related to the three periods and passing of time. **Investigating and interpreting**: Discuss reliability of sources linked to the scarcity of primary sources. Pose a variety of questions **Historical knowledge** – develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. **Primary source use** - ask questions about primary sources, make inference.	**Chronology**: Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD **Developing Historical Knowledge**: locations of the emergence of the earliest civilisations, key features of Egyptian civilisation – chronology of developments. **Explaining/ Analyse second order concepts**: Causation and significance use of primary sources: The nature of the primary sources available for study of Egypt are in great contrast to the artefacts used so far in Stone Age to Iron Age with the appearance of writing and a far wider range of specialist tools/ equipment. Pupils will need some background knowledge to enable them to make inference from the primary sources. **Investigating and interpreting:**. When reading information text/ looking at artistic representations, pupils should be increasingly	**Chronology**: Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD **Historical knowledge** – develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. **Primary source use** - ask questions about primary sources, make inference.

		aware that there are many versions of the same event.	
Vocabulary	Interpretation, Anglo Saxon, Viking, Representation, Raider, Primary source, Invasion	Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, pyramid, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile	Legacy, settlement, Historic building, architecture

Year 4			
Unit	**Why did the Romans come to the North-East and were they welcome?**	**Anglo Saxons versus Vikings**	**How has Sunderland changed over time?**
Concept	Settlement, legacy, empire, society culture	Settlement, culture, society, beliefs	Settlement, legacy, society
Overview	Having explored the developments in Britain from the Stone Age to the Iron Age, this unit helps us to understand that during the same period, in Italy, the Roman Empire had started to flourish. We will begin by learning about the successful invasion led by Emperor Claudius in AD 43. Having become the dominant power in the Mediterranean, the Romans realised that a bigger empire would bring ever-greater treasures so they decided to invade Britain. To understand the success of this invasion we will study the development of the Roman army into the most efficient and effective force the ancient world had ever seen. We will return to the Celts to examine their resistance and will conclude this unit by considering the lasting legacy in the region. Vindolanda	Continue to explore the thread of invasion and settlement by revisiting their learning about the Roman, invasions. Discover why in the 5th and 6th centuries the Anglo Saxons invaded and the impact that the had. In AD 793, the Viking ships landed at Lindisfarne coast from Denmark. As well as being excellent sailors, the Vikings were ferocious fighters. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland. Children will compare the way of life and reason for settlement of the invaders	Consider the changes in transport and industry over time • Ship yards • Glass industry • Mining • Railways • Use of the port and river
Historical skills	**Historical knowledge**: place of Romans in chronology of UK, , overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations. **Explain/ Analyse concepts**: Looking at causes and consequences of events (invasion). **Primary source use**: use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations. **Interpretations/representations of the past**: identifying the key points made by an interpretation, linking primary sources and interpretations.	**Historical knowledge** – develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge. **Interpretations/ representations of the past** –pupils identify the features of a particular interpretation of an event/ person and the main message of an interpretation. Pupils test an interpretation to see connection with primary sources and then build their own interpretation.	**Primary source use**: use of range of artefacts, written primary sources, buildings etc **Historical knowledge** – develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge **Explain/ Analyse concepts** **Interpretations/representations of the past:** identifying the key points made by an interpretation, linking primary sources and interpretations
Vocabulary	Primary source, interpretation, Empire, province, Julius Caesar, Emperor Claudius, Baths, mosaic, gladiators, games, senate,	Empire, legion, tribe, king, kingdom, churl, thane, Bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, Woden, Christianity, Augustine,	Port, mine, George Stephenson, transport, locality, community

	towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple, Invasion – legion, legionary, soldier, weapon, Eagle standard, chariot, Ancient Rome, Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse, Civilisation, Archaeology Vindolanda, Hadrian's Wall	monastery, Bede, Lindisfarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Interpretation, Viking, Representation, Raider, Primary source, Invasion	

Year 5			
Unit	**Why is Benin important?**	**What was life like for different Victorian children?**	**What is the lasting legacy of the Ancient Greeks?**
Concept	Culture, society, empire	Society, culture, monarchy	Civilisation, culture, beliefs, legacy, empire
Overview	We will learn all about the kingdom of Benin. We will understand what is meant by 'the rise and fall' of this kingdom - from its expansion to become an empire to its eventual decline with the British invasion at the end of the nineteenth century. By examining and evaluating a range of sources, we will gain a deeper understanding of what life was like for both ordinary people and Obas in this empire, whilst strengthening our historical skill of source analysis. This will help us make comparisons between the kingdom of Benin and life in contemporary Britain. We will reflect on the fact that the Benin bronzes are currently in the British Museum and explore why this is a controversial issue, open to debate.	We will learn about how society was stratified in Victorian Britain and what life was like for children in different social classes. We will pay particular attention to the lives of Victorian children in the area: • Cholera • Victoria Hall Disaster • Mining We will explore some of the significant changes of this era and consider how they affected people –focusing in particular on how life changed for children in terms of work, education and health. We will see that life for children in Victorian times was very different to in today's Britain and that this was particularly the case for children in lower classes. Donnison School/Woodhorn	We will explore the rich legacy of this empire and its historical significance. In architecture and literature, we find influences from Ancient Greece, and Greek roots are commonly identified in the languages we speak today. When we celebrate the Olympic Games or come to vote in democratic elections, we can trace their origins back thousands of years to this ancient empire. Ancient Greek technology, science and philosophy continue to influence our daily lives and the modern world. By studying this period of history, we will come to appreciate how significant it was in shaping the world as we know it today
Historical skills	**Chronology**: Describe and explain key changes in historical period (e.g. political, cultural, social, religious and technological changes) **Investigating and interpreting**: Explore all available evidence to form their own opinion on a historical event	**Chronology**: Understand that continuity and change occurs over time. Add evidence and dates to the timeline to represent this. **Investigating and interpreting**: Select reliable sources of evidence to answer questions about the past **Primary source use**: diaries, newspaper, photographs, objects **Interpretations/ representations of the past**	**Historical knowledge**: chronological knowledge of the long arc of time, century and millennia, BC/ AD. Ancient Greeks significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art. Explain/ analyse second order concepts: pupils will be developing and using their knowledge to think about change, consequences and significance. **Primary source use**: use of photographs of artefacts throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation. **Interpretations/ representations of the past**

Vocabulary	Animists, Ogiso, Guild, Brass, Elders Dynasty, Yam, Cowrie Shell, Oracle, Oral culture, Sacrifice, Ivory, Edo, Ife, Slave trade, Ceremony, Plaque, Igodomigodo, Storyteller, Merchant	Society. Workhouse, orphan, class, **'slums'**, 'factories', 'Industrial Revolution', 'privy',	Democracy, Acropolis, mythology, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy

Year 6		
Unit	**World War II**	**Human Rights**
Concept	Invasion, technology, legacy	Legacy, society, culture
Overview	Wewill learn about Operation Sealion and why Hitler's plan to invade Britain in WWII was unsuccessful. We will understand the events of the Battle of Britain, who was involved in the defence effort and why winning the battle is considered by many historians to be a key turning point in British history. We will also learn about how civilians at home in Britain were affected by these events. Analysing sources will help us to explore how nights of consecutive air raids during the Blitz (which continued after the Battle of Britain was over) affected urban communities and find out how people tried to stay safe. We will learn what happened to children who were evacuated from the city to the country and link this to our reading of Goodnight Mr Tom. We will consider how the conflict affected our local area. We will use a range of sources to learn where bombs fell. We will read first-hand recounts from local individuals to gain a local perspective on how the conflict affected people. In doing so, we will consider the provenance of sources and how to cross-reference and analyse them effectively. Importantly, we will seek diverse narratives and find out about what local women contributed to the effort.	A series of studies regarding key matters regarding human rights leading to significant change • Slave Trade • Women's Rights Movement • Coal Miner's Strike
Historical skills	**Chronology**: Place current study on timeline in relation to other studies using relevant dates and terms. **Investigating and interpreting**: Evaluate the usefulness and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.	**Primary source use**: use of photographs of artefacts throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation. **Interpretations/ representations of the past**
Vocabulary	Air raid, shelter, allies, axis, atomic bomb, allotments, censorship, civilians, British Empire, concentration camp, Civil Defence, rationing, coupons, evacuee, forces, Holocaust, Adolf Hitler, Winston Churchill, invade, liberate, Jews, occupied, propaganda, Nazi, refugee, resistance	Evidence, Rebellion, Reign, Revolt, Revolution, Sacrifice