

Levendale Primary School: History Curriculum: Year One

Unit	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Toys						
Skills	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	I can look at sources and ask: "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed overtime.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
Knowledge	Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 understand some ways in which we find out about the past and identify different ways in which it is represented.					
Key vocabulary	before, after, past, present, old, new, then, now, today, modern, timeline, different, same, favourite					
Famous explorers with a focus on James Cook						
Skills	I can place explorative events on a timeline.	With support, I can use evidence of explorer's lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past.
Knowledge	Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 understand some ways in which we find out about the past and identify different ways in which it is represented.					
Key vocabulary	explore, explorer, exploration, significant, astronaut, oceanographer, mountaineer, before, after, past, present, monument, same, different, change, continuity, then, now.					

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Unit	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Kings, Queens and Castles						
Skills	I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can explain why monarchs' chose to build castles, and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.
Knowledge	Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 understand some ways in which we find out about the past and identify different ways in which it is represented.					
Key vocabulary	king, queen, reign, monarch, coronation, before, past, present, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, present day, monument, similar, different, regal, Battle of Hastings, William the Conqueror, significant, change, continuity, then, now.					

Levendale Primary School: History Curriculum: Year Two

Unit	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
The Great Fire of London						
Skills	I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	I can use evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can use artefacts and diary entries to compare similarities and differences. I can ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name a monarch.
Knowledge	Pupils' develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 understand some ways in which we find out about the past and identify different ways in which it is represented. Pupils are taught about changes within living memory. Where appropriate, these are used to reveal aspects of change in national life.					
Key vocabulary	evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline.					
Hospitals & Healthcare						
Skills	I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to.	I can use pictures, stories and film footage to find out about the past. I can identify ways the past has been represented.	I can describe significant people and events from the past and explain why they are important.
Knowledge	Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 understand some ways in which we find out about the past and identify different ways in which it is represented. Pupils are taught about the lives of significant individuals who have contributed to national and international achievements.					
Key vocabulary	before, after, past, present, old, new, then, now, today, modern, timeline, different, same, similar, compare, decade, century, pioneer, discrimination					

Levendale Primary School: History Curriculum: Year Two						
Unit	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Changes in technology with a link to Yarm Fair.						
Skills	I can place events and artefacts on a timeline.	I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why certain technology was manufactured. I can explain how changing technology has influenced Yarm Fair.	I can describe how Yarm Fair has changed and how it has continued over time.	I can use pictures and film footage to find out about Yarm Fair in the past compared to now.	I can describe and begin to talk about key events of a significant person/time.
Knowledge	Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 understand some ways in which we find out about the past and identify different ways in which it is represented. Pupils are taught about the events beyond living memory that are significant nationally or globally.					
Key vocabulary	before, after, past, present, old, new, then, now, today, modern, timeline, different, same, technology, evidence,					

Levendale Primary School: History Curriculum: Year Three

Unit	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Stone Age to Iron Age						
Skills	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. I can use BCE	I can observe evidence and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people/events.
Knowledge	Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources. Pupils are taught about the changes in Britain from the Stone Age to the Iron Age.					
Key vocabulary	artefacts, excavation, archeologist, continuity, remains, migrate, preserve, agriculture, domestication, significant, mine, ore, alloy, beaker, burial, construct, settlement, palisade, granary, ditch.					
The Romans						
Skills	I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.	I can suggest suitable sources for historical enquiries. I can use more than one source for historical enquiry to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can suggest suitable sources for historical enquiries. I can discuss the importance of people and events and the significant impact on British archaeological thought.
Knowledge	Pupils continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives across periods they study. They note connections, contrasts and trends over time and develop appropriate use of historical terms. They regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant information. They understand how knowledge of the past is constructed from sources.					
Key vocabulary	archer, infantry, fleet, annex, military alliance, legion, emperor, empire, peninsula, tactic, settlement, kingdom, revolt, occupation, outnumber, governor, conquer, fort, defenses, civil war, pillage.					

Levendale Primary School: History Curriculum: Year four

Unit	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Ancient Egypt						
Skills	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Egypt and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the impact they had on society, beginning to use evidence to prove my discussion.
Knowledge	Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources. Pupils are taught the achievements of the earliest civilisations.					
Key vocabulary	era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire.					
Anglo-Saxons and Vikings						
Skills	I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes between Anglo-Saxons and Vikings.	I can explain the concept of change over time, when the Anglo-Saxons and Vikings arrived and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts, explaining reasons why the account may differ.	I can discuss the importance of people and events in time and the impact they had on society, beginning to use evidence to prove my discussion.
Knowledge	Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They 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 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 are taught about: Britain's settlement by Anglo-Saxons and Vikings and the struggle for the Kingdom of England.					
Key vocabulary	empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan, hostile, idol, Scandinavia, priory, monk.					

Levendale Primary School: History Curriculum: Year five

Unit	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Ancient Greece						
Skills	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about Ancient Greece. I can discuss whether the evidence is reliable and explain why.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can identify periods of rapid change in history.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can describe the social and cultural significance of a past society.
Knowledge	Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They 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 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 are taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world.					
Key vocabulary	civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious.					
The Impact of the first Railway						
Skills	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms from learnt vocabulary) I can describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel. (Tw1)	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate. I can identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past. (Tw4)	I can describe how and why the railway network in Britain grew and changed over time. I can find out about and debate the positive and negative impact of the first railways on different aspects of society. (Tw5)	I can use appropriate historical vocabulary to communicate change and continuity. I can describe how and why the railway network in Britain grew and changed over time (Tw3).	I can explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe the similarities and differences of different steam locomotives. (Tw2)	I can describe the significance of the railway and the connections to the local area. - Identify historically significant people and events from a period of history and give some detail about what they did or what happened.

The Impact of the first Railway

<p>Knowledge</p>	<p>The first passenger railway line was built by George Stephenson in 1825, between Stockton and Darlington. Private companies built new railway lines and the biggest growth was in the 1840s. The railways were nationalised (run by the government) from 1948 until the 1990s, when they started to be owned by private companies again.</p>	<p>Many artists have been inspired by the railways. Also see: 'Opening of the railway (1825) painting: Skerne Bridge</p>	<p>The railways meant that goods could be transported more easily and people could travel around the country quicker.</p>	<p>The railways grew when private companies built new railway lines and the biggest growth was in the 1840s. Railway to seaside places changed lives, holidays e.g. Saltburn.</p>	<p>The first locomotives were steam powered, then diesel engines were used and more recently trains have been run on electricity.</p>	<p>I know that the Stockton to Darlington railway line was the first ever passenger carrying line. Study: George Stephenson, the Quakers and the Pease family. Edward Pease Diary (1846)</p>
<p>Key vocabulary</p>	<p>Culture, technology, trade, transport, travel, Locomotive, nationalised, passenger, privatised, railroad, George Stephenson, Stockton and Darlington.</p>					

Levendale Primary School: History Curriculum: Year Six

Unit	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
World War II						
Skills	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War 2.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
Knowledge	<p>Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources. Pupils are taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>					
Key vocabulary	<p>republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron</p>					
The Mayans						
Skills	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can describe causes of events and their consequences in Ancient Maya.</p>	<p>I can identify changes in the Mayan times.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare the similarities and differences between civilisations and cultures.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>

The Mayans

Knowledge

Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They 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 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 be taught about:
a non-European society that provides contrasts with British history – one study chosen could be, Mayan civilisation c. AD 900.

Key vocabulary

historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port