

St Michael's Catholic Primary School



History Sequence of Learning

Foundation Stage

National Curriculum Subject	EYFS Curriculum Subject Links	EYFS Curriculum Statements (End Points)	In our classroom this subject will be taught through:
Foundation	Understanding of the World – Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and how they themselves have changed over time • Talk about the roles of people in our society • Know some similarities and differences between things in the past and now – school life, technology, photographs • Understand the past through settings, characters and events encountered in books read in class and storytelling • Talk about the history of Durham and how it has changed over time 	<ul style="list-style-type: none"> • Visits and visitors – address gaps in experiences and opportunity to share experiences other cultures etc • Story time includes a range of books about people and cultures from past and present • Ordering and sequencing the day with a visual timetable • Message board includes yesterday and tomorrow discussion • Enhancements in CP may include items from the past, books etc • Members of staff in Foundation move learning forward during play through questioning, new vocabulary and adding resources • Time for children to talk about their own experiences and develop discussion and language • Some direct teaching circle times when needed
Key vocabulary	Today, the present, long ago, old, yesterday, tomorrow, the past, the future, day, week, month	Parent, grandparent, great grandparent, who?, what?, lifetime, remember, new/recent, clue, memory, remember, materials, plastic	Calendar, month, week, day,

Key Stage 1

	Changes within living memory Toys	Events beyond living memory Great Fire of London	Significant individuals Neil Armstrong	Significant person/event in own locality Grace Darling
End Point	To understand how toys have changed over time.	To understand the main events of the Great Fire of London and the impact it had on the world today.	To know who Neil Armstrong was and why he is famous.	To know who Grace Darling was and the impact of her actions.
Year 1	<p>Did your grandparent play with an x box?</p> <ol style="list-style-type: none"> When is long ago? (<i>focus on distinction between past and present</i>) What is your favourite toy? Can I find out which toys were played with in the past? (<i>carry out research</i>) Investigate and identify how toys have changed over time. Can I compare toys in the past to toys I play with now? (<i>compare similarities and differences</i>) Which came first? (<i>focus on ordering events and toys from ones looked at</i>) 	<p>How did the Great Fire of London impact on life today?</p> <ol style="list-style-type: none"> What happened in Pudding Lane? Why did the fire spread so quickly? (<i>learn about life in London at this time</i>) How do we know about the events of the fire? (<i>use a range of sources</i>) Who was Samuel Pepys and why do we remember him? Can I identify similarities and difference in firefighting then and now? Research and compare the Great Fire of London with the Great Fire of Gateshead and Newcastle. 	<p>Can we all go to the moon?</p> <ol style="list-style-type: none"> Who was Neil Armstrong and why do we remember him? What did Neil Armstrong do on the moon? <i>(Look in detail at the moon landing – the preparation, the actual event)</i> Create a timeline of the event. Can I research why he needed a rocket and a space suit? Why does the flag not move? Why is his footprint still there? Can I compare and contrast the lives and careers of Neil Armstrong and Tim Peake? Why was the moon landing so important and what does it mean for us today? 	<p>Is a lighthouse important to people?</p> <ol style="list-style-type: none"> Who was Grace Darling and why do we remember her? What is a lighthouse and why was it important? Do we still need lighthouses? How do we know what Grace did? What was life like for Grace? What can we learn from her actions and example? (<i>Include women’s rescues, how women’s roles developed throughout history RNLI planning</i>) Can I present my findings about Grace?
Key Vocabulary	Year, decade, century, long ago, timeline, different, similar, living memory, toys, plastic, inventions, grandparents’ time, remembers, date order, drawing, detective, the older generation, photograph, wood, mechanical, camera, memories	modern, ancient, long ago, timeline, what..., when...?, where...?, opinion, artefact, because, date order, materials, simple, homes, important, Great Fire of London, fire brigade,	living memory, important, significant, camera, 1960s, what...?, when...?, where...?, America, space, moon landing, danger, rocket,	Year, decade, century, modern, long ago, timeline, different, similar, what...?, when...?, where...?, artefact, because, opinion, rescue, storm, brave,
	Changes within living memory Transport	Events beyond living memory The Gunpowder Plot	Significant individuals Matthew Henson and Felicity Aston	Significant person/event in own locality Captain James Cook

End Point	To understand how modes of transport have changed over time.	To understand the impact of the Gunpowder Plot on life today.	To talk about the lives and achievements of Felicity Aston and Matthew Henson.	To know who James Cook was and talk about why he is significant.
Year 2	<p>Have we always used cars to travel around?</p> <ol style="list-style-type: none"> 1. When is long ago? (<i>distinction between past and present</i>) 2. How did people travel in the past? (<i>look at and explore photographs and film clips</i>) 3. Can I compare modes of transport now and in the past? (<i>discuss similarities and differences to modern day</i>) 4. Who was Robert Stephenson and what did he do? (<i>carry out research using ipads/chromebooks</i>) 5. Can I make a timeline of a mode of transport? 6. Which mode of transport has impacted society most? <p>Local Link – Robert Stephenson</p>	<p>Why do we burn Guy Fawkes?</p> <ol style="list-style-type: none"> 1. What happened in the gunpowder plot? 2. How do we know about the gunpowder plot? 3. Who was Guy Fawkes and why and how do we remember him? 4. Did Guy Fawkes work alone? (Begin to question and show understanding of the different roles of the people involved in the Gunpowder Plot.) 5. Can I sequence the main events of the Gunpowder Plot? 6. Research the differences in ways of living in 1605 compared to the present. 7. Can I explain how the Gunpowder Plot has had an impact on national life in the present day. <p>Local Link – Thomas Percy was from Alnwick!</p>	<p>Would you like to be an explorer?</p> <ol style="list-style-type: none"> 1. What is an explorer and what makes an explorer significant? 2. Explore who Matthew Henson was and what he did. 3. (Look at Matthew Henson’s life up to 1909 vs his life after the North Pole) 4. Research Matthew Henson’s expedition to the North Pole 5. Who got to the North Pole first? (<i>Explore the controversy over who got to the North Pole first</i>) 6. Who was Felicity Aston was and why she is significant? 7. Why are some people in history considered more significant? (<i>Compare how the explorers have been celebrated</i>) 	<p>Have you ever been on a boat?</p> <ol style="list-style-type: none"> 1. Who is James Cook and where did he live? 1. Was James Cook always a sailor? 2. What happened when James Cook was exploring? (<i>Research the key events of his journeys and the countries he visited.</i>) 3. Were all of Cooks expeditions similar? (<i>Discuss Cook’s Antarctic expedition and some of the difficulties faced by the crew</i>) 4. How do we know about and remember James Cook? 5. How has James Cook changed the world today? <p>Local Link – James Cook was from Middlesbrough</p>
Key Vocabulary	Travel, chronological order, era/period, danger, investigate, research, historians, newspapers, opinion, evidence, experts, websites, artefact, what...?, when...?, where...?, invention, car, train, aeroplane,	The Stuarts, The Gunpowder Plot, plotters, parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, danger, investigate, research, historians, newspapers,	Chronological order, era/period, danger, explorers, Columbus, Armstrong, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, survive, memorial, investigate, commemorate, polar, explorer, recent, significant	websites, artefact, survive, memorial, significant, brave, pioneer, Antarctic, expedition

Key Stage 2

	Changes in Britain from Stone Age to Iron Age	Ancient Egypt	The Romans	Victorians
End Point	To understand how people lived in the Stone Age	To understand who the Ancient Egyptians were and discuss daily life.	To understand why the Romans invaded Britain and discuss the significance of Roman roads.	To know who Queen Victoria was and understand her impact on Victorian life.
Year 3	<p style="text-align: center;">Who first lived in Britain?</p> <ol style="list-style-type: none"> How do we know about life in pre-historic Britain? <i>(Discuss what cave paintings tell us about life in the Stone Age)</i> What do we learn from Skara Brae as a Stone Age village? <i>(What is archaeology? What is an archaeologist? How does that help us learn about the past?)</i> How is life different now compared to life in the Stone Age? (Research life in the Stone Age, including hunter/gatherers and tool and weapon use.) What was life like in the Stone Age? 	<p style="text-align: center;">What was important to the Ancient Egyptians?</p> <ol style="list-style-type: none"> Who were the Ancient Egyptians? What was daily life like for the ancient Egyptian's? (The role of the River Nile in daily life, trade and farming). Can I understand the role Gods and Goddesses played in the daily lives of the Ancient Egyptians? What were the powers of the different Gods? 	<p style="text-align: center;">Why did the Romans come to Britain?</p> <ol style="list-style-type: none"> Who were the Romans? <i>(Where and When and find out about daily life by looking at artefacts)</i> Why did the Romans want to come to Britain? Why did the Romans build new roads in Britain and where did the roads run from and to? <i>(Research how and why the roads were made)</i> What religious beliefs did the Romans have and which Gods and Goddesses did they worship? <i>(look at sources for how we know about this)</i> <p style="text-align: center;">Roman Fort – Local Link</p>	<p style="text-align: center;">Would you rather be a Victorian child or a child now?</p> <ol style="list-style-type: none"> Who was Queen Victoria and when did she reign? What was life like for Victorian children? (compare schooling, workhouses, rich vs poor) What impact did the development of medicines and health care have on Victorian Britain? Can I research the changes introduced for children in the reign of Queen Victoria and discuss the impact on children's lives? <p style="text-align: center;">Victorian Durham – Ushaw Local Link</p>
Key Voc	Anachronism, B.C.E. (Before Common Era), A.D. (Anno Domini), C.E. (Common Era), B.C. (Before Christ), chronological	Religion, spirits, sacrifice, gods/goddesses, archaeologist, archaeology, source, myths	Britons, Romans, Emperor, Caesar, republic, army/soldiers, outpost,	reasons, legacy, invention, sources, impact, change, museum, arithmetic, reign, typhoid, workhouse,

abul ary	order, millennium, thousands of years, Stone Age, Iron Age, Celts, Neolithic, Skara Brae, hunter gatherer, nomad, nomadic,	and legends, this suggests..., museum, oral history		
	Ancient Greece	The Romans (Local History)	The Anglo Saxons	Non-European Society Benin
End Point	To understand who the Ancient Greeks were and the impact they have had on life today.	To know who Hadrian was and discuss the significance of his wall.	To know who the Anglo-Saxons were and discuss the significance of Lindisfarne.	To understand who the Benin were. To understand why the Kingdom of Benin fell and discuss Britain's role in it.
Year 4	<p>When did the Olympics start?</p> <ol style="list-style-type: none"> Who were the Ancient Greeks? (Where and when and daily life) Investigate the role Gods and Goddesses played in Ancient Greece and the significance of the Parthenon Can I explain how important the ancient games were to the modern Olympic games and say what is the same and what has changed? 	<p>Why were the Romans so powerful?</p> <ol style="list-style-type: none"> Can I explain that Rome was an Empire and know about the spread of the Roman Empire? Did Julius Caesar succeed straight away when invading Britain? Who was Queen Boudica and what was her role in resisting against the Romans? Can I describe who Emperor Hadrian was and why he built a wall? (Explain how and why he built a wall and explain the features of the wall) Local Link – Hadrians Wall 	<p>Why did the Anglo Saxons come to Britain?</p> <ol style="list-style-type: none"> Who were the Anglo Saxons? (When did they arrive, where did they come from?) What was it like to be an Anglo Saxon? (research daily life) Where did they live and are those places still here today? (Know about settlements and kingdoms – place names) Where is Lindisfarne and what happened there? (local history, Christianity coming to Britain) <p>Local Links Lindisfarne</p>	<p>Where in the world was the Kingdom of Benin and What was life like there?</p> <ol style="list-style-type: none"> When and where was the Kingdom of Benin? How do we know about the kingdom? (What does art work help us to learn about Benin?) What was life like for a resident of Benin? Who was Obas and what can we learn about him to help us understand Benin. (story of Eweka) What was the Golden Age of Benin and what happened? (To research natural resources and the role of Trade in Benin) Can I describe the destruction and decline of the Benin era? (British invasion)
Key Vocabulary	Ancient Greece, The Ancient Greeks, empire, invasion, civilisation, Sparta, Athens, culture, legacy, democracy, impact, effects, infer, historian, archaeologist, archaeology, myths and legends	empire, invasion, settlers, migration, Roman withdrawal, settlements, conversion, Christianity, reputation, resistance, Boudicca, continuity, cause, suggest, my conclusion is that..., evidence	The Saxons, The Dark Ages, Middle Ages, settlers, settlement, kingdoms,	culture, legacy, impact, effects, consequences, suggest, historian, archaeology, to weigh up both sides, on one hand, however, reliable, could have been, might have been, may be, impact, legacy, infer, suggest,
	The Stone Age to Iron Age	Ancient Egypt	Crime and Punishment	World War 2
End Point	To understand how the discovery of bronze and iron changed the way we live.	To understand the importance of artefacts for our understanding of Ancient Egypt.	To describe how crimes and their associated punishments have changed over time. To understand how the modern police force came about.	To explain why the War began.
Year 5	Is technology a new thing?	What did we learn from the discovery of Tutankhamun's tomb?	How has crime been punished over time?	How did World War 2 affect the people at home and in the North East?

	<ol style="list-style-type: none"> 1. What and where is Stonehenge? What does it tell us about what people believed at the time? (<i>Discuss beliefs about Stonehenge</i>) 2. What is bronze? How was this made and used in trade? 3. What, why and where were Iron Age Hill forts? 4. What were farms like during this time? (<i>Understand the developments in farming during the Iron Age</i>) 	<ol style="list-style-type: none"> 1. To be able to explain the significance of hieroglyphics (<i>Understand the Egyptian writing system</i>) 2. Can I understand and explain the ancient Egyptian ritual of mummification? 3. Who was Tutankhamun? 4. Why was the discovery of the tomb of Tutankhamun so significant? 	<ol style="list-style-type: none"> 1. What was law and justice like in Anglo Saxon and Viking times? (include examples of crimes and their punishments) 2. Can I research what crime and punishment looked like in the Tudor and Stewart times? (<i>focus on witch craft</i>) <p>How and why was our police force formed?</p> <ol style="list-style-type: none"> 3. Can I research what Crime and punishment looked like in the Georgian and Victorian times? 4. Research the start of the metropolitan police (<i>Robert Peel</i>). 5. How did the police force develop during the 20th century? <p>Durham Prison Local Links</p>	<ol style="list-style-type: none"> 1. Can I describe the key events that lead to the war? (Be able to name cities in the local area which were evacuated and where evacuees were sent) 2. Can I describe the key events of the Blitz and the Battle of Britain? 3. Understand that the ship building industry in Sunderland was a target in the war and explain the reasons why. 4. Name and describe the different roles of people within the war effort at home – focus on changing role of women. <p>Local Link – Durham Light Infantry</p>
Key Vocabulary	Stone Age, Iron Age, Celts, extent of change, turning point, extent of continuity, significance, this source suggests that, this source doesn't show that,	Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, archaeologist,	The Saxons, The Tudors, The Stuarts, execution, monarchy, different experiences, significance, impact; peelers; bobbies	World War I, World War II, nation, monarchy, turning point, eye witness, primary evidence, secondary evidence
	Ancient Greece	The Vikings	The Victorians	World War 2
End Point	To understand how democracy developed in Ancient Greece.	To know why the Vikings came to Britain. To know how the Vikings helped shape Britain today.	To understand the importance of the Industrial Revolution and its impact on life today.	To understand how the war ended and the long term effects on British life.
Year 6	<p>What can we learn from the Ancient Greeks?</p> <ol style="list-style-type: none"> 1. Can I explain how Athens and Sparta are similar and different? (<i>with a focus on the role of women</i>) 2. Can I research and explain Greek warfare? (<i>focus on The Battle of Marathon</i>) 3. Who was Alexander the Great and why was he significant? 4. Can I compare ancient and modern democracy and identify the significance of the Acropolis? 	<p>Who were the Vikings?</p> <ol style="list-style-type: none"> 1. Explore who the Vikings were and where they came from. 2. Can I research and explain why the Vikings invaded Britain? (<i>compare and contrast different theories</i>) 3. Can I map the movement of the Viking invasions? (<i>Explore the use of long ships in the Viking invasions.</i>) <p>Who ruled the Vikings?</p> <ol style="list-style-type: none"> 4. Who are the famous Vikings? (<i>Viking Kings and their rule</i>) 5. Did the Vikings and British rulers negotiate? (Describe negotiations 	<p>How were the Victorians important to how we live today?</p> <ol style="list-style-type: none"> 1. How did the industrial revolution change Britain? (<i>use sources to research the change in life with people migrating to the towns</i>) 2. Can I research 5 key inventions from the Victorian period and explain how they improved life? 3. What legacy did the Victorians leave behind and how has it impacted on life today? <p>Mining in Durham</p>	<p>How was World War 2 fought and how did it end?</p> <ol style="list-style-type: none"> 1. Name and describe the different roles of people within the war effort on the front line. 2. Can I explain the use of vehicles and artillery in the war effort? 3. Why was bombing of Pearl Harbour so significant? 4. After the war ended did life return to normal? (<i>end of the war and post-war Britain rationing, effect on soldiers, rebuilding</i>)

		between the Vikings and British rulers: Danelaw)		
Key Vocabulary	Ancient civilisations, Ancient Greece, The Ancient Greeks, democracy, vote, suffrage, diversity, traditional view, culture, stereotype, attitudes, excavate, variety of sources, different experiences, the source suggests that..., one sides, biased, consequences,	diversity, variety of sources, eye witness, reliability, impression, motive, biased, the purpose of..., legacy, causes, significance, historian, extent of change, Viking, freeman, slave, archer, longboat, axe, shield, spear, sword, thatched house, horn cup, jewellery, Scandinavia, Norway, Sweden, Denmark, settlers, Norse	The Victorians, achievements, change, continuity, suggest, historian, evidence, Inventors, industrial revolution The Georgians, The Victorians, The Industrial Revolution, parliament, this source suggests that, I can infer that, the source omits to mention, reliability, sources, consequences, cause, change, extent of change,	20 th Century, World War I, World War II, trench war, recruit, alliance, Blitz, Home Front, morale, represent, primary evidence, secondary evidence, sources, eye witness, cause, consequence, impact, propaganda