

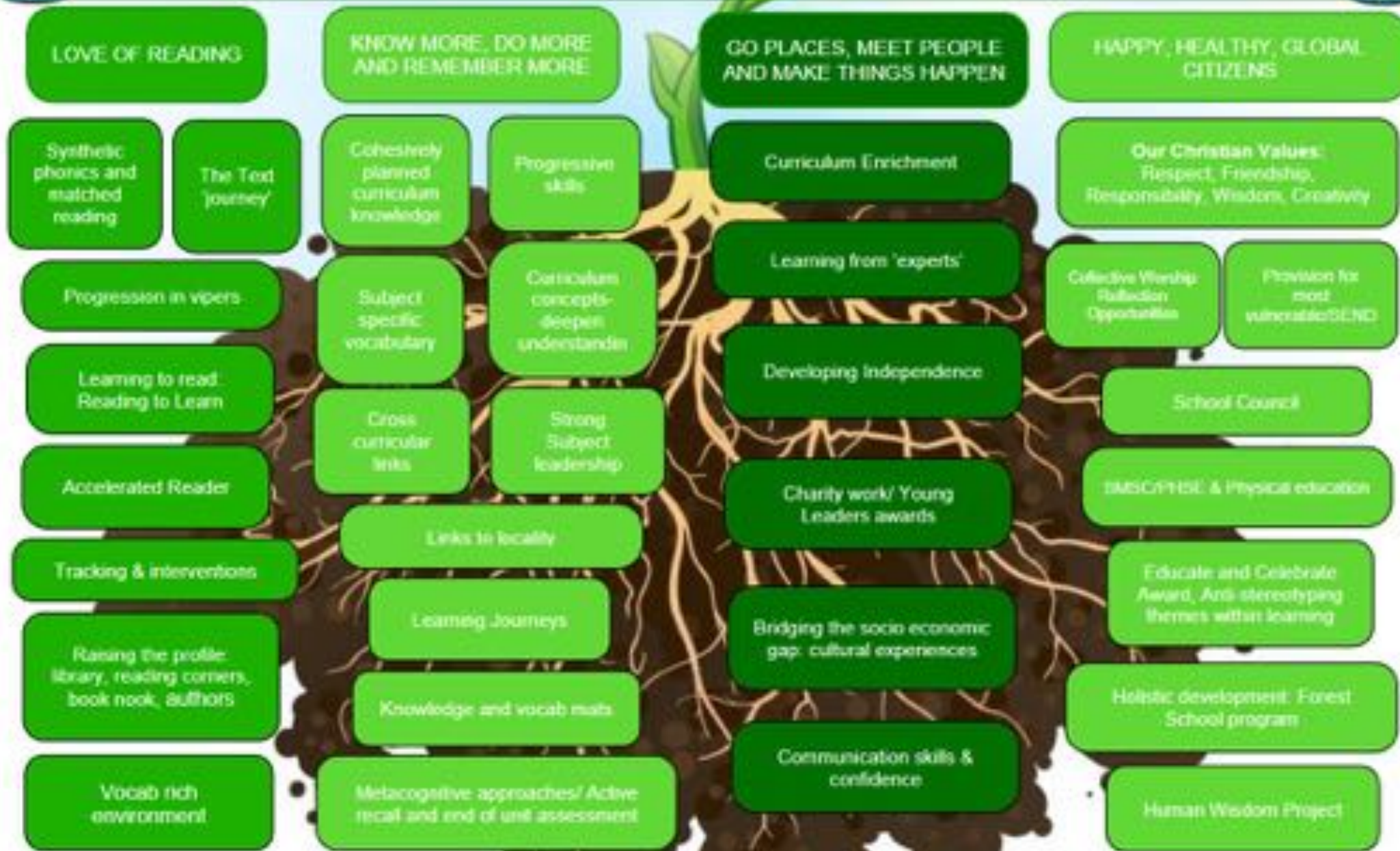


Staindrop CE Primary School History Curriculum





‘THROUGH GOD’S LOVE, WE ARE THE RICH SOIL WHERE ROOTS GROW AND SEEDS FLOURISH’ Luke 8: 4-15



We want all children at Staindrop CE Primary School to...

CURRICULUM AIM:

Know more, Do more & Remember more

- HAVE A DEEP KNOWLEDGE OF HISTORICAL FACTS AND INFORMATION THAT TELL THE STORY OF THE WIDER WORLD, OUR COUNTRY AND OUR LOCAL AREA
- KNOW ABOUT SIGNIFICANT EVENTS AND PEOPLE FROM A RANGE OF CULTURES WITHIN THE UK AND WIDER WORLD. TO BE ABLE TO EXPLAIN THE IMPACT OF THESE SIGNIFICANT PEOPLE/EVENTS AND HOW THEY HAVE SHAPED THE WORLD WE LIVE IN TODAY.
- HAVE A RANGE OF OPPORTUNITIES TO USE AND APPLY HISTORICAL ENQUIRY SKILLS, SUBJECT SPECIFIC VOCABULARY AND AN OVERARCHING UNDERSTANDING OF CURRICULUM CONCEPTS IN A VARIETY OF CONTEXTS
- MAKE LINKS BETWEEN LEARNING IN PREVIOUS UNITS AND OTHER SUBJECTS THROUGH THE CURRICULUM CONCEPTS TO DEEPEN UNDERSTANDING
- USE A WIDE HISTORICAL VOCABULARY APPROPRIATELY
- HAVE A COHERENT AND CHRONOLOGICAL UNDERSTANDING OF BRITISH HISTORY AND UNDERSTAND HOW THESE EVENTS AND PERIODS HAVE SHAPED BRITAIN AND OUR LOCAL AREA TODAY.

CURRICULUM AIM:

Meet people, go places & make things happen

- BE INSPIRED AND CURIOUS THROUGH THE EXPOSURE TO A VARIETY OF HISTORICAL SOURCES, ARTEFACTS, CULTURAL EXPERIENCES AND LEARNING FROM EXPERTS.
- HAVE THE CONFIDENCE TO ASK PERCEPTIVE QUESTIONS, THINK CRITICALLY, WEIGH UP EVIDENCE, SIFT ARGUMENTS AND DEVELOP PERSPECTIVES.

CURRICULUM AIM:

Love of Reading

- READ TO LEARN FROM A RANGE OF HIGH-QUALITY NON-FICTION TEXTS.

Barriers to History for Staindrop CE Pupils:

- Rural deprivation-lack of access to Museums etc.
- Lack of diversity within the school community (97% White, British)
- Children lack independence and confidence to communicate their ideas/presentation skills
 - Wide socio-economic gap within the school
 - Above national levels of PP
- Low levels of language on entry (40% below national 21/22 Baseline assessment)

"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"

Curriculum Concepts:



History Focus :



Changes within
Living History



Lives of
significant
people



Local
studies



Significant
events in the
past




British
Chronology




Ancient
Civilisations




Thematic
Study post
1066

Powerful Concepts	KS1 signposts		KS2 signposts	Greater depth of understanding 	
Cause and effect	Can identify and explain causes that led to an event including multiple causes	Can explain how different causes link together in chains of events.	Can explain how different causes link together in a web of related causes or events,	Understand that different causes have different levels of influence.	Can rank or order causes according to their impact and recognizes the difference between primary and secondary effects.
Significance	Can discuss the impact of significant/important events and people in their own lives and describe how these led to changes/development in their own life.	Can explain significance by describing impact beyond personal experience and how this led to change in the wider world.	Can explain significance by discussing the duration and size of the impact a historical event or person led.	Can explain and apply criteria to judge why an event or person may be considered significant	Can compare significance and use criteria to order events or people by significance.
Change and continuity	Within clearly defined categories can identify simple similarities and differences between 2 fixed points.	Can identify developments over defined periods of time.	Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations	Can define different types of change and their causes such as natural or human and understands that these are interwoven.	Understands that change can vary in rate, scale, extent, time and space including identification of critical incidents/turning points and trends.
Location and place	Use appropriate geographical terminology to describe location and place- absolute and relative.	Can give examples of the way in which people and place are/were affected by location. Can explain that places which share similar locations may share common characteristics and that this is central to the people who live there.	Understand why and how people are affected by a range of locational factors e.g. political, topographical, cultural, climatic or economic. Can describe absolute and relative location with appropriate geographic vocab.	Understands similarity and difference occur because of a range of locational factors and can identify locational patterns	Can exemplify how human ingenuity can overcome the limitations of the environment allowing places to develop despite of constraints.
Planning and decision making	Can make choices about their own actions or immediate environment using more than one option.	Recognises that some plans and decisions are better suited to achieving specific aims.	Recognises that people may have different points of view and as a result may want/ take different decisions. Knows that plans needs to meet at least some criteria but also need to make a coherent whole.	Knows that collective decision making is determined by power. Knows that some groups or individuals have lots of power and some have very little.	Knows that decision making creates conflict which can be resolved by a variety of methods.
Enquiry	Can draw information from sources of evidence to make simple claims about events, places or people.	Knows that we create our own interpretations of events by drawing inferences from evidence going beyond what sources say directly.	Can cross-reference (compare) sources to help make more secure claims.	Understands that the utility of a piece of evidence varies according to the focus of enquiry. Can explain how a source is useful and know it depends upon the task.	Can explain how the author, audience and purpose of evidence might affect its weight for a purpose.
Migration	Identify reasons why people don't stay in the same place	Recognize that there can be multiple reasons for movement from one place to another.	Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.	Can identify the impacts of movement on places and people	Can gather and describe differing viewpoints on migration and it's impacts.
Health and well being	Know that living things can be healthy and unhealthy and describe what this looks like.	Identify factors affecting health both positive and negative.	Can classify factors e.g. environmental, social Understand that some factors can be controlled and some cannot. Know that some factors have more influence and that this changes with our knowledge of living things and over time.	Understand ways in which our choices can impact our health both positively and negatively.	Gain a greater understanding of how health can relate to both the physical and mental.

Who invaded and settled after the Romans?
British Chronology 

Who were the Ancient Maya?
Ancient Civilisations 


Who was the Rose of Raby?
Local History Study  


Year 6

How did the lives of children change in the North East over the last 200 year ?
Thematic study post 1066.  

Year 5

Year 4

Who lived in the stone age?
British Chronology 

Why did the Egyptians build pyramids?
Ancient Civilization 

What did the Greeks do for us?
Ancient Civilisations 

How did the Romans help shape our local area?
British Chronology 

Year 3


How were my grand-parents toys different to mine?
CHANGES WITHIN LIVING MEMORY & LOCAL HISTORY  


Why do we remember Ernest Shackleton?
LIVES OF SIGNIFICANT PEOPLE (UK) 


Where can we go on holiday?
LIVES OF SIGNIFICANT LOCAL PEOPLE (LOCAL) & EVENTS BEYOND LIVING MEMORY  

Year 1



Year 2

What happened in 1666?
EVENTS BEYOND LIVING MEMORY & LIVES OF SIGNIFICANT PEOPLE (UK) 

Who was Rosa Parkes?
LIVES OF SIGNIFICANT PEOPLE (outside of UK): 

What is Raby Castle like? What was Beatrix Potter's house like?
LOCAL HISTORY 

EYFS

EYFS:
Learning journey timeline
Bonfire night
Personal changes
People who help us  

Progression from EYFS into KS2



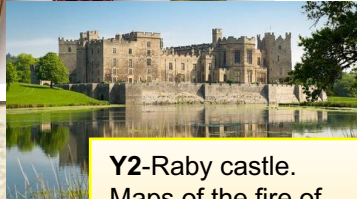
Historical Skills:	CHRONOLOGY	EVENTS	INTERPRETATION	ENQUIRY (see progression in Historical sources for more information)	COMMUNICATION
F1	Talk about what I was like when I was a baby	Begin to make sense of my own life-story and family's history	Interested in photographs of myself and familiar people and objects Curious about people and show interest in stories about myself and my family Enjoy celebrating my birthday and that of others	I show interest in different occupations (E.g.: fire fighters/nurse/police officers)	Talk about environments in stories
F2	Explain how they have changed since they were born Talk about past events in own life and experience and in lives of the family members Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Talk about the experiences I have had at different points in the school year	Talk about the lives of the people around them and their roles in society Talk about past events in own life and experience and in lives of the family members	Know about similarities and differences between themselves and others and among families, communities and traditions. Compare and contrast characters from stories, including figures from the past (Guy Fawkes). Comment on images of familiar situations in the past.	Find answers to simple questions and the past from sources of information e.g. artefacts/photos/pictures	Communicate their knowledge through: Discussion, drawing, drama, role play, making models, writing, ICT ... Understand the past through settings, characters and events encountered in books read in class and storytelling.
Y1	Sequence events in their life Sequence 3/4 artefacts from distinctly different periods Match objects to people of different ages	Know and recount episodes from stories and their own life. Recognise differences between past and present events.	Use stories to develop understanding of fact/fiction. Compare adults talking about the past- are they reliable?	Find answers to simple questions about the past from sources of information e.g. artefacts	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Y2	Sequence 3/4 objects from periods closer in time Sequence photographs from their lives Describe memories of events in their past	Recognise why people did things, why events happened and what happened as a result. Identify similarities and differences between ways of life at different times	Compare 2 versions of a past event. Compare pictures or photographs of people or events. Discuss reliability of stories/accounts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...

Historical Skills:	CHRONOLOGY	EVENTS	INTERPRETATION	ENQUIRY (see progression in Historical sources for more information)	COMMUNICATION
Y1	Sequence events in their life Sequence 3/4 artefacts from distinctly different periods Match objects to people of different ages	Know and recount episodes from stories and their own life. Recognise differences between past and present events.	Use stories to develop understanding of fact/fiction. Compare adults talking about the past- are they reliable?	Find answers to simple questions about the past from sources of information e.g. artefacts	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Y2	Sequence 3/4 objects from periods closer in time Sequence photographs from their lives Describe memories of events in their past	Recognise why people did things, why events happened and what happened as a result. Identify similarities and differences between ways of life at different times	Compare 2 versions of a past event. Compare pictures or photographs of people or events. Discuss reliability of stories/accounts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Y3	Place the time studied on a timeline Use dates and times related to the unit or vocab related to the passing of time Sequence several events	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something	Distinguish between different sources comparing different versions of the same story. Give reasons for different ways the past is represented. Look at representations of the period e.g. cartoons, exhibits, drawings	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study.	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Y4	Place events from the period studied on a time line Use terms related to the period and date events Understand more complex terms e.g. BC/AD	Use evidence to reconstruct life in time studied. Identify key features and significant events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Look at the evidence available. Begin to evaluate it's usefulness and the reliability of different types of sources. Use textbooks and historical knowledge.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.	Recall, select and organise historical information Communicate their knowledge and understanding.
Y5	Know and sequence key events within the time studied. Know and use relevant terms and period labels including the duration of different periods. Make comparisons between different times.	Study different aspects of different people - differences between men and women. Examine causes and results of significant events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.	Compare accounts of events from different sources. Offer reasons for different versions of events. Identify different viewpoints within evidence.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event or person. Select relevant sections of information.	Recall, select and organise historical information Communicate their knowledge and understanding.
Y6	Place current study on a timeline with other studies Use relevant dates and terms. Order up to 10 events on a timeline including concurrent events	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings . Compare beliefs and behaviour with another time studied. Understand continuity and change. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied	Link sources and work out how conclusions were arrived at. Show awareness that different evidence will lead to different conclusions. Confidently use the library and internet for research,	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together to form contrasting arguments.	Select and organise information to produce structured work, making appropriate use of dates and terms.

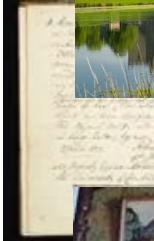
Progression in Historical sources:



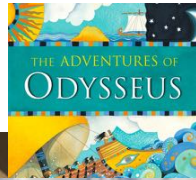
Y1-Old/new toys. Bowes toy museum. Portraits of John and Josephine Bowes. Shackleton job advert. Shildon railway museum, seaside photographs and drawings.



Y2-Raby castle. Maps of the fire of London, Hearth Tax register. Samuel Pepys diary, Rosa Parks news reports, Beatrix Potters house- Hill Top Farm, African masks



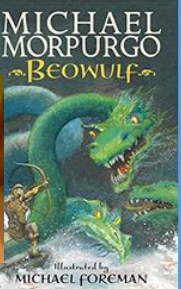
Y3- Stone age tools, Stonehenge, Roman Fort, Egyptian artefacts-oriental museum Durham, Howard Carter news reports and photos, hieroglyphs.



Y4-Ancient Greek ruins, Greek masks and pots, stories/poetry Odysseus, maps of Britain, recreations, local sites, Roman writing, mosaics systems, textbooks, internet.



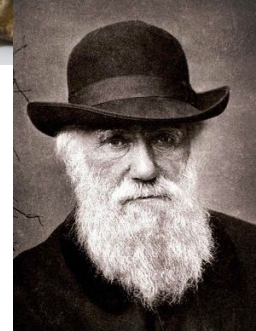
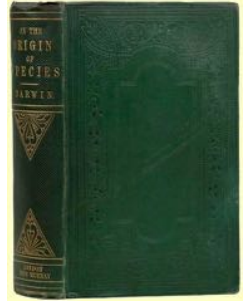
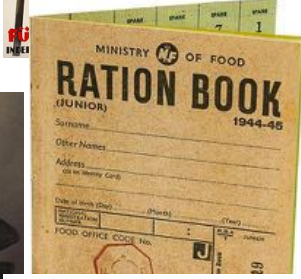
Y5- Raby castle, Secondary source: Historian visit, stained glass, portraits/death mask, court eyewitness statements, historical letters, augmented reality, laser imaging, ancient artefacts, hieroglyphs. Beowulf, Doom book, medieval manuscripts, Lindisfarne gospels






Progression in Historical sources:











GENUS OF ENGLAND AND WALES, 1811			
Parish	Population	Sexes	Religion
St. Andrew's	100	50 Males, 50 Females	Anglican
St. George's	200	100 Males, 100 Females	Anglican
St. James's	300	150 Males, 150 Females	Anglican
St. John's	400	200 Males, 200 Females	Anglican
St. Peter's	500	250 Males, 250 Females	Anglican




Y6- A range of sources both Primary and Secondary. Interview an ex miner, pit paintings, school logbooks, beamish classroom, census, war letters, ration books, war memorials, gas-masks, poetry, photographs, radio broadcasts, veteran videos/village luncheon club, new reports, historical documents, eyewitness accounts.


Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y1 How were my grand-parents toys different to mine? CHANGES WITHIN LIVING MEMORY & LOCAL HISTORY:</p>  <p>Why do we remember Ernest Shackleton? LIVES OF SIGNIFICANT PEOPLE (UK):</p>  <p>Where can we go on holiday? LIVES OF SIGNIFICANT LOCAL PEOPLE (LOCAL) & EVENTS BEYOND LIVING MEMORY:</p> 	<ul style="list-style-type: none"> • KNOW THAT THE TOYS THEIR GRANDPARENTS PLAYED WITH WERE MADE FROM DIFFERENT MATERIALS AND MECHANISMS THAN THEIR OWN • DESCRIBE HOW WHAT THEY PLAY WITH HAS CHANGED OVER THEIR LIFE TIME • DESCRIBE THREE DIFFERENCES BETWEEN THEIR SCHOOL DAYS AND THAT OF THEIR GRANDPARENTS • KNOW 3 FACTS ABOUT JOHN AND JOSEPHINE BOWES • KNOW THAT ERNEST SHACKLETON WAS A FAMOUS EXPLORER • NAME SOME OF HIS ACHIEVEMENTS • DESCRIBE WHY HE IS SIGNIFICANT • KNOW THAT GEORGE STEPHENSON INVENTED THE FIRST STEAM LOCOMOTIVE • KNOW GEORGE STEPHENSON WAS A LOCAL FIGURE • KNOW 3 IMPORTANT EFFECTS OF THE RAILWAYS ON PEOPLE’S LIVES IN THE PAST • KNOW WHY WE HAVE BANK HOLIDAYS • KNOW WHAT A NUMBER OF OLDER OBJECTS WERE USED FOR AT THE SEASIDE 	<p>Find answers to simple questions about the past from sources of information e.g. artefacts Sequence events in their life</p> <p>Sequence 3/4 artefacts from distinctly different periods. Match objects to people of different ages</p> <p>Use stories to develop understanding of fact/fiction. Compare adults talking about the past- are they reliable?</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p> <p>Know and recount episodes from stories and their own life. Recognise differences between past and present events.</p>	<p>Change and continuity: Within clearly defined categories can identify simple similarities and differences between 2 fixed points.</p> <p>Enquiry: Can draw information from sources of evidence to make simple claims about events, places or people.</p> <p>Significance: Can discuss the impact of significant/important events and people in their own lives and describe how these led to changes/development in their own life.</p> <p>Cause and effect: Can identify and explain causes that led to an event including multiple causes</p> <p>Migration: Identify reasons why people don’t stay in the same place</p>


Y1:	The Learning Journey...					
<p>How were my grand-parents toys different to mine? CHANGES WITHIN LIVING MEMORY & LOCAL HISTORY</p> <p>Sources: Old toys/new toys Pictures of toys Pictures of Victorian schools Victorian school items Bowes Portraits/museum Family members</p>  	<p>How are grandads' toys different to mine? I can describe the differences between old and new toys.</p> <p>Change and continuity Comparison alley</p>	<p>How old are the toys? I can sequence artefacts from different times and match objects to people.</p> <p>Change and continuity timeline</p>	<p>What did I play with when I was little? I can recount and sequence episodes from my own life.</p> <p>Change and continuity Significance timeline</p>	<p>What was school like in the past? I can describe the similarities and differences between school today and in the past.</p> <p>Enquiry Change and continuity Comparison alley</p>	<p>What did they play with at school? I can answer simple questions about the past using artefacts.</p> <p>Enquiry Enquiry boxes</p>	<p>Why did John and Josephine Bowes build a toy museum in Barnard Castle? I know about a local museum and why it was built .</p> <p>Enquiry</p>
<p>Why do we remember Ernest Shackleton? LIVES OF SIGNIFICANT PEOPLE (UK):</p> <p>Sources: Adverts stories Diary entries News reports</p> 	<p>Who was Ernest Shackleton? I can use stories to recount events in the life of a significant person</p> <p>Enquiry Migration</p>	<p>Why is he famous? I can describe the achievements of a significant person.</p> <p>Significance</p>	<p>What significant events have happened in my life? I can recount stories and episodes from my own life.</p> <p>Significance</p>			
<p>Where can we go on holiday? LIVES OF SIGNIFICANT LOCAL PEOPLE (LOCAL) & EVENTS BEYOND LIVING MEMORY:</p> <p>Sources: Portrait/sculpture Images Newspaper headlines Photos /pictures of seaside Seaside objects</p>   	<p>Who was George Stephenson? I can describe the achievements of a significant local person.</p> <p>Change and continuity Significance</p>	<p>Where did he come from? I can explain why George Stephenson is considered a 'local' hero.</p> <p>Significance</p>	<p>What was the impact of the railways? I can describe how the railways changed peoples lives.</p> <p>Migration Cause and Effect</p>	<p>Why do we have Bank Holidays? I understand how the development of the railways impacted the lives of children now and in the past.</p> <p>Cause and Effect Significance</p>	<p>What was it like at the seaside? I can identify similarities and differences between seaside holidays now and in the past.</p> <p>Enquiry</p>	



Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y2</p> <p>What happened in 1666? EVENTS BEYOND LIVING MEMORY & LIVES OF SIGNIFICANT PEOPLE (UK):</p>  <p>Who was Rosa Parkes? LIVES OF SIGNIFICANT PEOPLE (outside of UK):</p>  <p>What is Raby Castle like? What was Beatrix Potter's house like? LOCAL HISTORY:</p> 	<ul style="list-style-type: none"> • KNOW SOME FACTS ABOUT LIFE IN 1666 • NAME SOME OF THE CAUSES OF THE FIRE • KNOW WHAT WE USE TODAY INSTEAD OF A NUMBER OF OLDER ARTEFACTS RELATING TO THE FIRE • DESCRIBE THE IMPACT OF THE FIRE ON PEOPLE'S LIVES • KNOW WHO ROSA PARKES WAS • DESCRIBE THE EVENTS THAT LED TO HER BECOMING FAMOUS • EXPLAIN THE IMPACT OF HER ACTIONS ON THE WIDER WORLD • IDENTIFY SIMILARITIES WITH SIGNIFICANT YOUNG PEOPLE OF CURRENT TIMES e.g. Greta Thurnberg • KNOW WHAT THE LOCAL AREA WAS LIKE OVER 100 YEARS AGO • DESCRIBE DIFFERENT TYPES OF CASTLES AND SEQUENCE THEM • DESCRIBE THE FEATURES OF RABY CASTLE BOTH TODAY AND IN THE PAST • GIVE REASONS WHY PEOPLE VISIT RABY CASTLE TODAY • IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN BEATRIX POTTER'S HOUSE AND THEIR OWN • DESCRIBE PEOPLE'S DAILY LIVES IN DIFFERENT PERIODS OF HISTORY. 	<p>Sequence 3/4 objects from periods closer in time.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times</p> <p>Compare 2 versions of a past event. Compare pictures or photographs of people or events. Discuss reliability of stories/accounts.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT</p> <p>Sequence photographs from their lives. Describe memories of events in their past.</p>	<p>Change and continuity: Can identify developments over defined periods of time.</p> <p>Enquiry: Knows that we create our own interpretations of events by drawing inferences from evidence going beyond what sources say directly.</p> <p>Significance: Can explain significance by describing impact beyond personal experience and how this led to change in the wider world.</p> <p>Cause and effect: Can explain how different causes link together in chains of events.</p> <p>Health and well-being: Identify factors affecting health both positive and negative.</p>

Y2: **The Learning Journey...**

<p>What happened in 1666? EVENTS BEYOND LIVING MEMORY & LIVES OF SIGNIFICANT PEOPLE (UK):</p>  <p>Hearth Tax register, inventories, artefacts, diary entries, historical maps, paintings</p>	<p>Is 1666 in my living memory? I know what life was like in a period beyond my living memory.</p> <p>Enquiry Change and continuity</p> <p>Enquiry boxes Comparison alley</p>	<p>What happened when the fire started? I can recount important events from the past</p> <p>Significance</p>	<p>Who was Samuel Pepys? I know about a significant person and why he is remembered today.</p> <p>Significance Enquiry</p>	<p>What caused the fire? I can understand how different causes link together in a chain of events.</p> <p>Cause and Effect</p> <p>Cause and effect web</p>	<p>How did they put. out the fire? I can compare artefacts from different periods of time.</p> <p>Enquiry Change and Continuity</p> <p>Enquiry boxes</p>	<p>What happened after the fire? I can describe ways in which we can learn from the past to protect the future</p> <p>Change and Continuity Cause and effect Significance</p>
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<p>Who was Rosa Parkes? LIVES OF SIGNIFICANT PEOPLE (outside of UK):</p>  <p>News reports, first person accounts, secondary sources, modern news reports</p>	<p>Who was Rosa Parkes? I can ask historical questions and make inferences about a significant person.</p> <p>Enquiry</p>	<p>What happened to her when she was younger? I recount important events from the past</p> <p>Significance</p>	<p>How have her actions made a difference? I can explain significant changes that have happened as a result of someone’s actions.</p> <p>Continuity and Change</p>	<p>Can young people make a difference? I can give an example of a significant young person and their achievements.</p> <p>Significance, Continuity and Change</p>		
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<p>What is Raby Castle like? What was Beatrix Potter’s house like? LOCAL HISTORY:</p>  <p>Secondary sources, local sites, historical maps, brochures, photographs, secondary sources</p>	<p>What is Hill Top farm like today compared with past? I can describe the changes to Hill top farm and the surrounding area over time.</p> <p>Continuity and Change Cause and effect</p>	<p>Was Beatrix potters house like my own? I can identify similarities and difference to how people lived in the past.</p> <p>Continuity and Change</p>	<p>How have castles changed? I can sequence castles chronologically and describe their features</p> <p>Continuity and Change</p>	<p>What was Raby Castle like a long time ago? I can describe the key features of Raby Castle in the past.</p> <p>Continuity and Change Enquiry Cause & Effect</p>	<p>What is Raby Castle like today? I can describe the key features of Raby Castle today and explain why people may visit.</p> <p>Enquiry Continuity and Change Cause & Effect</p>	
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Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y3</p> <p>Who lived in the stone age? British Chronology</p>  <p>Why did the Egyptians build pyramids? Ancient Civilization</p> 	<ul style="list-style-type: none"> • KNOW IN DETAIL ABOUT AT LEAST 3 CHANGES BETWEEN THE BEGINNING OF THE STONE AGE AND THE IRON AGE e.g. Houses, farming, tools • KNOW WHERE THE STONE, BRONZE AND IRON AGES SIT ON A TIMELINE • KNOW THE MAIN DIFFERENCES BETWEEN THE STONE, BRONZE AND IRON AGE <ul style="list-style-type: none"> • KNOW ABOUT AND NAME SOME OF THE ADVANCED SOCIETIES THAT WERE IN THE WORLD AROUND 3000 YEARS AGO: ANCIENT EGYPT ANCIENT SUMER INDUS VALLEY SHANG DYNASTY • KNOW ABOUT THE KEY FEATURES OF ANCIENT EGYPT • DESCRIBE SOME OF THE WAYS THE ANCIENT EGYPTIANS EXPRESSED THEIR BELIEFS 	<p>Place the time studied on a timeline</p> <p>Use dates and times related to the unit or vocab related to the passing of time Sequence several events</p> <p>Find out about everyday lives of people in time studied. Compare with our life today.</p> <p>Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p>Distinguish between different sources comparing different versions of the same story. Give reasons for different ways the past is represented. Look at representations of the period e.g. cartoons, exhibits, drawings .</p> <p>Use a range of sources to find out about a period. Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Change and continuity: Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations</p> <p>Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events,</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Planning & Decision Making: Recognises that people may have different points of view and as a result may want/ take different decisions.</p> <p>Know that plans needs to meet at least some criteria but also need to make a coherent whole</p> <p>Health and well-being: Can classify factors e.g. environmental, social Understand that some factors can be controlled, and some cannot. Know that some factors have more influence and that this changes with our knowledge of living things and over time.</p>

Y3:

The Learning Journey...

Who lived in the stone age?
British Chronology



Artefacts, artwork, secondary sources, recreations,

Who first lived in Britain?

I can place periods in early British chronology on a timeline and compare their duration to other periods.

Change and Continuity

Timeline

What are the main differences between the Stone, Bronze and Iron age tools?

I can describe the differences in the ways people worked and hunted across a period of time and give reasons for these changes.

Cause and Effect

Cause and effect dominoes

How did houses develop across the Stone Age to the Iron Age?

I can explain how the ways people lived changed across time periods and give reasons for these changes

**Cause and Effect
Health and well-being**

**Comparison alley
Timeline**

How did people's way of life change from the Stone Age to Iron Age?

I can describe important differences /similarities between the way people lived in periods of the past

**Change and Continuity
Migration
Location and Place**

Comparison alley

Which period do we know more about and why?

I can compare different sources and give reasons why the way the past is represented in different ways.

Enquiry

Enquiry boxes

Why did the Egyptians build pyramids?
Ancient Civilization



Artefacts, hieroglyphs, historical news reports, eyewitness accounts, paintings, secondary sources

Who lived in the world around 3000 years ago?

I can place ancient civilizations on a timeline and identify concurrence.

Change and Continuity

How do we know about Ancient Egypt?

I can compare a range of sources to find out about the past and present my findings in different ways.

Enquiry

Who was Tutankhamun?

I can give reasons for and results of people's actions and understand why people may have wanted to do something.

**Enquiry
Significance**

How did the Egyptians live?

I can describe how the Egyptians lived and compare this to my life today and other periods I have studied.

**Health and well being
Continuity and Change**

What were Egyptian mummies?

I can describe some of the ways Egyptians expressed their beliefs.

Cause and effect

Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
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Y4

**What did the Greeks do for us?
Ancient Civilisations**



**How did the Romans help shape
our local area?
British Chronology**



- Know that Ancient Greece was concurrent with the Bronze age in the UK and the Ancient Egyptian civilisation in Africa.
- Know that Ancient Greek period lasted for about 2500
- Know that ancient Greece was divided into around 100 city states until they were united by Alexander the Great.
- KNOW that the Athenians valued: academia, the arts, democracy
- Know that Spartans valued physical strength, oligarchy, women more valued
- Know that both city states valued architecture, gods, power, trade, slaves
- Know that the ancient Greeks worshipped and pleased their gods by holding feasts, building temples and sharing myths
- Know that the ancient Greek Olympics were held every 4 years to honour Zeus. Events included wrestling, boxing, discus, javelin running and long jump.
- Know that as part of their culture the ancient Greeks developed astrology, philosophy, laws (comedy and tragedy), medicine, mathematics and architecture.
- KNOW HOW AND WHY THE ROMANS CAME TO SETTLE IN BRITAIN
- KNOW SOME WAYS THAT BRITAIN CHANGED UP TO THE END OF THE ROMAN OCCUPATION
- KNOW 3 WAYS THAT THE ROMANS ADVANCED BRITISH SOCIETY
- KNOW SOME WAYS THAT THE ROMANS SHAPED THE LOCAL LANDSCAPE E.G. DEER STREET, PIERCEBRIDGE ROMAN FORT, BINCHESTER ROMAN FORT, HADRIAN'S WALL, VINDOLAND ILM

Place events from the period studied on a timeline
Use terms related to the period and date events

Understand more complex terms e.g. BC/AD
BCE/CE

Use evidence to reconstruct life in time studied.

Identify key features and significant events of time studied.

Look for links and effects in time studied. Offer a reasonable explanation for some events.

Look at the evidence available. Begin to evaluate its usefulness and the reliability of different types of sources. Use textbooks and historical knowledge.

Use evidence to build up a picture of a past event.

Choose relevant material to present a picture of one aspect of life in time past.

Ask a variety of questions.

Use the library and internet for research

Recall, select and organise historical information

Communicate their knowledge and understanding.

Change and continuity:

Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations

Enquiry: Can cross-reference (compare) sources to help make more secure claims.

Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.

Cause and effect: Can explain how different causes link together in a web of related causes or events.

Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.

Planning & Decision Making: Recognises that people may have different points of view and as a result may want/ take different decisions.

Know that plans need to meet at least some criteria but also need to make a coherent whole

Health and well-being: Can classify factors e.g. environmental, social
Understand that some factors can be controlled, and some cannot. Know that some factors have more influence and that this changes with our knowledge of living things and over time.

What did the Greeks do for us?
Ancient Civilisations



Sources: pottery, artefacts, sculpture, secondary sources, paintings



How did the Ancient Greek civilisation begin?

I can place some Greek periods chronologically on a timeline. E.G. Minoans

I can compare concurrent periods of time in the UK and the wider world E.G. Bronze age, Ancient Egypt and Ancient Greece.

Timeline task-SEE
TIMELINE IN MEET
THE ANCIENT
GREEKS BOOK
Change and
Continuity

Why were the Mycenaean's mighty?

I can use sources of evidence and draw together ideas about the ancient Greek civilisation.

e.g. Homers Iliad, artefacts, map, mask of Agamemnon

**Enquiry
Decision Making**

Enquiry Boxes

Would you rather be an Athenian or Spartan?

I understand that Ancient Greece was divided into many city states. I can describe the differences in : society, democracy and gender attitudes in different parts of ancient Greece. I can evaluate the usefulness of sources.

Comparison Alley task

**Enquiry
Change and continuity**

How did the Ancient Gods affect life in Greece?

I can describe how the Greeks honoured their Gods.

e.g. myths/storytelling/festivals/temples/parthenon/ frieze, siren vase

Cause and effect

C & E Web activity

Would you enter the Greek Olympics?

I can ask a variety of questions and use independent research to answer them. I communicate my findings in different ways.

Read to Learn Books

**Enquiry
Planning &Decision Making
Health and well-being**

What did the Ancient do for us?

I can name and describe the significance of Ancient Greek developments. e.g. democracy, philosophy astrology, mathematics, theatre (comedy/tragedy), medicine, sport.

Significance

Significance-Quadrant activity

Is what we know about life in Ancient Greece reliable?

I know that the past can be interpreted in different ways through a variety of stories, buildings, artefacts and artwork.

**Enquiry
Boxing boys-history association. British Museum artefacts.**

How did the Romans help shape our local area?
British Chronology



Local Roman sites, historical

Were the Romans welcomed warmly?

I know why the Romans came to Britain and the effect it had.

**Change and Continuity
Migration**

What did the Romans do for us?

I can name and describe several ways that the Romans advanced British society.

e.g. roads, water systems, glass,

Change and Continuity

How did the Romans shape our area?

I can explain how and why the Romans changed the local landscape. e.g. Hadrian's wall, Piercebridge Roman Fort, Dere Street

Change and

How do we know what happened at Pompeii?

I can describe significant events using sources of evidence to offer explanations and reconstruct life in that time.




**Cause and Effect
Enquiry**

Assessment Task

Who made the biggest impact (Ancient Greeks or Romans) ?

I can make links between time periods studied and recall, select and organize historical information.

**Significance
Decision Making**

Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y5</p> <p>Who invaded and settled after the Romans? British Chronology</p>  <p>Who were the Ancient Maya? Ancient Civilisations</p>  <p>Who was the Rose of Raby? Local History Study</p> 	<ul style="list-style-type: none"> • KNOW HOW BRITAIN CHANGED AT THE END OF THE ROMAN OCCUPATION AND WHERE TO PLACE THE ANGLO-SAXONS ON A TIMELINE • KNOW SOME WAYS THAT THE ANGLO -SAXONS ATTEMPTED TO BRING ABOUT LAW AND ORDER • KNOW THAT THE SAXON BRITAIN WAS DIVIDED INTO MANY KINGDOMS AND NAME SOME • KNOW HOW THESE KINGDOMS LED TO THE CREATION OF OUR COUNTY BOUNDARIES TODAY • KNOW WHERE THE VIKINGS ORIGINATED AND SHOW THIS ON A MAP • KNOW THAT THE VIKINGS AND ANGLO-SAXONS WERE OFTEN IN CONFLICT • KNOW WHY THE VIKINGS OFTEN WON BATTLE • PLACE THE MAYAN SOCIETY ON A TIMELINE AND IDENTIFY CONCURRENCE AND DURATION • KNOW THREE REASONS WHY THE MAYA WERE KNOWN AS AN ADVANCED SOCIETY • DESCRIBE 3 SIGNIFICANT MAYAN ADVANCES IN SOCIETY • KNOW WAYS IN WHICH WE CAN LEARN ABOUT THE MAYA TODAY • KNOW SOME KEY FACTS ABOUT A PERIOD OF HISTORY THAT HAS STRONG CONNECTIONS TO THEIR LOCALITY • RESEARCH AND KNOW 3 KEY FACTS ABOUT ‘THE ROSE OF RABY’ • DESCRIBE THE SIGNIFICANCE OF HER ANCESTORS • KNOW WHY RABY AND BARNARD CASTLE WERE IMPORTANT IN THIS PERIOD • DESCRIBE 3 ISSUES ASSOCIATED WITH CHANGE IN THE PERIOD (DIVORCE, REFORMATION, MEDICINE) • KNOW WAYS IN WHICH THE LIVES OF WEALTHY PEOPLE DIFFERED FROM THE POOR 	<p>Know and sequence key events within the time studied.</p> <p>Know and use relevant terms and period labels including the duration of different periods.</p> <p>Make comparisons between different times.</p> <p>Study different aspects of different people - differences between men and women.</p> <p>Examine causes and results of significant events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Compare accounts of events from different sources.</p> <p>Offer reasons for different versions of events. Identify different viewpoints within evidence.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event or person.</p> <p>Select relevant sections of information.</p> <p>Recall, select and organise historical information</p> <p>Choose ways to communicate their knowledge and understanding</p>	<p>Change and continuity: Can define different types of change and their causes such as natural or human and understands that these are interwoven.</p> <p>Enquiry: Understands that the utility of a piece of evidence varies according to the focus of enquiry. Can explain how a source is useful and know it depends upon the task.</p> <p>Significance: Can explain and apply criteria to judge why an event or person may be considered significant</p> <p>Cause and effect: Understand that different causes have different levels of influence.</p> <p>Migration: Can identify the impacts of movement on places and people</p> <p>Planning & Decision Making: Knows that collective decision making is determined by power. Knows that some groups or individuals have lots of power and some have very little.</p> <p>Health and well-being: Understand ways in which our choices can impact our health both positively and negatively.</p>

Who invaded and settled after the Romans?
British Chronology



Sources: historical maps
Lindisfarne gospels, Viking artefacts, Doom Book, Medieval manuscript, archaeological excavation

How did Britain change at the end of the Roman occupation?

I can explain how Britain changed after the Romans left

Migration
Change and continuity

Timeline
Comparison alley

How did the Anglo Saxons manage their society?

I can research different sources to explain ways in which the Anglo Saxons carried out Law and Order.

Enquiry
Decision Making

Enquiry Boxes

Who were the Vikings and where did they Vikings come from?

I can identify the countries where the Vikings originated and explain how and why they travelled to Britain.

Migration
Cause and effect
Location and Place
Push/pull factors

How do we know about the Vikings arrival in Britian?

I can evaluate and compare sources of evidence to find out about the arrival of the Vikings in Britain. I can challenge misconceptions based on evidence.

Enquiry
Enquiry boxes

What do we know about the Vikings in our local area?

I can research the Vikings in our local area looking at their significant to York and Durham.

Enquiry
Significance
Enquiry boxes

Why was King Arthur a significant leader?

I know some ways in which King Arthur was a significant leader.

Significance

Diamond 9 task

Who were the Ancient Maya?
Ancient Civilisations



Artefacts, secondary sources, RADAR images, news reports

When were the Maya around?

I can place Ancient Maya periods on a timeline, identifying concurrence and duration.

Change and continuity

How were the Maya advanced?

I can describe three ways in which the Maya were considered an advanced society and compare them to other periods in history.

Change and continuity

What did the Maya do for us?

I can use primary and secondary sources to learn about significant Mayan developments and their impact today.

Significance

How do we learn about the Maya today?

I can explain how different archeological methods enable us to learn about the past in different ways.

Enquiry

Who was the Rose of Raby?
Local History Study



Sources: local historian, Raby Castle, family tree,

Who was the Rose of Raby and when was she alive?

I know who the Rose of Raby was, when and where she lived.

Significance

Who were her ancestors?

I can name and explain the significance of her family members.

Significance

What happened to her grandchildren?

I can compare and evaluate accounts from different sources to build up a picture of events.

Cause and effect
Enquiry

Who were her great and (great, great) grandchildren, and which was most significant?

I can sequence and describe changes across a period of history. I can compare significant people in History.

Change and continuity

What was life like for ordinary people in those times?


I can use evidence to describe the differences between the rich and poor giving examples.

Change and continuity
Health and well-being

What role did Raby and Barnard castle play in those times?

I can examine the causes and impact of significant local events.

significance

Learning focus & NC:	KNOWLEDGE	SKILLS	CONCEPTUAL UNDERSTANDING
<p>Y6</p> <p>How did the lives of children change in the North East?</p> <p>Thematic study post 1066</p> 	<ul style="list-style-type: none"> • KNOW AT LEAST 3 IMPROVEMENTS TO THE LIVES OF CHILDREN IN VICTORIAN & INDUSTRIAL BRITAIN • DESCRIBE THE DIFFERENCES BETWEEN THE LIVES OF CHILDREN IN DIFFERENT ERAS • KNOW HOW TO PLACE HISTORICAL EVENTS AND PEOPLE THAT IMPACTED THE LIVES OF BRITISH CHILDREN IN A CHRONOLOGICAL FRAMEWORK • KNOW HOW THESE CHANGES HAD AN INFLUENCE ON BRITAIN LONGER TERM • KNOW WHICH SOURCES OF INFORMATION AND EVIDENCE ARE MORE RELIABLE AND EXPLAIN WHY. • KNOW AT LEAST 3 WAYS THAT THE WORLD WARS AFFECTED CHILDREN LIVING IN BRITAIN 	<p>Place current study on a timeline with other studies Use relevant dates and terms. Order up to 10 events on a timeline including concurrent events Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings . Compare beliefs and behaviour with another time studied. Understand continuity and change. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at. Show awareness that different evidence will lead to different conclusions. Confidently use the library and internet for research. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together to form contrasting arguments. Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Change and continuity: Understands that change can vary in rate, scale, extent, time and space including identification of critical incidents/turning points and trends.</p> <p>Enquiry: Can explain how the author, audience and purpose of evidence might affect its weight for a purpose.</p> <p>Significance: Can compare significance and use criteria to order events or people by significance.</p> <p>Cause and effect: Can rank or order causes according to their impact and recognizes the difference between primary and secondary effects.</p> <p>Migration: Can gather and describe differing viewpoints on migration and it's impacts.</p> <p>Planning & Decision Making: Knows that decision making creates conflict which can be resolved by a variety of methods.</p> <p>Health and well-being: Understand ways in which our choices can impact our health both positively and negatively. Gain a greater understanding of how health can relate to both the physical and mental.</p>

How did the lives of children change in the North East?
Thematic study post 1066

(Industrial revolution-Victorians)



Sources: pictures/photos, first person account, historical documents, local miner interview, artefacts, monuments/memorials,

What was the industrial revolution and why did it happen?

I can place developments in transport on a timeline and identify periods of rapid change. I can make inferences about the causes of these changes.

Change and continuity
Cause and effect

Giant timeline

Did the factory Act improve the working conditions for children in the North East?

I can evaluate use several source of evidence to support contrasting arguments.

Enquiry

Enquiry boxes
Comparison alley

How did Shaftsbury and Barnardo improve the lives of children?

I can describe improvements to the lives of Children in Victorian times.

significance
Health and wellbeing

Diamond 9-ranking

If you had the choice would you go to school?

I can describe the differences between the lives of children in different eras.

Continuity and change
Planning and decision making
Comparison alley

Would you want to work in a local coal mine and live in a pit village?

I can use a range of sources to find out about an aspect of life in the past.

Enquiry-interview an ex miner

Enquiry boxes

How did the closure of the pits affect our area longer term?

I can describe how changes have influenced Britain today.

Cause and effect

Cause and effect web

How did the lives of children change in the North East?
Thematic study post 1066

(Victorians-WW1-WW2)



How did my dad end up in the trenches?

I can explain a past event in terms of cause and effect using evidence to support and illustrate my explanation.

How do we know about dad's life in the Trenches?

I know that different evidence will lead to different conclusions. I can confidently research use a range of sources.

How did ww1 and ww2 affect my mum back home in the North East?

I know how war affected the lives of children in Britain.

How did WW2 affect me?

I can recognise the differing feelings and views of people on the past.

What part of WW2 life interest me today ?

I can select and organise information to produce structured work, making appropriate use of dates and terms.

If I had a choice, in which era would I choose to have lived?

I can compare the lives of children in different eras.

Supporting pupils with SEND in History



To ensure all pupils have access to HQT

- Mastery Approach (concepts taught in **small steps, guided** → **independent practice, examples/non-examples**)
- **Concept frames** breakdown learning and scaffold thinking
- Vocabulary (**explicitly taught, pre-teaching** if necessary, visual aids, celebrated)
- **Metacognitive strategies** (FB4, KIRFs, questioning, paired thinking/reasoning and problem solving aloud)

To create a positive and inclusive environment for all learners...

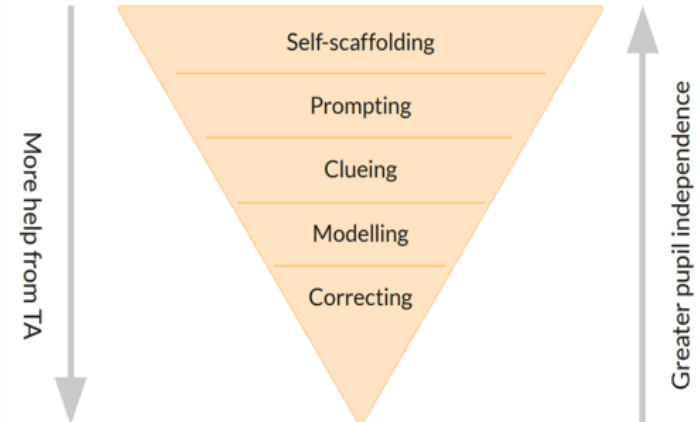
- **Inspire and engage children through use of a range of pedagogical approaches** e.g. role-play, drama, modelling
 - **Visual Aids** e.g. timelines
- Partner talk, discussions and feedback (reasoning, **TTYP**, non-verbal feedback)
 - **Growth mindset** approach

To assess and implement targeted intervention

- Regular marking, AFL strategies/**diagnostic** assessment used to identify gaps in learning
- Access to **high-quality intervention /additional support**

To deploy support staff effectively

- Support staff have understanding of curriculum concepts/knowledge of the History curriculum
 - TA models high-level vocabulary/supports and **encourage rich historical discussion**
- **TA focus on understanding** rather than task completion
- Frequent discussions with CTs about pupil learning/ongoing assessment
- History training for all staff.



Metacognition in our curriculum...



Small steps:
fill in the jigsaw
connect new
content to previous
learning

Learning Objective:
Knowledge? Skills? Vocabulary?
present manageable chunks of information/episodes of learning
Focus on children finding out rather than teacher imparting
knowledge.
Use of cross curricular reading
Concrete resources/visual aids
Engage learners-hinge question
Appropriate level of challenge

Curriculum (meta)concepts:

Deepen knowledge and make links.
Where in the lesson will pupils think about key concepts?

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies like making different marks with a brush or using different methods to solve equations in maths.

1. Activating prior knowledge

Retrieval quiz:
Last lesson, last week, last year/flashback 4
Connect the learning and activate prior knowledge.

By **metacognitive strategies**, we mean the strategies we use to monitor or control our cognition, such as checking that our memorisation technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Step by step guided practice

2. Explicit instruction
Explain the task- e.g. explaining use of thinking frames diamond 9/bullseye/concept web/ success criteria/particular method

3. Model the strategy
Shared writing/ model answer/ worked example/method
Use 'Out loud' thinking

4. Strategy memorisation/5. guided practise
e.g. sentence stack own sentence, model one further part together, question-do they know the strategy? Test/check their understanding.

Cognition Thinking Frames:

How will we know the learning has 'stuck'?
Spacing
Regular retrieval
Linking learning/concepts
Application of skills/vocab
Is re-teaching required?

How do we know the children are effectively using metacognitive strategies?
Observation, discussion, traces

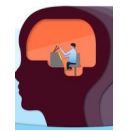
6. Independent practise:
Can they apply knowledge and skills?/problem solving/check for understanding/Can they complete the task? Self-regulation

7. Structured reflection:
Encourage children to reflect was it successful? What have they learned that could be useful in the future?
Check understanding-revisit hinge question?

Motivation:
Growth mind set approaches



Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning



Self-regulation is about the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn.

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils.
 - ensure all pupils can access the best possible teaching and
 - adopt a positive and proactive approach to behaviour as described in the EEF's [Improving Behaviour in Schools guidance report](#).

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers lead to feel empowered and trained to use the information they collect to make a decision about the next steps to teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they offer already possess.
- The research suggests a group of teaching strategies that teachers should consider engineering to pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping
 - cognitive and metacognitive strategies
 - explicit instruction
 - using technology to support pupils with SEND and
 - scaffolding

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high-quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Using Evidence to Plan a School's Strategy for Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TA) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Using Evidence to Plan a School's Strategy for Implementation](#) provides detailed recommendations.

Indicators of Great Depth in History:

- Pupils to show **initiative**, not just in their research but also in applying ideas that have already been covered. They can apply the ideas without recourse to the teacher. Have a wider knowledge and vocabulary based on **independent** wider reading and a **love of the subject**. Opportunities provided through Wonder boxes.
- Have the **confidence** to find solutions to historical problems and mysteries. Rather than being fazed by a paradox, they thrive on trying to resolve the puzzle
- Can **apply** conceptual understanding to a range of different periods of history and to other areas of the curriculum
- Children have the **authority** to evaluate and critique others' work asking probing questions and justifying their point of view.
- Demonstrate a **command** of the skills required to synthesise lots of disparate pieces of information and bring them into a coherent shape.
- The ability to **re-visit** earlier periods of the past to make connections over time, using their understanding of the curriculum concepts to support these links.
- The ability to **explain** their knowledge and understanding concisely and using an appropriate historical vocabulary to others and adapt this to the audience. Pupils in role of the Expert.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Day Week Month Parent Grand parent	Change Long ago Museum Past Present Great grandparent Modern Timeline Same Different mechanical	Artefact Primary evidence Extract enquiry Monarch Source Diary Eye- witness	AD annus domini/ BC Before Christ Hunter-gatherer Agriculture Prehistory Metal-working Archaeology Nomad Neolithic Mesolithic Paleolithic	Democracy Myths and legends Development sacrifice Concurrence Duration Sources of evidence impact BCE/CE Before Common Era/ Common Era	Christianisation Dark Ages /Middle ages Invasion Settler Torture manuscript Progression regression Kingdoms Justice Raids	Aristocracy Interpretation Schoolroom Pit village Victorian Mine shaft Factories/mills Improvements Industrialisation Urbanisation Revolution Reformers Legislation Slums epidemic Reliability politician
Old New Now Then Next	Calendar Yesterday Discovery Explorer Year Important Date order travel	Continuity Decade Diversity International Slave Significance Opinion			Global Emigrant Immigrant Secondary evidence Astrological Hieroglyphs Achievements legacy Cenote Codex excavate	Parliament Propaganda Evacuee Trenches War fare Blitz rationing Memorial Corroborate Bias impression Omission
Remember Lifetime Events	Invention Local effect King/Queen Memories Pier Bathing machine Hokey-pokey	Century Chronology Defences Attack peasant lord historian	Civilisation Pharaoh Gods / Goddesses Hierarchy Excavation Afterlife Mummification Era/period Fertile Pyramid Tutankhamun Archeology/ist	Causation Conquest Emperor Migration Empire Legion centurion Empire Resistance Celts conquest	Heresy portraiture Ancestor Heir Monarchy Reformation divorce Monastery tyrant Execution Catholicism Protestant Pope Court Traitor /Treason Turning point	







70 things to do before you leave Staindrop...

(some more than once)

Name:.....

Go on a welly walk	Visit a local museum	Bake bread	Paddle in a stream	Visit a school in another place	Write to a French pen friend	Visit the village luncheon club
Bring something in to show and tell	Use a fireman's hose	Visit a local castle	Visit a city Museum	Compete in a sporting event	Go to the theatre	Talk to an author online
Watch a play	Watch a punch and Judy show	Recite a simple poem or rhyme	Learn how to swim	Go for a walk up a hill	Bake a savory pie	Go down a Mine
Visit a local church	Make a healthy snack	Grow a plant	Play with shadows	Recite a poem	Experience life in the past	Stay away from home overnight
Sit in a police car	Visit a library	Charm worms	Make a volcano erupt	Create an art gallery	Find your way out of a maze	Perform in a play
Put on a puppet show	Hold a chick	Help bath a baby	Meet a local artist	Meet a scientist	Meet a Sikh person	Plan and help at a charity event
Have a picnic	Have a snowball fight	Visit a Cathedral	Build a bridge	Read an ancient Myth	Light a fire	Interview a local person
Blow bubbles	Go on a train ride	Perform a tribal dance	Learn some first aid	Make a smoothie	Climb a tree	Watch a TED talk on a topic that interests you
Celebrate Diwali	Perform a class story	Copy a famous artist	Take part in an election	Help in EYFS for an afternoon	Skype an expert	Read a classic poem
Make a mud pie	Ask a grandparent about the past.	Talk to a Buddhist	Do some yoga	Go on a boat ride	Read a Shakespearean play	Prepare a meal for someone

<p><u>Year 1 History assessment</u> Topics:</p> <ul style="list-style-type: none"> • How were my grand-parents toys different to mine? • Why do we remember Ernest Shackleton? • Where can we go on holiday? 	<p>Historical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Lives of significant people</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Significant events in the past</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Local studies</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Changes within Living History</div> </div> </div>			<p>Prior Learning:</p> <ul style="list-style-type: none"> • Learning journey-EYFS timeline • Bonfire night- important Events /celebrations • Personal changes-chronology • People who help us-significant people
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>			<p>Pupils working at Greater Depth:</p>
	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts • Sequence events in their life • Sequence 3/4 artefacts from distinctly different periods. Match objects to people of different ages • Use stories to develop understanding of fact/fiction. • Compare adults talking about the past- are they reliable? • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... • Know and recount episodes from stories and their own life. Recognise differences between past and present events. <p>Change and continuity: Within clearly defined categories can identify simple similarities and differences between 2 fixed points.</p> <p>Enquiry: Can draw information from sources of evidence to make simple claims about events, places or people.</p> <p>Significance: Can discuss the impact of significant/important events and people in their own lives and describe how these led to changes/development in their own life.</p> <p>Cause and effect: Can identify and explain causes that led to an event including multiple causes</p> <p>Migration: Identify reasons why people don't stay in the same place</p>			
<p><u>% On Track :</u></p>	<p><u>Core Knowledge: TERM 1</u> KNOW THAT THE TOYS THEIR GRANDPARENTS PLAYED WITH WERE MADE FROM DIFFERENT MATERIALS AND MECHANISMS THAN THEIR OWN</p> <ul style="list-style-type: none"> • DESCRIBE HOW WHAT THEY PLAY WITH HAS CHANGED OVER THEIR LIFE TIME • DESCRIBE THREE DIFFERENCES BETWEEN THEIR SCHOOL DAYS AND THAT OF THEIR GRANDPARENTS • KNOW 3 FACTS ABOUT JOHN AND JOSEPHINE BOWES 	<p><u>Core Knowledge: TERM 2</u></p> <ul style="list-style-type: none"> • KNOW THAT ERNEST SHACKLETON WAS A FAMOUS EXPLORER • NAME SOME OF HIS ACHIEVEMENTS • DESCRIBE WHY HE IS SIGNIFICANT 	<p><u>Core Knowledge: TERM 3</u></p> <ul style="list-style-type: none"> • KNOW THAT GEORGE STEPHENSON INVENTED THE FIRST STEAM LOCOMOTIVE • KNOW GEORGE STEPHENSON WAS A LOCAL FIGURE • KNOW 3 IMPORTANT EFFECTS OF THE RAILWAYS ON PEOPLE'S LIVES IN THE PAST • KNOW WHY WE HAVE BANK HOLIDAYS • KNOW WHAT A NUMBER OF OLDER OBJECTS WERE USED FOR AT THE SEASIDE 	

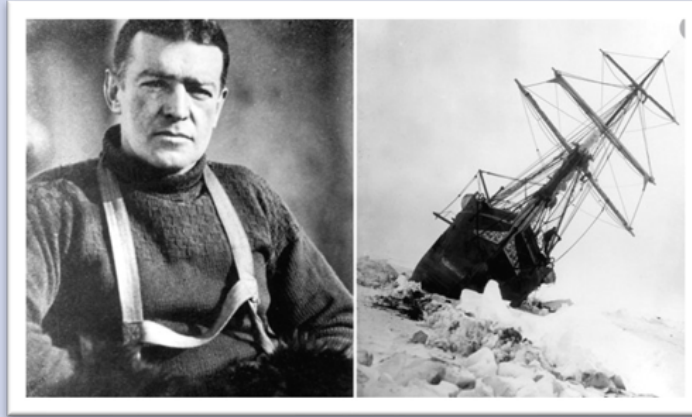
Assessment Task 1:

Children caption, label, describe or talk about the following pictures with a focus on using their vocabulary, knowledge and understanding.



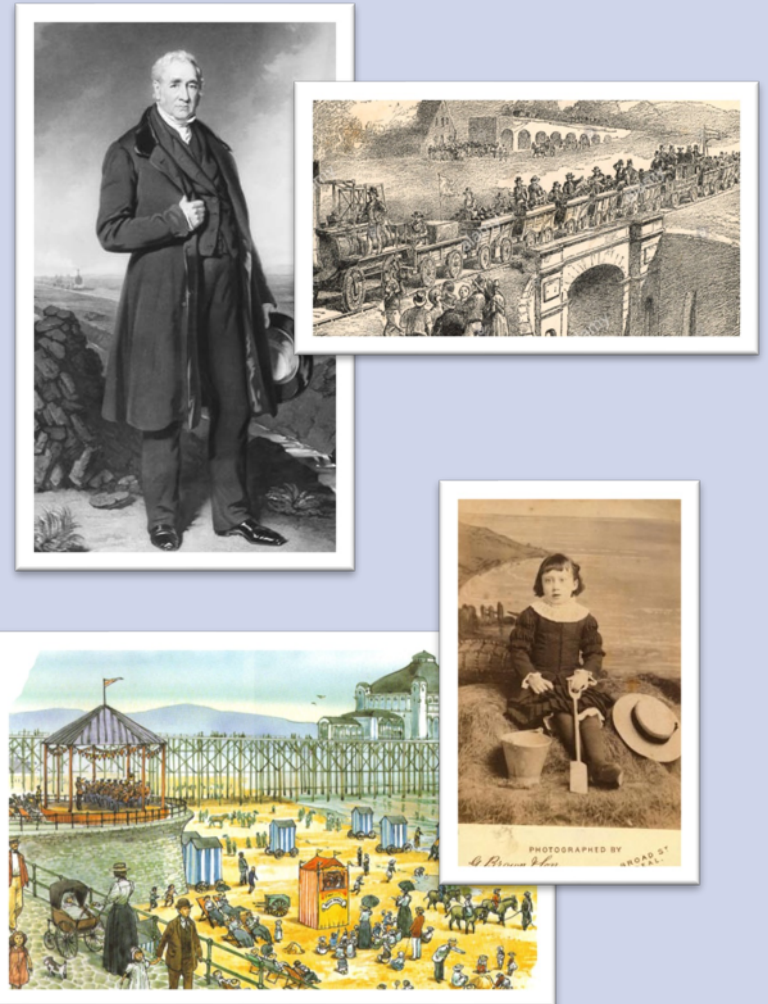
Assessment Task 2:





Children caption, label, describe or talk about the following pictures with a focus on using their vocabulary, knowledge and understanding.



Assessment Task 3:

Children caption, label, describe or talk about the following pictures with a focus on using their vocabulary, knowledge and understanding.



<p><u>Year 2 History assessment</u> Topics: What happened in 1666? Who was Rosa Parkes? What is Raby Castle like? What was Beatrix Potter's house like?</p>	<p>Historical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Lives of significant people</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Significant events in the past</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Local studies</div> </div> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px;">Changes within Living History</div> </div> </div>			<p>Prior Learning:</p> <ul style="list-style-type: none"> • Toys in the past • John and Josephine Bowes • Ernest Shackleton/George Stephenson • Seaside in the past 	
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>			<p>Pupils working at Greater Depth:</p>	
<ul style="list-style-type: none"> • Sequence 3/4 objects from periods closer in time. • Recognise why people did things, why events happened and what happened as a result. • Identify similarities and differences between ways of life at different times • Compare 2 versions of a past event. • Compare pictures or photographs of people or events. • Discuss reliability of stories/accounts. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT • Sequence photographs from their lives. Describe memories of events in their <p>Change and continuity: Can identify developments over defined periods of time.</p> <p>Enquiry: Knows that we create our own interpretations of events by drawing inferences from evidence going beyond what sources say directly.</p> <p>Significance: Can explain significance by describing impact beyond personal experience and how this led to change in the wider world.</p> <p>Cause and effect: Can explain how different causes link together in chains of events.</p> <p>Health and well-being: Identify factors affecting health both positive and negative.</p>					
<p>Core Knowledge: TERM 1 KNOW SOME FACTS ABOUT LIFE IN 1666</p> <ul style="list-style-type: none"> • NAME SOME OF THE CAUSES OF THE FIRE • KNOW WHAT WE USE TODAY INSTEAD OF A NUMBER OF OLDER ARTEFACTS RELATING TO THE FIRE • DESCRIBE THE IMPACT OF THE FIRE ON PEOPLE'S LIVES 		<p>Core Knowledge: TERM 2</p> <ul style="list-style-type: none"> • KNOW WHO ROSA PARKES WAS • DESCRIBE THE EVENTS THAT LED TO HER BECOMING FAMOUS • EXPLAIN THE IMPACT OF HER ACTIONS ON THE WIDER WORLD • IDENTIFY SIMILARITIES WITH SIGNIFICANT YOUNG PEOPLE OF CURRENT TIMES e.g. Greta Thunberg 	<p>Core Knowledge: TERM 3 KNOW WHAT THE LOCAL AREA WAS LIKE OVER 100 YEARS AGO</p> <ul style="list-style-type: none"> • DESCRIBE DIFFERENT TYPES OF CASTLES AND SEQUENCE THEM • DESCRIBE THE FEATURES OF RABY CASTLE BOTH TODAY AND IN THE PAST • GIVE REASONS WHY PEOPLE VISIT RABY CASTLE TODAY • IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN BEATRIX POTTER'S HOUSE AND THEIR OWN • DESCRIBE PEOPLE'S DAILY LIVES IN DIFFERENT PERIODS OF HISTORY. 		

% On Track :

Assessment Task 1:

Children caption, label, describe or talk about the following pictures with a focus on using their vocabulary, knowledge and understanding. More able can write at more length



Assessment Task 2:



Children caption, label, describe or talk about the following pictures with a focus on using their vocabulary, knowledge and understanding.








Assessment Task 3:



Children caption, label, describe or talk about the following pictures with a focus on using their vocabulary, knowledge and understanding.



<p><u>Year 3 History assessment</u> Topics:</p> <ul style="list-style-type: none"> Who lived in the stone age? Why did the Egyptians build pyramids? 	<p>Historical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>British Chronology</p> </div> <div style="text-align: center;">  <p>Ancient Civilisations</p> </div> </div>	<p>Prior Learning:</p> <p>Continuity and change: castles/homes over time Significance: Rosa Parkes/Beatrix Potter Cause and Effect: Great Fire of London</p>		
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>		
	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and times related to the unit or vocab related to the passing of time Sequence several events Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Distinguish between different sources comparing different versions of the same story. Give reasons for different ways the past is represented. Look at representations of the period e.g. cartoons, exhibits, drawings . Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing... <p>Change and continuity: Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations</p> <p>Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events,</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Planning & Decision Making: Recognises that people may have different points of view and as a result may want/ take different decisions. Know that plans needs to meet at least some criteria but also need to make a coherent whole</p> <p>Health and well-being: Can classify factors e.g. environmental, social Understand that some factors can be controlled, and some cannot. Know that some factors have more influence and that this changes with our knowledge of living things and over time.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Core Knowledge: TERM 1</p> <ul style="list-style-type: none"> KNOW IN DETAIL ABOUT AT LEAST 3 CHANGES BETWEEN THE BEGINNING OF THE STONE AGE AND THE IRON AGE e.g. Houses, farming, tools KNOW WHERE THE STONE, BRONZE AND IRON AGES SIT ON A TIMELINE KNOW THE MAIN DIFFERENCES BETWEEN THE STONE, BRONZE AND IRON AGE </td> <td style="width: 50%; vertical-align: top;"> <p>Core Knowledge: TERM 3</p> <ul style="list-style-type: none"> KNOW ABOUT AND NAME SOME OF THE ADVANCED SOCIETIES THAT WERE IN THE WORLD AROUND 3000 YEARS AGO: ANCIENT EGYPT ANCIENT SUMER INDUS VALLEY SHANG DYNASTY KNOW ABOUT THE KEY FEATURES OF ANCIENT EGYPT DESCRIBE SOME OF THE WAYS THE ANCIENT EGYPTIANS EXPRESSED THEIR BELEIFS </td> </tr> </table>	<p>Core Knowledge: TERM 1</p> <ul style="list-style-type: none"> KNOW IN DETAIL ABOUT AT LEAST 3 CHANGES BETWEEN THE BEGINNING OF THE STONE AGE AND THE IRON AGE e.g. Houses, farming, tools KNOW WHERE THE STONE, BRONZE AND IRON AGES SIT ON A TIMELINE KNOW THE MAIN DIFFERENCES BETWEEN THE STONE, BRONZE AND IRON AGE 	<p>Core Knowledge: TERM 3</p> <ul style="list-style-type: none"> KNOW ABOUT AND NAME SOME OF THE ADVANCED SOCIETIES THAT WERE IN THE WORLD AROUND 3000 YEARS AGO: ANCIENT EGYPT ANCIENT SUMER INDUS VALLEY SHANG DYNASTY KNOW ABOUT THE KEY FEATURES OF ANCIENT EGYPT DESCRIBE SOME OF THE WAYS THE ANCIENT EGYPTIANS EXPRESSED THEIR BELEIFS 	
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<p><u>% On Track :</u></p>				

<p align="center"><u>Year 4 History assessment</u></p> <p align="center">Topics:</p> <ul style="list-style-type: none"> • How did the Romans help shape our local area? • What did the Greeks do for us? 	<p align="center">Historical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>British Chronology</p> </div> <div style="text-align: center;">  <p>Ancient Civilisations</p> </div> </div>	<p align="center">Prior Learning:</p> <p align="center">British Chronology: Stone age, Bronze age, Iron age</p> <p align="center">Ancient civilisations: Ancient Egyptians. Ancient Suma, Shang Dynasty</p>		
<p>Pupils Working towards expected:</p>	<p align="center">Skills/concepts Covered:</p>	<p align="center">Pupils working at Greater Depth:</p>		
	<p>Place events from the period studied on a timeline Use terms related to the period and date events</p> <p>Understand more complex terms e.g. BC/AD BCE/CE</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and significant events of time studied.</p> <p>Look for links and effects in time studied. Offer a reasonable explanation for some events.</p> <p>Look at the evidence available. Begin to evaluate its usefulness and the reliability of different types of sources. Use textbooks and historical knowledge.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> <p>Change and continuity:</p> <p>Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations</p> <p>Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events.</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc.</p> <p>Can recognize where reasons are chosen or forced.</p> <p>Planning & Decision Making: Recognizes that people may have different points of view and as a result may want/ take different decisions.</p> <p>Know that plans needs to meet at least some criteria but also need to make a coherent whole</p> <p>Health and well-being: Can classify factors e.g. environmental, social</p> <p>Understand that some factors can be controlled, and some cannot. Know that some factors have more influence and that this changes with our knowledge of living things and over time.</p>			
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<p><u>Year 5 History assessment</u> Topics: Who was the Rose of Raby? Who were the Ancient Maya? Who invaded and settled after the Romans?</p>	<p>Historical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>British Chronology</p> </div> <div style="text-align: center;">  <p>Local studies</p> </div> <div style="text-align: center;">  <p>Ancient Civilisations</p> </div> </div>	<p>Prior Learning: British Chronology: Roman Invasion Ancient civilisations: Ancient Greeks, Ancient Egyptians Local studies: Raby Castle Y2, Bowes Museum Y1</p>			
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>			
	<p>Know and sequence key events within the time studied. Know and use relevant terms and period labels including the duration of different periods. Make comparisons between different times. Study different aspects of different people - differences between men and women. Examine causes and results of significant events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. Compare accounts of events from different sources. Offer reasons for different versions of events. Identify different viewpoints within evidence. Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event or person. Select relevant sections of information. Recall, select and organise historical information Choose ways to communicate their knowledge and understanding</p> <p>Change and continuity: Can define different types of change and their causes such as natural or human and understands that these are interwoven.</p> <p>Enquiry: Understands that the utility of a piece of evidence varies according to the focus of enquiry. Can explain how a source is useful and know it depends upon the task.</p> <p>Significance: Can explain and apply criteria to judge why an event or person may be considered significant</p> <p>Cause and effect: Understand that different causes have different levels of influence.</p> <p>Migration: Can identify the impacts of movement on places and people</p> <p>Planning & Decision Making: Knows that collective decision making is determined by power. Knows that some groups or individuals have lots of power and some have very little.</p> <p>Health and well-being: Understand ways in which our choices can impact our health both positively and negatively.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="703 1011 1110 1332"> <p>Core Knowledge: TERM 1</p> <ul style="list-style-type: none"> • KNOW HOW BRITAIN CHANGED AT THE END OF THE ROMAN OCCUPATION AND WHERE TO PLACE THE ANGLO-SAXONS ON A TIMELINE • KNOW SOME WAYS THAT THE ANGLO -SAXONS ATTEMPTED TO BRING ABOUT LAW AND ORDER • KNOW THAT THE SAXON BRITAIN WAS DIVIDED INTO MANY KINGDOMS AND NAME SOME • KNOW HOW THESE KINGDOMS LED TO THE CREATION OF OUR COUNTY BOUNDARIES TODAY • KNOW WHERE THE VIKINGS ORIGINATED AND SHOW THIS ON A MAP • KNOW THAT THE VIKINGS AND ANGLO-SAXONS WERE OFTEN IN CONFLICT • KNOW WHY THE VIKINGS OFTEN WON BATTLE </td> <td data-bbox="1110 1011 1518 1332"> <p>Core Knowledge: TERM 2</p> <ul style="list-style-type: none"> • PLACE THE MAYAN SOCIETY ON A TIMELINE AND IDENTIFY CONCURRENCE AND DURATION • KNOW THREE REASONS WHY THE MAYA WERE KNOWN AS AN ADVANCED SOCIETY • DESCRIBE 3 SIGNIFICANT MAYAN ADVANCES IN SOCIETY • KNOW WAYS IN WHICH WE CAN LEARN ABOUT THE MAYA TODAY </td> <td data-bbox="1518 1011 1921 1332"> <p>Core Knowledge: TERM 3</p> <ul style="list-style-type: none"> • KNOW SOME KEY FACTS ABOUT A PERIOD OF HISTORY THAT HAS STRONG CONNECTIONS TO THEIR LOCALITY • RESEARCH AND KNOW 3 KEY FACTS ABOUT 'THE ROSE OF RABY' • DESCRIBE THE SIGNIFICANCE OF HER ANCESTORS • KNOW WHY RABY AND BARNARD CASTLE WERE IMPORTANT IN THIS PERIOD • DESCRIBE 3 ISSUES ASSOCIATED WITH CHANGE IN THE PERIOD (DIVORCE, REFORMATION, MEDICINE) • KNOW WAYS IN WHICH THE LIVES OF WEALTHY PEOPLE DIFFERED FROM THE POOR </td> </tr> </table>	<p>Core Knowledge: TERM 1</p> <ul style="list-style-type: none"> • KNOW HOW BRITAIN CHANGED AT THE END OF THE ROMAN OCCUPATION AND WHERE TO PLACE THE ANGLO-SAXONS ON A TIMELINE • KNOW SOME WAYS THAT THE ANGLO -SAXONS ATTEMPTED TO BRING ABOUT LAW AND ORDER • KNOW THAT THE SAXON BRITAIN WAS DIVIDED INTO MANY KINGDOMS AND NAME SOME • KNOW HOW THESE KINGDOMS LED TO THE CREATION OF OUR COUNTY BOUNDARIES TODAY • KNOW WHERE THE VIKINGS ORIGINATED AND SHOW THIS ON A MAP • KNOW THAT THE VIKINGS AND ANGLO-SAXONS WERE OFTEN IN CONFLICT • KNOW WHY THE VIKINGS OFTEN WON BATTLE 	<p>Core Knowledge: TERM 2</p> <ul style="list-style-type: none"> • PLACE THE MAYAN SOCIETY ON A TIMELINE AND IDENTIFY CONCURRENCE AND DURATION • KNOW THREE REASONS WHY THE MAYA WERE KNOWN AS AN ADVANCED SOCIETY • DESCRIBE 3 SIGNIFICANT MAYAN ADVANCES IN SOCIETY • KNOW WAYS IN WHICH WE CAN LEARN ABOUT THE MAYA TODAY 	<p>Core Knowledge: TERM 3</p> <ul style="list-style-type: none"> • KNOW SOME KEY FACTS ABOUT A PERIOD OF HISTORY THAT HAS STRONG CONNECTIONS TO THEIR LOCALITY • RESEARCH AND KNOW 3 KEY FACTS ABOUT 'THE ROSE OF RABY' • DESCRIBE THE SIGNIFICANCE OF HER ANCESTORS • KNOW WHY RABY AND BARNARD CASTLE WERE IMPORTANT IN THIS PERIOD • DESCRIBE 3 ISSUES ASSOCIATED WITH CHANGE IN THE PERIOD (DIVORCE, REFORMATION, MEDICINE) • KNOW WAYS IN WHICH THE LIVES OF WEALTHY PEOPLE DIFFERED FROM THE POOR 	
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<p><u>% On Track :</u></p>					

<p><u>Year 6 History assessment</u> Topics: How did the lives of children change in the North East?</p>	<p>Historical Themes covered:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   <div style="border: 1px solid black; padding: 5px;"> Thematic Study post -1066 </div> </div>	<p>Prior Learning: Cause and effect: Great Fire of London, railways Significance: Ancient civilisations Change & Continuity: Stone age-Normans Local studies: Raby Castle, Cecily Neville-Tudors, George Stephenson-railways</p>
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>
	<p>Place current study on a timeline with other studies Use relevant dates and terms. Order up to 10 events on a timeline including concurrent events Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings . Compare beliefs and behaviour with another time studied. Understand continuity and change. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at. Show awareness that different evidence will lead to different conclusions. Confidently use the library and internet for research. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together to form contrasting arguments. Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Change and continuity: Understands that change can vary in rate, scale, extent, time and space including identification of critical incidents/turning points and trends.</p> <p>Enquiry: Can explain how the author, audience and purpose of evidence might affect its weight for a purpose.</p> <p>Significance: Can compare significance and use criteria to order events or people by significance.</p> <p>Cause and effect: Can rank or order causes according to their impact and recognizes the difference between primary and secondary effects.</p> <p>Migration: Can gather and describe differing viewpoints on migration and it's impacts.</p> <p>Planning & Decision Making: Knows that decision making creates conflict which can be resolved by a variety of methods.</p> <p>Health and well-being: Understand ways in which our choices can impact our health both positively and negatively. Gain a greater understanding of how health can relate to both the physical and mental.</p> <hr/> <p>Core Knowledge: TERM 1 & TERM 2</p> <ul style="list-style-type: none"> • KNOW AT LEAST 3 IMPROVEMENTS TO THE LIVES OF CHILDREN IN VICTORIAN & INDUSTRIAL BRITAIN • DESCRIBE THE DIFFERENCES BETWEEN THE LIVES OF CHILDREN IN DIFFERENT ERAS • KNOW HOW TO PLACE HISTORICAL EVENTS AND PEOPLE THAT IMPACTED THE LIVES OF BRITISH CHILDREN IN A CHRONOLOGICAL FRAMEWORK • KNOW HOW THESE CHANGES HAD AN INFLUENCE ON BRITAIN LONGER TERM • KNOW WHICH SOURCES OF INFORMATION AND EVIDENCE ARE MORE RELIABLE AND EXPLAIN WHY. • KNOW AT LEAST 3 WAYS THAT THE WORLD WARS AFFECTED CHILDREN LIVING IN BRITAIN 	

% On Track :

KS2 Assessment End of unit Tasks: assessment tasks alongside formative assessment during lessons and active recall quizzes are used to inform overall teacher assessments.

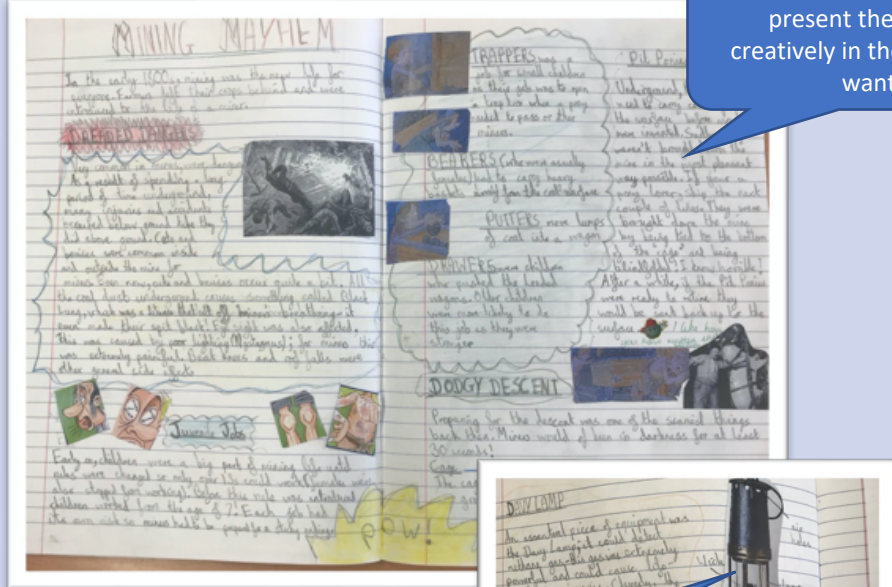
Children are asked to communicate their learning in a particular topic.

Focus on use of subject specific vocabulary, conceptual understanding and children's knowledge.

Presentation: Independent piece of work in form of a double page spread. Can be adapted to support children with SEND E.G. use of alternative ICT.

Children given images/prompt sheet with key questions that they could choose to answer and may refer back to learning journeys. Note they may not use knowledge mats to support this work.

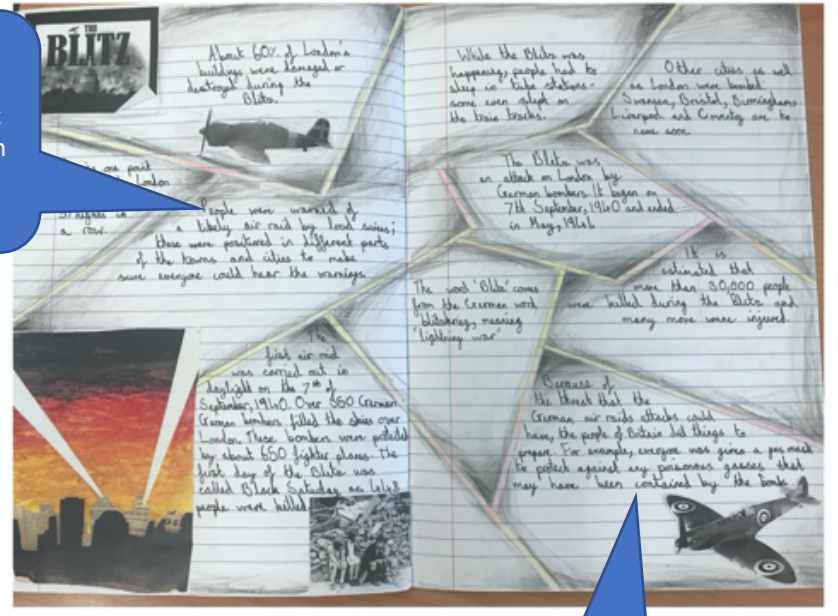
Examples:



Children are encouraged to present their work creatively in the way they want

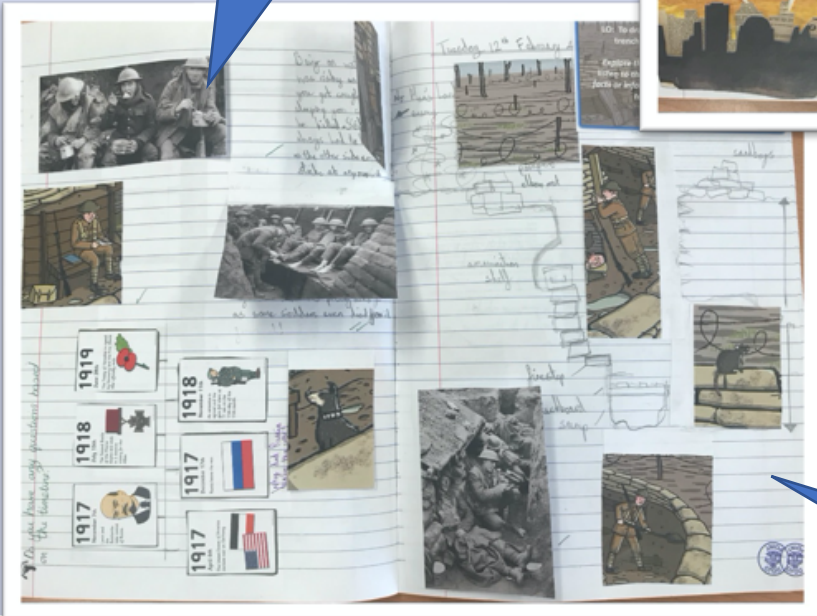
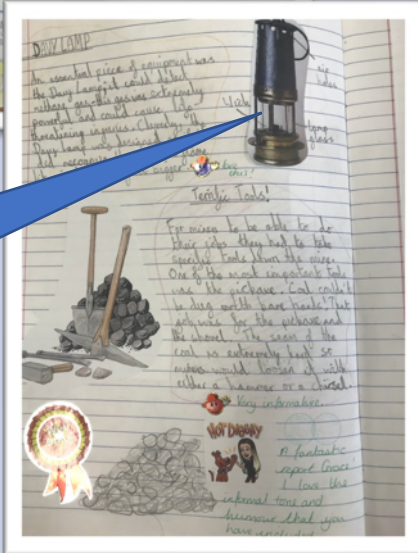
Children must use facts/figures from their own memory and may not look these up in non-fiction books or on knowledge mats.

A selection of images are provided to help prompt the children to write about key aspects of the topic



Children may be reminded of key historical vocabulary at the start of the session but it is up to them to independently use vocab and demonstrate their understanding of it.

Pictures of historical artefacts not previously studied may be included to encourage children to demonstrate independent historical enquiry skills.



A conceptual question prompt may be given to encourage children to demonstrate greater depth of understanding.