

History Intent

Our History curriculum includes termly topics for all children from Year 1 to Year 6, mainly taught in chronological order. A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Visits and wider opportunities inspire pupils' curiosity to know more about the past and deepen their understanding of their place in time. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.

EYFS Statement relating to History

In the Early Years Foundation Stage, children begin to develop understanding of their own ability and the progression of their own skills and independence as they grow up. This emerging knowledge is used to explore early historical skills. Children begin to make sense of their physical and natural world around them through hands-on, practical opportunities to learn about people, places, technology and the environment. Through carefully selected topics, children look closely into the past and present, their life and the people close to them, changes in themselves and their natural environment and the sequencing of characters from well-known stories. As children's confidence develops, they are encouraged to recall their favourite memories and share special events from the past. The children are given ample opportunities to act these out through child-led role play (which coincides with the chosen topics). As the children look closely at different topic books, they are given experiences to sequence events and characters and discuss how things have happened in order. Story maps support this knowledge. As the seasons change, the children look at the changes they can visibly see in their own outdoor area and the changes over time, relating this to the seasons.

Year group/term	Year 1 Topic 1	Year 1 Topic 2	Year 1 Topic 3
Learning Topic	Comparison Study: Toys through time	Significant Individuals: Florence Nightingale / Mary Seacole	Local Study: Zetland Lifeboat
Key knowledge and skills to be secured	<ul style="list-style-type: none"> Look at the changes in toys over the past 60 years. Make comparisons between the toys they play with in the modern day. Compare the toys they played with when they were babies, the toys their parents had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger. 	<ul style="list-style-type: none"> Place the events of Florence Nightingale's and Mary Seacole's life on a timeline. Learn about what life was like for these two individuals. Use a range of sources to find out about the lives and significance of these individuals. Compare and contrast life now and then. 	<ul style="list-style-type: none"> Learn specifically about the 'Zetland Life Boat' and how it came to be. Use this knowledge to compare and contrast this to a present-day lifeboat and rescue. Children will visit the Lifeboat Museum to and recognise the significance of the Zetland Boat to Redcar and also our school.

	<ul style="list-style-type: none">• The chronology of these events is clearly marked on a timeline to help their understanding of the past.• Understand things we do to help us find out about the past. Learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.	<ul style="list-style-type: none">• Consider the impact that these two individuals had on the lives of others.	<ul style="list-style-type: none">• Recognise advances in safety technology e.g. life vests, calling systems
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Year group/term	Year 2 Topic 1	Year 2 Topic 2	Year 2 Topic 3
Learning Topic	Comparison Study: Technology through time	Significant Event: The Great Fire of London & The Plague	Significant Individual: Captain Cook
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Begin by thinking about the term ‘technology’ and what that means. They will then consider the technology that they use in their everyday lives. • Consider specific kind of technology e.g. technology to help us write, talk and be entertained. • Make comparisons between technology of the past and the modern day, thinking about how our lives have changed with the advances in technology. • Think about historical figures in the history of technology, • Discuss what things we do to help us find out about the past. Learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions. 	<ul style="list-style-type: none"> • Place the Great Fire of London and The Plague on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across these periods. • Compare the role of the Fire Brigade between past and present day. (Local visit: Cleveland Fire Brigade). • Study the timeline of the Great Plague and Great Fire of London and put these significant events in order. • Learn about how historical events were recorded by looking at secondary resources about Samuel Pepys and to then write a diary entry based on his version of events. • Begin to identify and make contrasts across periods through secondary resources and Cleveland Fire Brigade. Children discuss how technology has changed over time and how safety features, such as fire alarms and fire brigade equipment, have changed the way fire is acknowledged. 	<ul style="list-style-type: none"> • Compare and contrast Stewart Park and how this location was the site of James Cook’s birth. • Place the events of James Cook’s life on a pictorial timeline, including his childhood, early adulthood and career in the Navy by writing a fact file. • Compare and contrast life on board the HMS Endeavour and how life on board the ship had its challenges • Learn about the way of life when James Cook was born and start to understand life was different for people in the past, such as poor and rich, male and female • Place Captain Cook’s voyages of discovery on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across these periods. • Explore indigenous cultures of Australia prior to Captain Cook’s arrival by exploring and creating aboriginal art.

Year group/term	Year 3 Topic 1	Year 3 Topic 2	Year 3 Topic 3
Learning Topic	Stone Age to Iron Age	Ancient Egypt 2000 BCE	Ancient Greece 1300BCE – 800AD
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Place the Stone Age and Iron Age on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across these periods. • Devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many Stone Age people using the Stone Age Boy book and pose the questions to ‘Om’ (Stone age character from the story). • Note connections, contrasts and trends over time to identify how life changed for people during the Stone Age by exploring: <ul style="list-style-type: none"> – Clothing – Hunting – Cave painting (communication) – Homes • Research how Stone Age and Bronze Age people developed the technology to make tools, bronze, containers and jewellery. • Consider the transition into the Iron Age and the impact that this had. 	<ul style="list-style-type: none"> • Place Ancient Egypt on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across this period. • Devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people and exploring how the River Nile was essential to survival. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians • Research how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods 	<ul style="list-style-type: none"> • Place Ancient Greece on a wider timeline to develop a chronologically-secure place in world history • To know where and when the Ancient Greek civilisation existed and order events on a timeline to develop a chronologically-secure knowledge of ancient history, establishing clear narratives within and across this period. • To know about the Greek Empire, how it was established and maintained and the impact on the wider world, making connections, contrasts and trends over time and develop the appropriate use of historical terms by researching Alexander the Great. • Research the religious beliefs of the Ancient Greek people and know some of the gods they worshipped by creating a fact file on the Greek Gods. • Note connections, contrasts and trends over time to develop and identify historical terms

Year group/term	Year 4 Topic 1	Year 4 Topic 2	Year 4 Topic 3
Learning Topic	Mayans 1000 BCE – 1500 AD	The Roman Empire 55BCE - 410 AD	Anglo Saxons 410 - 1066AD Vikings
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Place the Mayans on a wider timeline to develop a chronologically-secure place in world history • Understand who the Mayans were and where in the world they lived they will learn what Mesoamerica and central America is. • Learn about the Mayan belief system and their gods. They will explore the Mayan number system, comparing and contrasting it to our number system. • Try a typical Mayan diet and compare it and contrast it to our western diet • Study Chichen Itza and learn what these left behind building tell us about how the Mayans lived. 	<ul style="list-style-type: none"> • Place the Romans on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives, similarities, differences, changes over time and continuity across this period. • Devise questions about and learn about where the Romans came from, how the city of Rome became the centre of a huge empire and identify the key people that ruled and the impact they had on this time-frame by exploring historical resources. • Identify reasons why the Romans invaded Britain, to recall key facts and the progression of their invasions and explain the consequences of this on Britain and the continuity we see in modern Britain. • Understand why Queen Boudicca led a rebellion against the Romans, the consequences of this to the Roman empire and explain how life was different for both parties by considering both perspectives on this. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information to examine Roman life • Note connections, contrasts and trends over time and develop the appropriate use of historical terms to understand the lasting impact of the Roman Empire on Britain by plotting these on a timeline of events. • To look at Roman soldiers and the structure of the Roman army. 	<ul style="list-style-type: none"> • Discuss the key similarities and differences between life in Britain during the Anglo-Saxon period and identify the changes inflicted on Britain using a historical timeline. • Use secondary resources, such as books and articles, to establish how Britain was divided into Kingdoms • Describe some of the gods that the Anglo Saxons worshipped and note some of the reasons why some Anglo Saxon’s converted to Christianity and the most influential people across this period. • Place the Vikings on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across this period. • Learn about the Vikings, why they came to Britain, where they settled and why they raided it using atlases. • Research and explain the Viking struggle for the Kingdom of England to the time of Edward the Confessor. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.

Year group/term	Year 5 Topic 1	Year 5 Topic 2	Year 5 Topic 3
Learning Topic	Smugglers 1700-1800AD		Victorians 1800-1900 AD
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Explore timelines further, placing events from their own lives and beyond in chronological order. • Learn the importance of their locality in Georgian times. The immediate coastline was rife with smugglers and the children will research why smuggling was prevalent, a study of John Andrews (smuggler king of Saltburn) and how crime and punishment was dealt with in Georgian times. • Walk in the footsteps of John Andrews through the woods in Saltburn, past the old whipping post and onto the old church at Skelton (where he hid his contraband goods and is buried). • Explore the Georgian taxation system and see that it can still be seen today in Fisherman’s square with the window tax. The children will then explore Highwaymen and in particular Dick Turpin 		<ul style="list-style-type: none"> • Place the Victorians on a wider timeline to develop a chronologically-secure knowledge of British and world history, establishing clear narratives within and across this period. • Study the timeline of the Victorian period and be able to place significant events in order. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about Queen Victoria’s quest for empire. • Compare some of the important inventions the Victorians created; what came before and what came after (drawings> photographic camera> camera phone). • Learn about the industrial revolution and the changes it made to Britain and the world (local study). • Learn about significant legislation which affected children and how historically-important people like Lord Shaftesbury and Dr Barnardo moved children out of the factories and into schools – Link to Zetland Primary

Year group/term	Year 6 Topic 1	Year 6 Topic 2	Year 6 Topic 3
Learning Topic	Significant Events – Women in History		World War II 1940 AD
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • To recognise the impact of the actions of significant women through history i.e. Suffragette Movement, Rosa Parks, Marie Curie. • To consider the ways in which women have been treated historically and compare/contrast to present day. • To understand the links to British Values through these specific examples. 		<ul style="list-style-type: none"> • Place World War II on a larger timeline to develop a chronologically-secure knowledge of British and world history, • Explain why World War II began • Label a map to show who the Allies and Axis Powers were in World War II. • Explain why a specific World War II event was a key turning point in the war and look at primary and secondary sources about the events. • Explain when, where and why children were evacuated through reading and discussing Friend or Foe and through experiencing a World War II visit • Say what foods were rationed during World War II and why • Explain the purpose of propaganda posters by looking at several examples of posters from the time, • Explain what anti-Semitism means and how this led to discrimination against Jewish people in Europe and the Holocaust. • Learn about the role of women in World War II and how this was different from their role previously