

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our Local Area	The Great Fire of London	Weather	Plants	Humans and Animals	The 1960's
Enquiry Question		How did the Great Fire change London?				How has life changed since the 1960s?
Chronological understanding		<p>Place some basic events onto a timeline and use this to support the retelling of past events.</p> <p>Including ordering of two different events.</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>				<p>Order dates from earliest to latest on simple timelines (including decades).</p> <p>A basic timeline created of their own lives.</p> <p>Discussion of timeline for the sixties around key events. –including significant people Martin Luther king and President Kennedy.</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>

<p><b>Depth of historical knowledge</b></p>		<p>Give simple explanations why an event from the past happened and talk about consequences of those actions.</p> <p>Can describe events distinguishing between past and present.</p> <p>Similarities and differences between 1666 and today. Influences made.</p> <p>Comparisons made between GFOL and Great fire of Gateshead.</p> <p>To understand life before and after the fire- impact made.</p>				<p>Describe how some aspects of life today differ from the past using simple historical vocabulary.</p> <p>Tell the difference between past and present in their own lives and other people lives: Households, children's entertainment, music and fashion.</p>
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<p><b>Interpretations of history</b></p>		<p>Begin to identify and recount some details from the past from sources (e.g. pictures, stories, artefact school box).</p> <p>Explore parts of Samuel Pepys diary to gain an understanding of the GFOL.</p> <p>Children to be made aware of various causes that may have started the fire from accidental to deliberate.</p> <p>Introduce the term 'interpretation'; interpretations as to who was to blame, the reason behind the fire spread, and the reason London was redeveloped.</p>				<p>Begin to identify and recount some details from the past from sources (e.g pictures, music)</p> <p>Where possible explore accounts/ images of parents and carers from the year group for the children to share.</p>
<p><b>Historical enquiry</b></p>		<p>Begin to use sources to identify some details and answer simple questions.</p> <p>To be able to provide a simple verbal and written explanation around the changes that happened due to the GFOL.</p>				<p>Find answers to simple questions about the past from sources of information.</p> <p>To make simple comparisons for how life has changed since 1960s.</p>

<b>Organisation and communication</b>		<p>Write simple sentences describing an event.</p> <p>Orally retell the main points of past events.</p> <p>Show knowledge and understanding about the past in different ways: drawing, writing (diary) and talking.</p>				<p>Can write and explain simple comparison sentences.</p>
<b>Key vocabulary</b>		<p>Chronological – past – present – century – fire hook – sources – events – changes – Samuel Pepys.</p>				<p>Past –old- new- recent- young – decades- comparison – similarities and differences – iconic people.</p>

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our World	George Stephenson	A Comparison of the UK with China	History of Flight	A Study of the Artist Andy Goldsworthy	The Coast
Enquiry Question		Who was George Stephenson and why was he significant?		How has transport changed over time?		
Chronological understanding		<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally.</p> <p>Know where some key people fit on a timeline along with their achievements.</p> <p>Timeline of their own life discussed, with prior year 1 learning added into it.</p>		<p>Record some events onto a timeline.</p> <p>Know where some key people fit on a timeline.</p> <p>Remember a few significant names and dates.</p> <p>Order images oldest to newest.</p> <p>Discuss timelines of events such as flight beginning.</p>		

<p><b>Depth of historical knowledge</b></p>		<p>Uses information to describe the past.</p> <ul style="list-style-type: none"> <li>-difference between rich and poor people, flat hats and top hats.</li> <li>-miners use safety lamps</li> </ul> <p>Explain the impact that a significant person has made to their local area.</p> <ul style="list-style-type: none"> <li>-invented safety lamp for miners</li> <li>-introduced trains which carried passengers not just goods.</li> <li>-National Railway Manchester to Liverpool helping people to travel</li> <li>-International acclaim</li> </ul> <p>Making comparisons and discuss changes over time. EG in rail.</p> <ul style="list-style-type: none"> <li>-horse and cart, track, passenger's trains, electric trains, magnets, speed and collections to more places.</li> </ul> <p>Geography link – George Stephenson railway.</p>		<p>Describe differences between 'then' and 'now'.</p> <p>Identify differences between ways of life at different times.</p> <p>Look at how we can prove events have happened. – Link with interpretations.</p> <p>Making comparisons and discuss changes over time. EG, from George Stephenson's Rocket (1829) to the Wright Brothers 1903, Neil Armstrong (1969) moon landing.</p>		
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<b>Interpretations of history</b>		<p>Use of timelines to show the progression of railways overtime.</p> <p>Evaluate the differences between trains then and now.</p> <p>Analyse images from the past to gain a thorough understanding of time.</p>		<p>Begin to express preferences and justify them with evidence / facts.</p> <p>Discuss how we can prove an event happened. EG: telegrams – newspaper articles.</p> <p>Images to show differences around travel in the past.</p>		
<b>Historical enquiry</b>		<p>Realise that we can find out about a person's life by using modern day clues to explore the past.</p> <p>Explore the main achievements of a significant person through research.</p> <p>To investigate the evolution of trains and use justified reasons why a specific train model is the best.</p>		<p>Ask and answer historically relevant questions.</p> <p>Compare events from different periods in history to explain how changes occurred over time. EG transport.</p> <p>Understand why people are significant.</p> <p>Explore the main achievements Neil Armstrong and how the first moon landing was significant for future Space exploration.</p> <p>Using picture sources to prove whether a statement is factual and discuss which sources are the most reliable.</p>		

<p><b>Organisation and communication</b></p>		<p>Can write simple sentences containing period-specific detail and write short descriptions.</p> <p>Plan, present and organise on why George Stephenson was so significant with railways.</p> <p>Show comparisons using a Venn diagram.</p> <p>Discussions around sources to interpret information. Answer key questions and annotate information based on the significance.</p> <p>Discuss timelines and what is meant by chronology and share their own views around achievements.</p>		<p>Write simple recounts about the past. Draw labelled diagrams and write about them to tell others about people, and objects.</p> <p>To retell stories around past events.</p> <p>To understand, discuss and annotate timelines.</p> <p>Discussions around sources to interpret information and prove an event happened.</p>		
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<b>Key vocabulary</b>		In the past – Geordie lamp – railways – rocket – George Stephenson – chronological order – changes over time – comparison. Killingworth Colliery - Coal mine - Steam engine - Track - Locomotive - Engineer -Inventor		Timeline – Chronological –After – Before –Next –Now – Past – Present – Modern –Historic – Then –During – Yesterday –Century – Decade –Recently – Sequence –Historical – Historian –Account – Artefact –Source – Diary –Event – Evidence –Museum – Gravity – Apollo missions – Astronaut – Pilot – Vehicle – Engine – Space		
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**HISTORY PROGRESSION**

History Geography Science DT English

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Arctic Circle	Plants	The Romans	Forces and Magnets	Comparing Lakes
Enquiry Question	What achievements remain from the Stone Age to the Iron Age period?			What was the impact of the Roman invasion within the North East?		
Chronological understanding	Place the time studied on a time line.  Use dates and terms related to the studied unit and passing of time.			Place the time studied on a time line.  Use dates and terms related to the studied unit and passing of time		

<p><b>Depth of historical knowledge</b></p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society &amp; beliefs</li> <li>• food/ farming,</li> <li>• entertainment.</li> </ul> <p>Comparisons between hunter gathers and Neolithic farmer using historical language.</p> <p>To compare life after the introduction of Bronze age to different eras.</p> <p>To understand the life of communities (Celt life).</p>			<p>To build an understanding of why the Romans invaded Britain.</p> <p>To explain why the Roman invasion was successful and how.</p> <p>To know why the Roman wall was built</p> <p>To understand how and where the Romans built roads.</p>		
<p><b>Interpretations of history</b></p>	<p>Looking at images of different houses children interpret why and how they were suitable during the stone age – links to changes in materials. (Cross curricular science link).</p>			<p>Question, investigate and give reasons for events in the past (e.g. why did the first Roman invasions of Britain fail, but later ones were successful?) Link with the Sill trip.</p> <p>To use historical artefacts to enquire about the past and create their own questions. Was the Roman army the strongest?</p>		

<p><b>Historical enquiry</b></p>	<p>Explain how the stone age to iron age history fits into the wider picture of British history.</p> <p>To present the finding around the achievements from the stone age to the iron age.</p>			<p>Ask and answer questions about how and why events and people being studied are significant. (inventions and impact)</p> <p>Summaries the main events from a time period.</p> <p>To understand the impact the Romans had on modern day Britain</p>		
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<b>Organisation and communication</b>	<p>Present findings about the past using speaking, writing, Venn diagrams, ICT and drawing skills.</p> <p>Use dates and vocabulary related to topic.</p> <p>Outdoor learning to find out key information.</p> <p>To write detailed comparative sentences.</p>			<p>Present findings about the past using speaking, writing, and drawing skills. (English cross curricular link with fact files and non-fiction writing)</p> <p>Use dates, historical terminology and vocabulary appropriate to the period of history studied. Ask and answer questions about how and why events and people being studied are significant. (inventions and impact)</p> <p>Summaries the main events from a time period.</p> <p>To understand the impact the Romans had on modern day Britain</p>		
<b>Key vocabulary</b>	<p>Neolithic farmers – hunter gatherers. Iron – bronze – stone- Celtic warriors- Mesolithic – Palaeolithic -</p>			<p>Invasion – Roman wall – The Sill – Vindolanda – settle – century – era – archaeologist – evidence – enemies – conquest</p>		

**HISTORY PROGRESSION**

History Geography Science DT English

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topic	Ancient Egyptians	Narnia	Anglo-Saxons and Vikings	Mountains and Rivers	Rainforests
Enquiry Question	What was civilization like for Ancient Egyptians?		Were the Anglo-Saxons right to fear the Vikings?		
<b>Chronological understanding</b>	<p>Placing early civilisations into context – in-depth Egyptians.</p> <p>Explain how different periods fit together within and across time periods studied. Linked to previously studied topics, Stone Age and Romans.</p> <p>Use BC dates correctly on a timeline.</p>		<p>Discuss and place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD</p>		

<p><b>Depth of historical knowledge</b></p>	<p>Describe civilisation during this time period. (Importance of the River Nile).</p> <p>To understand the religious beliefs of the Egyptians and clearly explain why certain events such as mummification happened.</p> <p>To understand the reasons for the building of pyramids and the basics of how this was achieved.</p> <p>Cross curricular link with Geography - locating where Egypt is and making comparisons between now and then.</p>		<p>Identify key features and events of time studied.</p> <p>To research the setup of an Anglo-Saxon village, their roles and the general layout for protection.</p> <p>Comparisons of Norse, Anglo-Saxon and Pagan Gods.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>		
<p><b>Interpretations of history</b></p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability (Tutankhamun).</p>		<p>Begin to evaluate the usefulness of different sources.</p> <p>To research artefacts, make predictions based around what they think they may be and then research what they are. (Life and tools).</p> <p>Continue to learn the difference between primary and secondary evidence and start to question its reliability and bias based on who wrote/made it.</p>		

<b>Historical enquiry</b>	Can draw some conclusions from facts or sources.		Ask a variety of questions.  Use the library and internet for research.  Use evidence to build up a picture of a past event.		
<b>Organisation and communication</b>	Recall, select and organise historical information.  Communicate their knowledge and understanding.  Start to present ideas based on their own research about a studied period via a presentation to the class.		Communicate their knowledge and understanding.  Recall, select, present and organise historical information and ideas based on their own research about a studied period.  Start to present ideas based on their own research around the Viking impact.		
<b>Key vocabulary</b>	Ancient - BC/AD Century -Date period -Timeline Archaeology/ Archaeologist - Chronology/ Chronologically - Discoveries -Evidence Reliable source - Secondary source - Civilisation		Archaeology/Archaeologist BC/AD Century Chronology/Chronologically Civilisation Conquest Enemies Era Evidence Invade/Invasion Pagan Primary source Reliable source Secondary source Settle Timeline		



## HISTORY PROGRESSION

History Geography Science DT English

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Ancient Greeks</b>	<b>Space</b> (Study of ancient civilisations included)	<b>Natural Disasters</b>	<b>River Tyne</b>	<b>Lakes and Mountains</b>	<b>Crime and Punishment</b>
Enquiry Question	How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?	What do all of the ancient civilisations have in common?		Why was the Tyne important to the people of the North East?		How has crime and punishment changed since the Roman invasion?
<b>Chronological understanding</b>	<p>Placing early civilisations into context.</p> <p>Describe what civilisation was like during this time period. Lives – work – achievements – comparison to life now.</p> <p>Discuss democracy, what did this mean during the Greek times, how did this come about and how is this still relevant today.</p>	<p>Retrieve information about Ancient civilisations based on when they happened and where.</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</p> <p>Place world history events on a timeline using the correct dates and labels.</p>		<p>Using key words and phrases for the passing of time children to observe changes made between the Quayside then and now. Cross curricular link with Geography using digi maps to compare the land across different dates.</p> <p>Understanding of trade now and in the past.</p>		<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately – British history.</p>

## Depth of historical knowledge

	<p>A focus around the 'classical golden age' 500BC – 323BC</p> <p>Discuss democracy, what did this mean during the Greek times, how did this come about and how is this still relevant today.</p> <p>To explore architecture from the ancient period and look at similarities in some modern-day buildings from around the world and local.</p> <p>To explore what the Olympic games use to be like and why it happened and then discuss changes to how it is now.</p> <p>English link – Explore myths and why these were significant during the Ancient Greek periods.</p> <p>Exploration in to significant people whilst exploring philosophy.</p>	<p>Explain and analyse how different periods fit together within and across time periods studied and understand why certain civilisations settled where they did.</p> <p>Understand the need for new creations and how they are now looked upon as great achievements.</p> <p>Discuss similarities and differences in different writing and mathematical styles from ancient periods and modern-day.</p> <p>Justify the greatest achievements made by Ancient civilisations.</p>		<p>Draw on information previously learnt about the local area.</p> <p>To continue to build on their knowledge of the local area and to provide detailed accounts of their local history.</p> <p>To understand the terms 'decline' and 'regeneration' and why this is significant for the Tyne.</p> <p>Explore how trade has changed over time. Explore what was imported and exported then and now. Discuss why coal was the most import export then but how now present day we actually get it imported.</p>		<p>Explain the reasons for similarities and differences between different time periods and artefacts.</p> <p>Can explain connections, contrasts and trends over time.</p>
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<b>Interpretations of history</b>	<p>Understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Exploration of architecture to interpret uses of buildings and meaning of different column types.</p>	<p>Continue to develop their understanding of how historians and others investigate the past. Using articles, non-fiction books and the internet to explore writing, number systems and achievements.</p>		<p>To use primary sources to gain a clear understanding of the types of ships which came into the Tyne.</p> <p>To analyse images from the past to gain a thorough understanding of the time.</p>		<p>To listen to and analyse secondary sources around punishments that were carried out during the different eras.</p>
<b>Historical enquiry</b>	<p>Can draw conclusions from facts or sources and evaluate their reliability.</p> <p>To fully explain what civilisation was like for the Greeks using evidence learnt in lessons.</p> <p>Discover what we still have around today/ use today from the Greek period and what we should be thankful for.</p>	<p>To investigate the achievements made during different time periods and provide their own opinion with justified reasoning over which was the best invention.</p>		<p>Understand why the local area had to change during this given time period.</p> <p>Discuss why the Tyne was important to the local people.</p> <p>Links with Geography and fieldwork.</p>		<p>To understand the impact of Sir Robert Peel.</p> <p>Find out why punishments changed across different periods of time.</p>
<b>Organisation and communication</b>	<p>Present, research, communicate, comprehend and organise ideas from the past using detailed discussions and more detailed written narratives.</p>	<p>Present, communicate and organise ideas from the past using detailed discussions, debates and more detailed written narratives.</p>		<p>Present, research and organise facts and information to prove ideas.</p> <p>Children to lead in depth discussions and use evidence to show changes over time.</p>		<p>Can critically analyse time periods.</p> <p>Can organise and write in detail about past crime and punishments.</p>

Key vocabulary	Significant - Governments - Philosopher - Democracy - Architecture- Acropolis -Parthenon -Assembly -Enquiry -Evidence - Interpretation - Primary/Secondary - Source -Reliability -	Cultural -Architecture Civilisation -Ancient Enquiry -Evaluate Evidence - Interpretation - Primary/Secondary - Source -Reliability		Change -Social - Civilisation - Government - War -Interpretation - Primary/Secondary - Source		Change -Citizen Cultural -Monarch(y) - Social -Civilisation - Democracy - Government - Parliament - Political -Crime Punishment - Outlaw -Trial -Ordeal
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**HISTORY PROGRESSION**

History Geography Science DT English

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	A Turning point in WW2 History	Electrical Circuit	Comparison of the UK and South America: Kensuke's Kingdom	Ancient Kingdom of Benin	Global Geography	
Enquiry Question	How was Britain able to stand firm against the German threat?			What was civilisation like for the people of the kingdom of Benin?		
Chronological understanding	<p>To understand the chronology of events that led to the outbreak of, and Britain's involvement in, WW2.</p> <p>Annotate a timeline with historical terms and facts, showing a sense of historical scale.</p> <p>Place events into a global context.</p>			<p>To explore some of the significant events in Africa's history.</p> <p>Understand and explain how some historical events/periods occurred concurrently in different locations, ie Britain and Africa.</p> <p>To understand how the dynasties within Benin changed and why.</p>		

## Depth of historical knowledge

Compare beliefs and behaviour with another time studied.

Write 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.

Can critically analyse time periods. Including explaining their influencing factors and their impact. (Roles of women, food shortages and evacuation of children).

To identify the factors which support our victory in the battle of Britain.

To identify the importance of D Day as 'the beginning of the end' of the war in Europe.

Understand the positives and negatives of the war.

Show an awareness of the concept of propaganda.

To understand and describe what civilisation was like during this time period in Africa – lives, work, achievements – in the context of European attitudes at the time.

Recognise when they are using primary and secondary sources of information to investigate the past; (Religious beliefs of the Benin people).

Explain and analyse the cause and consequence for why Benin came to an end.

Can critically analyse and explore historical attitudes to African art (racism).

<b>Interpretations of history</b>	<p>To use primary and secondary sources to gain a clear understanding of key turning points in the war, ie D Day and the Battle of Britain.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>			<p>To analyse images and artefacts from the time to gain a more thorough understanding of the Kingdom of Benin. What do these artefacts tell us about their civilisation? (eg the slave trade, craftsmen, religious beliefs and practices)</p> <p>Oral history and how the cultural history is passed down.</p>		
<b>Historical enquiry</b>	<p>Consider the validity of different sources and select reliable, appropriate resources to use, to answer a specific question.</p> <p>Reach conclusions on what happened based on the study of a range of sources.</p> <p>To fully explain how Britain was able to withstand the German threat using evidence discussed in lessons.</p> <p>Discover the outcomes of WW2 on British society, both in the immediate aftermath up to the present day.</p>			<p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate.</p> <p>Understand why the Kingdom changed during this period, and ask questions about why the Kingdom fell.</p> <p>To explain what civilisation was like for the people of the Kingdom of Benin using the knowledge learnt and evidence discussed in lessons.</p>		

<b>Organisation and communication</b>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms. (D-Day, life at home).</p> <p>Be confident in using a wide range of historical terminology and vocabulary across different periods of time.</p> <p>Complete an extended piece of writing (Big write) in response to the enquiry question.</p>			<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Explore and identify artefacts to create their own museum. Critical thinking – What would other people learn from these sources?</p>		
<b>Key vocabulary</b>	<p>Continuity – Cultural - Social – Civilisation - Democracy - Government Parliament - Political - Enemies - Empathy - Interpretation - Perspective - Propaganda - Reliability -Analyse - Conclusion -Enquiry Evidence -Hypotheses -Evaluate</p>			<p>Cultural - Empire Legacy -Monarch(y) Social -Architecture Civilisation -Ancient Archaeology/ Archaeologist Discoveries -Excavate - Interpretation - Perspective -Reliability -Analyse Conclusion -Enquiry Evidence -Hypotheses - Evaluate</p>		