

YEAR 1

Within living memory		Beyond living memory	Local history	Lives of significant people
<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>		<i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>	<i>Significant historical events, people and places in their own locality</i> <i>(Demolition of old school and move to new school)</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>
Year 1 Knowledge	<ul style="list-style-type: none"> • Know that the toys that previous generations played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for 		<ul style="list-style-type: none"> • Know the name of a famous event, close to where they live • Know the main differences between their school days and that of a previous generation • Know that buildings look different now because of changes in technology • Discuss artefacts from a significant event in history • Understand why there is the need for change to happen 	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous within the UK <ul style="list-style-type: none"> ○ The Monarchy ○ Florence Nightingale ○ Guy Fawkes ○ LS Lowry ○ Beatrix Potter ○ Grace Darling • To understand why a person is famous • To understand the events leading up to why the person became famous • To understand the impact on the person's life • To understand the impact that this person has had on people's lives now
Year 1 Skills	<ul style="list-style-type: none"> • To know and understand what the word history means • Put objects in chronological order from recent history • To know what the word famous means • Identify the main differences between old and new objects • Use language such as old, new and long time ago • Answer questions using an artefact or photograph • To discuss what objects/toys might be used for • To make predictions using the knowledge they have • Answer questions using a range of artefacts • Find out more about a famous person from the past and carry out some research on him/her 			

YEAR 2

Within living memory		Beyond living memory		Lives of significant people		Local history	
<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 		<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 		<ul style="list-style-type: none"> significant historical events, people and places in their own locality 	
Year 2 Knowledge		<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born. For example: The Great Fire of London, the first aeroplane flight, the Titanic, the Victorian era Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago 		<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous. eg: Neil Armstrong, Christopher Columbus, Rosa Parks, Albert Einstein, Isaac Newton, Amy Johnson, Amelia Earhart, Martin Luther King, Marie Curie, Jane Goodall 		<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc). 	
Year 2 Skills	<ul style="list-style-type: none"> Sequence events in chronological order and give reasons Understand that significant events changed people's lives. Use language such as before I was born, when I was younger and use words such as before, after, past, present, then and now Understand that we learn about history from people's accounts of an event Answer questions using a specific source Develop research skills Use 2 different ways to find out about the past Explain why eye witness accounts may vary Understand that timelines can vary in time length 						

Year 3

Chronology Stone Age to 1066		Local Study	Ancient Ancients (approx. 3000 years ago)
To include: <ul style="list-style-type: none"> • <i>Stone age to Iron age</i> • <i>Romans</i> 		<ul style="list-style-type: none"> • A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066 	Cover each of and then choose one to look at in depth: <ul style="list-style-type: none"> • <i>Ancient Egypt</i> • <i>Ancient Sumner</i> • <i>Indus Valley</i> • <i>Shang Dynasty</i>
Year 3 Knowledge	<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter- gatherers' • Know how Britain changed from the iron age to the end of the Roman occupation 	<ul style="list-style-type: none"> • To know how a specific area has changed in terms of land use, buildings and the reasons for these changes (E.g. Stadium of Light in comparison to coal mines) • Explain why car manufacturing is important to Sunderland. • Explain why the Stadium of Light got its name. 	<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Describe the leadership of the civilisation • Understand and explain the structure of society and how it changed over time • How religion influenced life • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty
Year 3 Skills	<ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past • To place key periods of time chronologically on a time line • Use various sources of evidence to answer questions • Use various sources to piece together information about a period in history • Research a specific event from the past • Use their 'information finding' skills in writing to help them write about historical information • Thoroughly research, and identify similarities and differences between given periods in history • Use sources of evidence to answer questions • Describe a key event from Sunderland's history using a range of evidence from different sources • To explain that something which has happened in the past can affect the way we live today • To recognise that industry and land use will continue to change as technology changes • Begin to use more than one source of information to bring together a conclusion about an historical event • Can they use specific search engines on the Internet to help them find information more rapidly? 		

Year 4

Civillisations From 1000 years ago		Ancient Greece	Local Study
Choose one of: <ul style="list-style-type: none"> • <i>Mayans</i> • <i>Islamic civilisations</i> • <i>Benin civilisations</i> 		<i>Greek life and influence on the Western world</i>	<ul style="list-style-type: none"> • A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
Year 4 Knowledge	<ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world – Mayans • Know why they were considered an advanced society in relation to that period of time in Europe • Identify important buildings and compare with modern life • To explain how religious beliefs influenced daily lives • To know the structure of their daily life 	<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics • Describe the differences between the two main civilisations • Understand and explain the structure of society and how life differed for people in each group • Describe how ancient Greek civilisation influenced the modern world. 	<ul style="list-style-type: none"> • Understand the reasons and implications of an event in local history (e.g. Victoria Hall disaster) gathering evidence from secondary sources • From newspaper articles, explain an event using historical dates and language. • Explain why the event was able to happen, why was the Victoria Hall important to the people of Sunderland.
Year 4 Skills	<ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past • Use a time line to show main events within a period of history • To be able to compare and contrast information • Give more than one reason to support an historical arguments • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found • Use various sources of evidence to answer questions • Use various sources to piece together information about a period of history • Research a specific event from the past • Use their 'information finding' skills in writing to help them write about historical information • Thoroughly research, and identify similarities and differences between given periods in history • Appreciate that some ancient civilisations showed greater advancement than people who lived centuries after them • Summarise the main points from a local event and explain the order in which key events happened • Describe a key event from Sunderland's history using a range of evidence from different sources • To explain that something which has happened in the past can affect the way we live today • Begin to use more than one source of information to bring together a conclusion about an historical event • Can they use specific search engines to find information more rapidly? 		

Year 5

Year 5		
Chronology (Stone Age to 1066)	Chronology (Stone Age to 1066)	Local Study
To include: • Romans	To include: • Anglo-Saxons • Vikings	<ul style="list-style-type: none"> • A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
Year 5 Knowledge	<ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudicca • Know about at least one famous Roman emperor 	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo- Saxons attempted to bring about law and order • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict and why the Vikings frequently won.
Year 5 Skills	<ul style="list-style-type: none"> • Use dates and historical language in their work • Test out a hypothesis in order to answer a question • Appreciate that significant events in history have helped shape the country we have today • Research two versions of an event and say how they differ • Explain how events from the past have helped shape our lives • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same • Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them • To place key events in chronological order • To understand and describe what life was like in the past • Describe a key event from Sunderland’s history using evidence from different sources 	

Year 6			
Beyond 1066		Beyond 1066	Local Study
<ul style="list-style-type: none"> • <i>An aspect of theme that takes pupils beyond 1066</i> • <i>Victorians</i> 		<ul style="list-style-type: none"> • <i>An aspect of theme that takes pupils beyond 1066</i> • <i>World War 2</i> 	<ul style="list-style-type: none"> • <i>A local study linked to one of the periods of time studied under chronology; or</i> • <i>A local study that could extend beyond</i> • <i>1066</i>
Year 6 Knowledge	<ul style="list-style-type: none"> • Recognise that the lives of wealthy people were very different from those of poor people • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past • Find out about what people wore, what they ate and what they lived in. • Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed? • Know how Britain has had a major influence on the world 	<ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Explain and understand some of the reasons behind the outbreak of war • How life changed for people during the time period • Develop an understanding of why children were evacuated 	<ul style="list-style-type: none"> • Know about the life of a local man – Jack Crawford • Know about his life and the conditions of the era in which he lived and life in the Royal Navy • Know the significance of Jack Crawford’s actions during a battle at sea • Understand why is seen as an important historical figure in Sunderland
Year 6 Skills	<ul style="list-style-type: none"> • Place historical events and people from the past societies and periods in a chronological framework • Summarise the main events from a specific period in history explaining the order in which key events happened • Explain and understand some of the reasons behind the outbreak of war • Use an atlas to identify countries involved in the war and place these on a map using a suitable key • Summarise how Britain has had a major influence on world history • Identify and explain their understanding of propaganda • Describe a key event from Britain’s past using a range of evidence from different sources • Look at two different versions and say how the author may be attempting to persuade or give a specific view point • Describe a key event from Britain’s past using a range of evidence from different sources • Appreciate that war/s would inevitably have brought much distress and bloodshed • To compare differences between life then and now and explain why these changes occurred • Describe a key event from Sunderland’s history using a range of evidence from different sources 		